



2022-23 Instructional Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Arts, Media and Business Administration

Department Name

Media Studies

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Photography (PHOTO)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Candace Rose

Department Chair email

crose@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Scott Klinger, Assistant Professor, Photographic Technology
Amy Caterina, Associate Professor, Photographic Technology

Website address for your discipline

<https://www.palomar.edu/photography>

Discipline Mission statement

The Photography Program offers students the opportunity to study photography from beginning to advanced levels. Our courses prepare students in a variety of areas, including fine art, editorial, and commercial photography. The program stresses development of creativity while offering a firm grounding in basic skills. Our students will be prepared for positions in the job market or transfer to a 4 year college to continue their education. Students can earn an Associate in Arts Degree or a Certificate of Achievement in Photography.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

In concert with Palomar's mission statement of respecting each each of our student's experiences and supporting them to achieve academic success our program offers a diversity of classes that encourage students individual expression and creativity while giving them the tools and skills they need to find success in the workforce or go on to four year universities and be better prepared than their peers that are coming straight from high school. In working with local and national leaders in the field through our advisory committee and guest lectures we are preparing students to engage with their local and global communities.

Link: [Vision, Mission, and Values](#)

[\(Click here for information on how to create a mission statement.\)](#)

Does your discipline have at least one degree or certificate associated with it?

☒ Yes ☐ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☒ Yes ☐ No

List all degrees and certificates offered within this discipline.

Commercial Photography: CERTIFICATE OF PROFICIENCY
Photography: A.A. DEGREE MAJOR OR CERTIFICATE OF ACHIEVEMENT

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

2

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

2

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

Link: [FTEF Data](#)

1.55

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

0

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

Benjamin King- Temporary Hourly Worker- 30 hrs a week

Emma Ming- Temporary Hourly Worker - 20 hours a week

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in [Nuventive Improve](#). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered? Please explain.

We recently updated our SLOS to communicate the scope and depth of the certificates and degrees we offer. For example, we added Digital Image management to our outcomes. Students will demonstrate the best practices of digital image management. Students will work on the digital post-production workflow in Lightroom and/or Photoshop. This professional practice is as important as knowing how to use the software proficiently. We also revised the Aesthetic SLO to include the language of visual literacy. This update was vital to training our students to use the proper language and communication during academic or employment interactions.

How do they align with employer and transfer expectations?

The Palomar photography department provides our students with competitive Industry-standard technology and software, soft skills that will help them in the workplace, and a vision for the future through our classes, degrees and certificates. Many of our courses are transferable to the UC, and CSUs. to create a pathway for students to transfer to complete the 4-year degree. New certificates to align better with employment opportunities.

Describe your program's plan for assessing program learning outcomes.

We review our program outcomes on a yearly basis to assess if our program and courses are meeting our student's needs and aligning with employers and transfer opportunities.

Summarize the major findings of your program outcomes assessments.

We have noticed the classes included in our 2-year schedule have high enrollment and completion. Last year, we deactivated classes that had not been taught in years, and are interested in writing new classes and certificates. The new certificate would be for event photography and include new classes that focus on professional retouching and wedding photography and videography. In addition to the new mini or stackable certificates, we will be adding a course in Shooting Video with your DSLR and another that focuses on Advanced Photographic Editing and Asset Management.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess.

[Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

The courses in our discipline support the GE/ILOs by emphasizing critical thinking, communication, and information and visual literacy.

Our critical studies courses, including Photo 100 Elementary and Film Photography, and Photo 125 History and Criticism of Photography address the GE/ILOs in Communication A: Written Communication.

Commercial Photography Photo 220 meets GE/ILOs Critical B - Info Literacy Information literacy where students develop a research question; find, evaluate, and ethically use the information to satisfy a research question and Critical C - Teamwork Teamwork where students learn to apply interpersonal, problem-solving, time management, and other collaboration skills in a team environment. In addition to these, our keystone course Photo 209 Portfolio also meets Critical B: Information Literacy. Students demonstrate information literacy by preparing and producing a cohesive portfolio of photographs that they can use to apply to the art school entrance, job search, or gallery representation.

