

Entry #: 60 - Arts, Media and Business Administration**Status:** Submitted**Submitted:** 3/28/2024 10:42 AM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Arts, Media and Business Administration

Department Name

Media Studies

Microsoft_List_ID**Discipline Name**

Photography (PHOTO)

Department Chair Name

Scott Klinger

Department Chair email

sklinger@palomar.edu

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

Scott Klinger, sklinger@palomar.edu

Amy Caterina, acaterina@palomar.edu

Website address for your discipline<https://www.palomar.edu/photography/>**Discipline Mission statement**

The Photography Program allows students 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 the development of creativity while offering a firm grounding in basic skills. Our students will be prepared for positions in the job market or to 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.

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

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

Yes

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

Yes

List all degrees and certificates offered within this discipline.

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

BASIC PROGRAM INFORMATION: 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

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

.25

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

2.85

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

0

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

Benjamin King-Temporary Hourly Worker- 30hrs a week

Kelli Scharton- Temp Hourly Worker - 15 hrs. week

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION**Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Decreased

Was this expected? Please explain.

No, this was not expected and is surprising. There has been a noticeable drop in student success post Covid. In examining the data it appears that the PHOT120 courses have the lowest student success rates, particularly amongst male, Hispanic and 25-49 demographic students. This is will need to be examined thoroughly to address as it is a troubling trend.

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

Increased

Was this expected? Please explain.

Overall course retention has increased every year since 2019 which is encouraging. Both online and face to face classes are showing success rates above 95%.

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

When or where (time of day, term, location)

Age

Modality (Online, Face to Face, Hyflex, etc.)

Ethnicity

Gender

Special Pop. (Veteran, foster youth, etc.)

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

All courses are offered either in person at San Marcos or online. The data shows a gap between daytime and distance education.

Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

The gaps in our student success rates are primarily in our 120 courses which are GE courses that draw in a number on non-majors. These course have higher numbers of drop rates and students that just don't complete the required work. The data points to face to face courses having worse success rates than online which is puzzling. Faculty will need to discuss this issue now that the data has made us aware of it to seek out the cause and address it.

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Across all our courses the success rate is fairly comparable across genders with females having a 70% success rate and males a 67% however in our 120 courses there is another large troubling success gap between male and female students in this course with Male students success rate at 56% compared to female success rates of 75%. This gap for that class is particularly striking and surprising to faculty and so we will need to examine this closer in order to address this.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

The enrollment and success rate for students 19 and under is 70%, and for the 20-24 age range, it is 71%. The rate drops 12% to 59% for the 25-49 age range. The retention rate is much higher than the institutional set standard of 70%,

98% for 19 and under

96% for 20-24

92% for 25-49.

These differences are due to enrollment. In Fall 2023,

105 people enrolled 19 and under group

79 enrolled in the 20-24 age range,

39 enrolled in the 25-40 age group

less than 10 in the 50 and over age range.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

The Fall 2023 success rate was:

60% Hispanic

79% white

71% multi-ethnicity

The retention rates were:

94% Hispanic

99% white

100% multi-ethnicity

Hispanic enrollment and success rate (by race or ethnicity) increased by 5.

Fall 2019 & 2020- 125

Fall 2021- 81

In Fall 2022, enrollment and success rates increased to 96 and further increased by 5 to 104 in Fall 2023. The success rate of Hispanics for Enrollment by Race or Ethnicity is 59.6%

Our faculty members know the importance of Diversity, Equality, and Inclusion, and DEI is a vital class component for student success. This change begins with inclusive language in our syllabus and flexibility in our courses. We meet each student where they are and adjust our strict deadlines when they have childcare or transportation concerns.

Our Canvas courses and Palomar College Office of Student Life & Leadership list student services, including financial aid, a pantry, and tutoring. We ensure that course materials, assignments, and teaching approaches are culturally inclusive and relevant to our students' backgrounds and experiences. This can help students feel more supported and understood, increasing their likelihood of persisting and succeeding.