Photo 160 has 2 SLOs that support the GE Integrative Learning GE Outcome as it applies to certificate and degree programs, including Marketing Strategy where students create a personalized marketing strategy for their personal brand as a creative professional, and Career Planning that helps students develop awareness and competency in self-promotion, marketing and the business of photography with strategic and tactical planning for a life-long career.

Photo 130 Digital Darkroom I and photo 135 Digital Darkroom II have a digital photograph program SLO (digital Photos Students will demonstrate their ability to create conceptually and technically advanced photographs using digital imaging software and inkjet printers. They will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill, and creativity,) which aligns with GE Foundational Knowledge of Discipline General Education Outcome.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

The challenges of Covid, and the limited access to equipment and wet and digital labs and studio spaces, have made it difficult for our students to meet the learning outcomes. But our students have returned to the darkroom and studio.

Moving forward, we must adapt and do better to support and prepare our students and help them meet the learning outcomes. One way to support our students to meet the program learning outcomes is to remain current and acquire software and equipment used in the industry.

We will continue to seek out funds to acquire equipment through Strong Workforce grants and Perkins. Students must also have access to this equipment as needed, and access to advanced digital technology in our cameras, studio lighting, and processing capabilities.

Last semester the Media Studies department underwent the major step of expanding and centralizing our equipment storage and check-out space, and extending our hours of operation in order to best serve students in all Media Studies courses.

Our current goals include combining and centralizing our Media Studies computer labs as well, with extended hours, so students have access as needed to collaborate with classmates on group projects and finish their photography projects.

Launching two new classes: Shooting Video with your DSLR and another that focuses on Advanced Photographic Editing and Asset Management courses.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

2015-16: 5-AA, 7-CA, 4-CP, Total 16
2016-17: 8-AA, 11-CA, 5-CP, Total 24
2017-18: 7-AA, 9-A, 2-CP, Total 18
2018-19: 1-AA, 1- CA, 2 CP, Total 4
2019-20: 4-AA, 5- CA, 2 CP, Total 11
2020-21: 2-AA, 3-CA, 2-CP, Total 7

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

☐ Increased ☐ Stayed the same ☒ Decreased

Choose one

What factors have influenced your completion trends?

Pandemic scheduling and moving to a fully online format for almost two years as well as inconsistent scheduling and class cancellations have adversely affected our completion numbers. Students have also had tremendous difficulty in working with counseling to be able to get their degrees and certificates and there have been several students that developed plans with counseling, believed they were done having completed their plans and then when they turned in the final paperwork to get their degree were told they still needed various classes such as PE or that classes that they had been previously told would transfer were then not approved.

Are the courses in your discipline required for the completion of other degrees/certificates?

☒ Yes ☐ No

Please list them

Photojournalism 140 / Journalism AST

Do you have programs with 7 or fewer completions in the last 5 years?

☒ Yes ☐ No

What steps are you taking to address these completions?

The photography department has a formal 2-year scheduling plan that will include every class a student needs to graduate in 2 years. We work closely with our dean in the scheduling process.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

What is your program standard for the NUMBER of program completions?

12

Enter the number of completions per academic year.

Why did you choose this standard?

12 is the mean completion rate from 2015-2021. This is the number of completions we aspire to award for our AA in Photography and Certificate in Commercial Photography.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completions?

15

How did you decide upon your stretch goal?

We are working as a department to get back to our pre-Covid numbers.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the College when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

☐ Increased ☐ Stayed the same ☒ Decreased

Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

☐ Increased ☐ Stayed the same ☒ Decreased

Were these trends expected? Please explain.

Enrollment trends for photography have decreased from 565 in Fall 2017 to 365 in Fall 2021, the spring rate has fallen from 564 in Spring 2018 to 280 in Spring 2022. The fill rate however has only dropped less than 10% from 83% to 78% in 2021.

The WSCH per FTEF was 368 in Fall 2017, peaked at 399 in Fall 2020, and fell to 294 in Fall 2021. The Spring semesters recorded 382 in 2018, peaked at 414 in Spring 2021, and fell to 263 in Spring 2022.

Please use wsch/ftef and fill-rate.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

Creating a 2-year schedule of classes that simplifies scheduling and allows students to create an academic plan with completion in 2 years.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

The drop in enrollment has led to a drop in graduating students.

The Media Studies Department has been approved to hire one ISA 4 position this coming year. However, the photography department had a full-time staff position several years ago that has yet to be filled. Our department needs staff to provide the students the time and support they deserve and need to be successful.

The estimated scope of work for full-time staff in our Media Studies Department is 90+ hours a week.

There is no organized internship program. Area faculty have completed the Strong Workforce Training and are working with Service Learning and the internship lead on campus, Jason Jarvinen, Assistant Professor Cooperative Education, and adjunct faculty to design and implement a program that allows our students to work with potential employers as they are ready to graduate and transfer. Our department is also pursuing a relationship with the Cooperative Education department that encourages jobs and internships and investigating their Handshake program.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student

learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result.

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

What is your program's standard for Discipline COURSE Success Rate?

73.5%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

Photography meets and exceeds the institution set standard of 70%, beginning in Fall 2017, 2018, 2020 with 73%, Fall 2019 with 76% and Fall 2021 with 74%.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

☐ Increased ☒ Stayed the same ☐ Decreased

Was this expected? Please explain.

Yes, this was expected. Photography meets and exceeds the institution set standard of 70%, beginning in Fall 2017, 2018, 2020 with 73%, Fall 2019 with 76% and Fall 2021 with 74%.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

Since Covid and returning to Face-to-Face classes, we have seen great retention among our on-campus classes. The students are excited to be back in the classroom and we are creating a welcoming and inclusive sense of community. Smaller class sizes have had a positive impact on our ability to give students more opportunities for one on one time.

An important part of the class is information about student support services, including behavioral health. We follow up with students and help them problem solve a way to stay in class. We encourage open communication toward the mutual goal of their success.

Area Faculty have participated in a variety of @one courses within the CCC Online Network of Educators including:

10-10-10: Communication that Matters that focuses on Interaction is the often overlooked key to student success in an online learning environment.

Equity & Culturally Responsive Online Teaching Supporting student success begins with understanding barriers in our teaching that disproportionately impact certain student groups and acquiring inclusive teaching approaches to remove those barriers

Creating Accessible Course Content as a part of the campus Peer Online Course Review Team

Assessment in Digital Learning course that explored ways to use creative formative assessment techniques to engage students.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

☐ Increased ☒ Stayed the same ☐ Decreased

Was this expected? Please explain.

It was expected, but we have taken action to reverse this decrease in retention. Our success plan involves our 2 year schedule for graduation, the addition of new classes, and the development of an internship program.

Are there differences in success or retention rates in the following groups? (choose all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> When or where (time of day, term, location) | <input type="checkbox"/> Gender |
| <input checked="" type="checkbox"/> Age | <input checked="" type="checkbox"/> Ethnicity |
| <input type="checkbox"/> Special Pop. (Veteran, foster youth, etc.) | |

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

There is a 100% success rate for evening classes, 82% for the day, and 69% for DE. Retention for all 3 modalities is high: 90% in the day, 100% in the evening, and 95% for DE.

Enrollment for day classes is 3-4x higher than for evening, for example in Fall 2019 day enrollment was 204, and evening enrollment was 34.

The retention rate is consistently high: 91% in fall 2017, 86% in fall 2018, 92% fall 2019 and 89% fall 2021.

There is a higher retention and success rate for 2nd session fast track classes, this is probably due to the nature of the student that takes these demanding courses.

Time of day, term, location

Age: Why do you think age differences exist? What do you need to help close the gap?

Palomar College as a whole and our department have students that are right out of college and older students that are returning to campus for retraining.

We expect this due to their motivation to return to school. This is also consistent with the College's success rates.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Enrollment and success rates among Asians, Hispanics and Multi-ethnicity are within 10% of each other. Asian-85% for 20 enrollments, Hispanics: 74% for 80 enrollments, White: 71% for 65 enrollments, and for Multi-Ethnicity: 74% for 19 enrolled students. These numbers exceed the institutional success rate by ethnicity. There's not enough information on the other ethnicities to make conclusions on similarities or differences.

The enrollment and retention rate is 95% for Asian and Hispanic students, and 92.3% for White students, and 89% for Multi-ethnicity. Our department meets and exceeds the Institutional Set Standard for Retention Rate by Ethnicity.