Our photography professors encourage students to make photographs unique to their cultural experience,

Through outreach efforts and mentorship programs, we approach students, their families, and their community holistically.

Improving educational success begins by addressing academic needs and social, emotional, and financial barriers to success.

Special Populations: What did you find and why do you think special population differences exist? What do you need to help close the gap?

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We are involved with our students on day one and work with them if they miss several classes or have poor grades. We offer flexibility in course delivery and accommodations for students with diverse needs, including those with disabilities, working adults, or caregivers. This also includes working closely with the Disability Resource Center to provide flexible scheduling options or alternative assessment methods to help students balance their academic responsibilities with other commitments.

Our department collaborates closely with various student support services, including tutoring, academic advising, counseling, and mentoring. These services can help students overcome educational challenges, navigate course material and supplies, and develop effective study habits.

We continually assess the effectiveness of retention and success strategies through participation in Peer Online Course Reviews, data analysis, student feedback, and outcome assessments. Action allows us to adjust and improve the course design and support services.

Faculty complete professional development opportunities to stay updated on best practices and learn new instructional techniques.

Inclusive Teaching Practices: Adopt inclusive teaching practices that recognize and value the diversity of students' backgrounds, experiences, and learning styles. Create a supportive and inclusive learning environment where all students feel respected and empowered to succeed. Effective teaching is essential for improving retention and success rates in courses.

In the classroom, instruction focuses on peer learning communities where students can collaborate, share ideas, and support each other's learning. Peer learning activities like study groups or collaborative projects can enhance engagement and retention.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

All classes have been assessed except one course that we just started running after a significant gap have been assessed. That class is being assessed currently.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[Photo Course SLOs.xlsx](#)
11.4 KB



PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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.

AA, associate in arts degree

2016-17- 8

2017-18 - 7

2018-19 - 1

2019-20 - 4

2020-21- 2

2021-22- 4

Certificate of achievement

2016-17- 11

2017-18 - 9

2018-19 - 1

2019-20 - 5

2020-21- 3

2021-22- 5

Certificate of proficiency

2016-17- 5

2017-18 - 2

2018-19 - 2

2019-20 - 2

2020-21- 2

2021-22- 1

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[photo program outcomes.xlsx](#)
10.7 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

Our photography department has experienced faculty members who are passionate about photography and use their expertise, guidance, and mentorship to play a crucial role in students' learning and development.

Students have hands-on learning opportunities and access to photography studios, darkrooms, and digital editing facilities. This allows them to develop their skills in a practical setting. Real-world experience is invaluable in preparing students for careers in photography.

Our classes use modern photography equipment, software, and technology, enabling students to learn using industry-standard tools and techniques. Keeping up with the latest advancements in photography ensures that students are well-prepared for the evolving demands of the field.

Our department offers a diverse curriculum that covers various aspects of photography, including analog and digital, allowing students two methods for different learning preferences.

Guiding portfolio development, presentation, and marketing helps students showcase their skills and attract potential clients or employers.

Creating a supportive, diverse and inclusive learning environment where students feel encouraged to explore their creativity, take risks, and learn from their mistakes fosters their growth and development as photographers.

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

Class cancellation due to low enrollment

Drop in enrollment reduces graduation rates.

Effective marketing of the photography program to attract students and maintain enrollment can be challenging, particularly if the program faces competition from other educational institutions or alternative learning options.

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?

Generally careers that are available to people who complete our programs 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.

Emerging or growing areas locally that are available to students are product photography for online retailers and manufacturers, GIS and Photogrammetry applications, museum archivists, curators and educators.

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

Skills:

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Related occupations

Speaking — Talking to others to convey information effectively.

Related occupations

Service Orientation — Actively looking for ways to help people.

Related occupations

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Related occupations

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Related occupations

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Related occupations

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Related occupations

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Related occupations

Reading Comprehension — Understanding written sentences and paragraphs in work-related documents.