Some of the other strategies we have recently begun to close the ethnicity gap include reworking our syllabi to include more welcoming language and more detailed information regarding student services. We also strive to make assignment deadlines more flexible and with a flexible and transparent class structure. This combined with a strong rubric has shown success.

In regards to class content, our course selections show photographers that reflect the diversity and expose our students to cultures and lives that reflect their own and those that are different from their own. We encourage student photographers to make photographs that celebrate their ethnicities, leading students to be open-minded, question their own biases, learn about different cultural opportunities and develop racial cultural literacy.

Are there differences in success/retention between on-campus and online courses?

☐ Yes ☒ No ☐ N/A

Please share any best practice methods you use for online courses.

The photography professors work closely with the Peer Online Course Review committee to bring their course design and content into alignment with the CVC OEI Rubric.

All of our full-time faculty have completed the old and new versions of POET, and our part-time (or adjunct) instructors have all completed the most recent version of POET or its equivalent. We found the new version of POET to be excellent and have incorporated many best practices into our courses. These have included making sure that all photos and videos are captioned and PDF and Word documents are accessible. Completing POET has increased our Enrollment and Retention Rate from 90.5% in Fall 2017 to 92.2% in Fall 2021.

While our Student Success Rate by Location has fallen to 69% in 2021 to 73% in Fall 2020, we have no doubt our continued work to make our online courses and canvas course design as inclusive and equity as possible will bring this percentage back up this year and next.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

Last year, we assessed each of our Course SLOs and updated, amended and added these outcomes. Our changes more fully address the connections between the aesthetic characteristics of image making, the technology of the camera and editing software, and the industry and social/cultural contexts of the profession.

For Photo 120, two instructors were evaluated during the 2020/2021 year. Each included papers, presentations, discussions, quizzes, and exams which were designed to meet student learning goals. Their presentation of the material was excellent.

Course level SLOs can be accessed through [Nuventive Improve](#)

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

The data is very informative. At this time we feel we have been able to access student learning with our updated outcomes.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

In addition to the deeper assessments elaborated above, which can give us more specific data about the success of particular assignments, we believe that attention to equity and access can improve success across assignments and courses. As elaborated above, syllabus revisions, flexible due dates, transparent assignments, access to equipment and further development can increase success rates.

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.

☒ Yes ☐ No

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of

units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

We are conscious to schedule our beginning classes in different modalities to appeal to different learning types. We do not schedule higher-level classes at the same time which would result in students being unable to complete our programs in a timely manner.

How do you work with other departments that require your course(s) for program completion?

We work closely with Journalism in scheduling PhotoJournalism.

Each fall the Media Studies Department holds an open house to recruit students through giving tours of our production and screening facilities and answering questions about our programs.

The past 2 years we have opened this up to other departments that share in our media focus, including Art, Graphic Arts, Theater, and Costume Design. These events have been very successful with positive feedback from faculty and students regarding the promotion of interdepartmental collaborations.

This Spring, 2022 Photography presented a keynote speaker Brendan Bannon who spoke to the department about his career experiences from working internationally in refugee camps in Rwanda to working locally in his hometown of Buffalo teaching Veterans to use photography to deal with PTSD. In addition, he met with students of every department for a personalized portfolio review.

Does your discipline offer cross-listed courses?

☒ Yes ☐ No

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling and SLO assessment?

We work with Erin Hiro in the hiring process of the photojournalism professor and scheduling. At the end of the semester, we work with the Photojournalism professor to evaluate the semester's SLOs.

We confer with all programs in our discipline to ensure that scheduling conflicts do not occur, supporting the mapping of our degrees and certificates.

Are there curriculum concerns that need to be resolved in your department? What are they?

Photography has been active in removing and deactivating courses that had not been taught in several years or were too similar such as the 3 offerings of Landscape photography.

Are there courses that should be added or removed from your program - please explain?

Concerns have been raised by the former Curriculum Co-Chair, Wendy Nelson, over issues of cross-listing. We plan to explore these as a department.

How is the potential need for program/course deactivation addressed by the department?

Courses or programs that were not active were deactivated. We will continue to monitor all our courses to ensure that they are offered regularly and that their enrollments are strong -- if not, we will troubleshoot or deactivate them.

Are there areas you would like to expand?

The Media Studies department has the vision to expand all areas of our program, which includes increasing enrollment in our Photography courses to the pre-Covid numbers, and developing our film and digital photo CTE courses/programs to include a centralized facility for students to collaborate and learn, and access the equipment, labs, space, and software needed to meet their learning outcomes - similar to the vision proposed in the Palomar College Facilities Master Plan from 2019.

Our current goals include combining and centralizing our Media Studies computer labs as well, with extended hours, so students have access as needed to collaborate with classmates on group projects and finish their photography projects.

Achieving these goals is vital in successfully launching the new Shooting Video with your DSLR and another that focuses on Advanced Photographic Editing and Asset Management courses.

Describe any data and/or information that you have considered as part of the evaluation of your program.

We have an engaged Advisory Board committee composed of professionals currently working in the photography industry. We rely on their expertise and advice to help us grow our program to best meet the needs of our students in this emerging and competitive industry. With their advisement, we grow our program with access to high-end equipment and leading-edge industry software, collaboration skills, and classroom training that reflects real-world experience, top the list of their recommendations.

Our vision to expand includes hiring a much-needed, full-time professional tech person, along with new facilities that provide the best education, experience, and community to prepare them for transfer or work in the media industries.

Also, we drew information from our Open House event in Fall 2021 and Media Days event held in Spring 2022, when we invited over 25 industry professionals to share their experiences regarding how to get into, and succeed in the media arts. To represent the diversity of our students, and to foreground issues of equity and inclusion, a majority of our speakers were people of color. In addition to sharing their expertise about the necessary training needed for our students to enter the industry, the speakers spoke about the racial and gender discrimination they faced, and the importance of building networks with professionals that share equity goals.

There are some concerns with the offering in the Photo electives. Photo 105: intermediate BW, Photo 135 Digital Darkroom II, Photo 145 Photojournalism, Photo 171 Landscape and culture, and Photo 210 Advanced B&W have been worked into the 2-year sequence and offered within the last two years. Photo 215 Creative Photo and Photo 216 Alternative Photo Processes have not been offered in over 3 years. We need to discuss this with our dean.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

Is the content in the program mapper accurate?

☐ Yes ☐ No

Is the content in the catalog accurate?

☐ Yes ☐ No

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

☐ Yes ☐ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

The Media Studies department has focused its efforts for Open Houses and Media Day workshops and seminars on choosing a diverse group of speakers that best represents the student demographic. These week-long events are held every semester and are the results of taking a close look at the needs of our student population. The faculty has worked to "Change the Narrative" and has curated a variety of opportunities to network, with and learn from, Southern California media professionals.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Careers include photojournalist, portrait photographer, advertising photographer, sports photographer, commercial photographers, studio owner, photo editor, scientific photographers, digital lab assistants, editorial photographers, printers, photo retouchers, and digital technicians.

Link: <https://www.onetonline.org/>

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Camera system proficiency, Lighting techniques, Communication and Interpersonal skills, Visual Literacy, Personal branding and marketing, Collaboration, Editing, Proficiency in Adobe Photoshop and Lightroom, Design and Creativity.

How does your program help students build these KSA's?

We have a robust and comprehensive program that addresses these skills and abilities through our curriculum, and we are actively modifying curriculum to stay up with industry standards.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

What is the regional three-year projected occupational growth for your program(s)?

The labor market outlook for San Diego County and Southern California as a whole is excellent with a 10% increase in jobs anticipated over the next 3 years. Employers in San Diego County alone will need to hire 218 workers annually which equates to nearly 700 job openings over the next three years. Entry-level employment in the field has a median hourly wage of \$16.73 which is above the MIT Living Wage Index for San Diego County and nearly \$4.00 an hour above the Self-Sufficiency Standard for a single adult in San Diego County. All of these numbers also only reflect wages paid by entry-level employers and not self-employed paths of income for photographers such as wedding, portrait, pet, headshot, commercial and many other fields which pay far above \$16.73, and which many of students go on to do. While our program here at Palomar is the top supplier of awards in the region among the Mira Costa, San Diego City College and Southwestern, all of the schools combined currently award 91 awards annually which leaves a supply gap of 127 jobs still to be filled. Our equipment and activities are designed to help close this supply gap by increasing our completers and providing qualified applicants for the jobs.