Related occupations

Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

Related occupations

Coordination — Adjusting actions in relation to others' actions.

Related occupations

Time Management — Managing one's own time and the time of others.

Knowledge:

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Related occupations

Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

Related occupations

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Related occupations

Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Related occupations

Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Related occupations

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Related occupations

Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.

Related occupations

Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

Related occupations

Administrative — Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology.

Related occupations

Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Related occupations

Economics and Accounting — Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data.

Abilities:

Near Vision — The ability to see details at close range (within a few feet of the observer).

Related occupations

Far Vision — The ability to see details at a distance.

Related occupations

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Related occupations

Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Related occupations

Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

Related occupations

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Related occupations

Visual Color Discrimination — The ability to match or detect differences between colors, including shades of color and brightness.
Related occupations

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.
Related occupations

Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
Related occupations

Speech Clarity — The ability to speak clearly so others can understand you.
Related occupations

Written Comprehension — The ability to read and understand information and ideas presented in writing.
Related occupations

Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
Related occupations

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
Related occupations

Arm-Hand Steadiness — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
Related occupations

Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
Related occupations

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
Related occupations

Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
Related occupations

Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
Related occupations

Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
Related occupations

Speech Recognition — The ability to identify and understand the speech of another person.
Related occupations

Written Expression — The ability to communicate information and ideas in writing so others will understand.

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)?

According to the Centers of Excellence data from the 2023 Arts Media and Entertainment Labor Market analysis there is projected to be a continued 5% increase in jobs in this sector through 2027 climbing to 15,882 jobs in the San Diego and Imperial County area alone.

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. Our program provides work-based learning opportunities throughout various classes in our discipline and regularly refer students to paying jobs while still a student.

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.

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 Ll, San Diego Community College District, Teddy Bear Portraits, Bella Baby Photography, Hornblower Cruises Events, Iconic Group and Scripps Health

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**Prior Year PRP Goal 1****Brief Description**

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

Goal Status

Ongoing

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

The department has applied for Perkins Grants over the past several years to acquire the necessary equipment to teach the curriculum. Faculty have begun incorporating video assignments into existing digital photography courses.

Prior Year PRP Goal 2**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

Goal Status

Ongoing

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

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

Prior Year PRP Goal 3**Brief Description**

Create an internship program with local photography employers

Goal Status

Completed

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

We have established a ongoing partnership with the California Center For the Arts, Escondido where we have currently have 4 students working in various capacities either as part of internships or independent study.

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

Do you have any new goals you would like to add?

No

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 [Vision Plan 2035](#).

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?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Are you requesting AA, CAST for Classified Staff?

Yes

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

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?

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 meets 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

Educational Vision Plan 2035 Objective

1:3	3:4	4:1
2:4	3:5	5:2

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

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

We need to establish a ongoing unrestricted fund to pay for equipment repairs and maintenance.

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.

1.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

Technology Request

Technology Request 1

What are you requesting?

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

Is this a request to replace technology or is it a request for new technology?

New Technology

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)

Students and Faculty

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

Students will have a working knowledge of industry-standard technology

d. Timeline of implementation

As soon as received can be implemented

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

6,980

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 Educational Vision Plan 2035 Goal/Objective does this request align with?

2:1

2:2

2:3

If you have multiple requests for technology 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)?

None

Will you accept partial funding?

Yes

Technology Request 2**What are you requesting?**

Calibrite ColorChecker Display Pro

Is this a request to replace technology or is it a request for new technology?

New Technology

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)

Students and Faculty

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

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

d. Timeline of implementation

ASAP

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

279.00

Do you already have a budget for this request?

Yes

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 Educational Vision Plan 2035 Goal/Objective does this request align with?

2:1

2:3

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

7

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

None

Will you accept partial funding?

Yes

PART 4: FACILITIES REQUESTS**Do you have resource needs that require physical space or modification to physical space?**

No

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?

No

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

No

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Scott Klinger

Date

4/15/2024