What is being done at the program level to assist students with job placement and workforce preparedness?

We offer a Portfolio and Professional Practices courses and we are working at building partnerships to with local employers to build a pipeline for our students. Recent connections have been made with large regional employers of entry-level photographers, and prior to the pandemic work was being done on developing a pipeline to direct Palomar students into event photography jobs at San Diego Zoo Global.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

5/3/2022- We learned that more and more employers are valuing soft skills as highly if not more so than technical skills. Technology is changing and while we got great feedback on new camera systems and software to explore, fundamentals are still the core foundational knowledge that underpins any new technology.

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

What are the San Diego County/Imperial County Job Openings?

Top Employers in San Diego County for Photographers: Mom365, Inc, Lifetouch, Tribune Company, NBC, Kusi, Kfmb Stations, Photogenic Incorporated, Magic Memories Llc, San Diego Community College District, Teddy Bear Portraits, Bella Baby Photography, Hornblower Cruises Events, Iconic Group and Scripps Health.

Include short- term # of projected job openings and long -term # of projected job openings

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

☒ Yes ☐ No

What have you done to integrate work-based learning?

Our PHOT160 is a WBL class that provides students with real-world experiences to prepare them for continuing their career beyond Palomar. The class integrates real-world job seeking, marketing, fund-raising, budget management, event planning and execution and client or opportunity research and acquisition. The class offers a capstone real-world project that this past year resulted in a student-organized and run exhibition at a public, off-campus art gallery in Escondido. The gallery reported that the exhibition had the galleries highest attendance of any exhibition held previously and drew hundreds of members of the community.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Our WBL gives student real-world engagement with the community using a wide-range of hard and soft skills that result in work-experience that can be used to achieve entry level-employment in a number of job roles in the industry as well provide extra-curricular experiences crucial for acceptance into top-tier 4 year institutions.

How do you engage with the community to keep them apprised of opportunities in your program?

We hold both on-campus and off-campus events in conjunction with community stakeholders. We have an advisory committee comprised of community partners. We organize student activities and events with partners in the local and regional industry. We also incorporate guest speakers into multiple classes and events. We have a robust student-run Photography club that is regularly organizing events with community partners.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Write a hybrid photography / video class that specializes in video production unique to still photographers.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Goal 2

Brief Description

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

In the previous sections of this PRP, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's Strategic Plan](#).

Please list all discipline goals for this three-year planning cycle.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Building new classes and certificates. New certificates would including a wedding certificate, mini or stackable, a certificate for video production with DSLR. New classes would include a retouching class and one that focuses on editing and asset management, and workflow / archival techniques.

How will you complete this goal? Include Strategies and Timeline for Implementation.

We are designing new certificates and classes that will highlight skills that students must have to compete in the job market. These classes will make Palomar more competitive and prepare our students for the variety of opportunities in the photographic field.

Outcome(s) expected (qualitative/quantitative)

The outcome would be the creation of specific courses and certificates that address employer expectations.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

Our department's mission statement, the college strategic plan and the guided pathways program are all centered around student success. Degree and certificate attainment is a major portion of how we define success.

These new courses and certificates would directly address our area's mission statement by giving students innovative technical education that will allow students to enter the workforce. This course would meet aspects of the college's strategic plan such as Objective 1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Our goal also meets SP Goal Objective 2.2 integrating career connection within Guided Pathways. Growing our curriculum offerings strengthens our planning processes for student completion across our department.

Expected Goal Completion Date

12/31/2023

Goal 2**Brief Description**

Create an internship program with local photography employers

How will you complete this goal? Include Strategies and Timeline for Implementation.

We will work with the on-campus partners in Cooperative Education and Work Experience to create and nurture connections with the local photographic community. Our goal will be to place our students in internships so they can learn in a professional employment environment. We will also work with Service Learning and Work-based learning strategies in providing equitable opportunities for all of our students.

Outcome(s) expected (qualitative/quantitative)

Our outcomes would be an increase in completions and connections between the Photography department and photography studios, retouchings, wedding photographers, commercial image makers etc. in Northern San Diego County. Our students will have an opportunity to practice their hard and soft skills in a professional setting with the support of our faculty.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

Our department's mission statement, the college strategic plan, and the guided pathways program are all centered around student success. Internships and career placement are the foundation we need to build for student success. Our goal is to increase student opportunities and build their confidence as they complete our programs.

Expected Goal Completion Date

6/1/2023

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☐ Yes ☒ No

Are you requesting AA, CAST for Classified Staff?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant

positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

Photography Lab Tech (ISA IV)

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?

☒ Full Time ☐ Part-Time

☐

How does the position fill a critical need for current, future, or critical operations?(e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

The Photography Lab formerly had a full-time lab technician who ran operations of the lab, handling and disposing of hazardous materials, establishing and maintaining safety protocols, and maintenance and checkout of equipment for student use. The Lab Tech retired and needs to be replaced. The gap in need is currently being met by full and parttime faculty working beyond the scope of their contract, one temporary worker and any Federal Student Aid student employees available in a given semester. The position is necessary to ensure the lab is functional for student use as part of their learning and is run in a safe fiscally responsible manner in accordance with all state, local, and district guidelines.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

Yes, the position is necessary to not only continue the program but to also establish new inventory protocols and update and modernize antiquated systems currently in place. The tech could establish a new digitized inventory system to monitor fiscally responsible use of department assets. The department needs to put in place modern recycling systems for hazardous waste to better protect the local environment and save the district in hazardous waste disposal fees. The tech also would maintain and repair district assets to save thousands on new equipment purchases.

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ No

Describe how this position helps implement or support your three-year PRP plan.

In addition to necessary functioning of existing classes the position would assist in meeting the stated goals of developing new hybrid curriculum by overseeing the new equipment that has been acquired through Perkins Grants to meet these goals. In addition to maintaining and overseeing student use of new equipment, the tech would be able to provide necessary instructional help to students during lab times outside of class time required

Strategic Plan 2022 Objective

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Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

If the position is not moved forward for prioritization, how will you address this need?

The job duties performed by this role are necessary for the function of the department and for students to meet the PLO's of our programs and SLO's of courses. We will continue to rely on temporary employees, student workers and faculty will be required to continue working outside the scope of their contract.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

☒ Yes ☐ No

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

We are in significant need of new facilities. We also need an increase of our Unrestricted funds to at least 2000 annually to establish and fund equipment repair and maintenance. We need a silver reclamation system to allow us to recycle our spent heavy metals and this will save the college by eliminating our need to pay for hazardous waste disposal. Faculty would like access to view our budgets so we can monitor our expenditures and maintain fiscal responsibility.

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?

☒ Yes ☐ No

Requests

Item 1

What are you requesting?

Calibrite ColorChecker Display Pro

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Necessary for color calibration of computers in a darkroom lab and digital lab

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Every photo student.

c. What are the expected outcomes or impacts or implementation?

better outcomes with printing and image processing, color management is part of a professional workflow

d. Timeline of implementation

implemented spring 2023

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

279.00

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

This aligns with Goal 2: Building new classes and certificates. This color management system would ensure our students are creating and exporting the highest quality photographs.

What Strategic Plan 2022 Goal/Objective does this request align with?

- | | | | |
|------------------------------|---|------------------------------|---|
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for facilities and had to prioritize, what number would you give this?

(1 = Highest)

8

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

NA

Will you accept partial funding?

☐ Yes ☒ No

Budget Category

Supplies

Please upload a copy of the quote, if available.

B&H Photo Video Digital Cameras, Photography, Computers.pdf

Item 2

What are you requesting?

Wacom Intuos Pro Creative Pen Tablet (Medium) We are requesting 20 units.

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

These tablets are used in photographic studios as part of a professional workflow.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Every photo student.

c. What are the expected outcomes or impacts or implementation?

Students will have a working knowledge of industry-standard technology.

d. Timeline of implementation

implemented spring 2023

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

349.00

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

This purchase is supported by our goal of building new classes and certificates. These tablets would be a part of the professional workflow.

What Strategic Plan 2022 Goal/Objective does this request align with?

- | | | | |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

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If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

8

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

NA

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Supplies

Please upload a copy of the quote, if available.

B&H Photo Video Digital Cameras, Photography, Computers.pdf

☒ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

Enter your email address to receive a copy of the PRP to keep for your records.

sklinger@palomar.edu