



# Program Review & Planning (PRP)

## PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

<b>Discipline Name:</b>	Digital Broadcast Arts
<b>Department Name:</b>	Media Studies Dept.
<b>Division Name:</b>	AMBA

Please list all participants in this Program Review:

Name	Position
Lisa Carmichael	Full-time faculty
Gregg Baker	Instructional Support Assistant
Zeb Navarro	KKSM General Manager

<b>Number of Full Time faculty</b>	1	<b>Number of Part Time Faculty</b>	8
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Please list the Classified positions (and their FTE) that support this discipline:

ISA (also supports CINEMA)

What additional hourly staff support this discipline and/or department:

Night lab assistant-hourly 24 hours per week

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The Digital Broadcast Arts program trains and educates students for graduation, transfer, employment and/or life-long learning in television and radio broadcast and related media industries. Through successful completion of our comprehensive curriculum, students gain experience and skills in broadcast and video/audio production techniques and processes. We are preparing students for a lifetime of effective and creative digital storytelling. Through a diversity of projects, including live radio and broadcast TV programs, students demonstrate their creativity and technical abilities by using cameras, audio, editing, acting, graphics, scripting, directing to produce programming in a variety of digital formats.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

Radio and Television AS, CA; Digital Video AS, CA; Broadcast Journalism CP; Digital Media CP; Film and TV Transfer Degree-available Fall 2019

**PART 2: Program Assessment**

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

- Section 1: Program Data and Enrollment
- Section 2: Course Success Rates
- Section 3: Institution and Program Set Course Success Rate Standards
- Section 4: Completions
- Section 5: Labor Market Information (CTE programs only)
- Section 6: Additional Qualitative Information
- Section 7: Curriculum, Scheduling, and Student Learning Outcomes

**SECTION 1: PROGRAM DATA & ENROLLMENT**

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

- A. To access your discipline data, select your discipline from the drop down menu.
- B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

**1. Discipline Enrollment**

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	x
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Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

DBA enrollment has declined between 2-4% each year over the last three years, but our program’s efficiency rate has actually improved over earlier years of 2011-13. Over the last 5 years, the DBA program has ranged from 702 students in 2012-13 to 516 students in 2016-17. We attribute that decline to many factors; overall enrollment patterns at the college; changes in the broadcast industry that include camera and production automation systems and an emphasis on one-person crews to write, film, edit and distribute content. In addition, a name change from Radio and Television to the current Digital Broadcast Arts has reduced student awareness about what the program offers. DBA has seen class seats reduced significantly over the last 4 years. We achieved our highest fill rate in 2015-16 with 88%. Last year, two classes were scheduled that did not fill and subsequently our fill rate dropped to 77%. Corrections in district scheduling for 2018 will significantly help boost our fill rate back to over 85% as it was this Fall 18 semester. We see opportunities for growth in film/TV editors, audio/video technicians, media promotions and technicians discussed in more detail in the CTE section of our plan.

**2. Course-Level Enrollment and Fill Rates**

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

DBA 180 Sports Broadcasting was cancelled due to low enrollment 2 weeks before the fall semester. This is an excellent class for sports announcers but we've not been able to 'grow' the class to meet the minimum of 20 students. Faculty and Dean Miyamoto reached out to the College's Athletic Counselor to market this class. The DBA 140 Radio News, DBA 50 Basic TV Acting and DBA 103 class have not been offered in several years. These classes will be deactivated in CurricUNET.

**3. WSCH/FTEF**

**Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).**

<b>Discipline Efficiency Trend</b>	<b>Increased</b>		<b>Steady/No Change</b>		<b>Decreased</b>	
<b>Discipline Efficiency:</b>	<b>Above 525 (35 FTES/FTEF)</b>		<b>At 525 (35 FTES/FTEF)</b>		<b>Below 525 (35 FTES/FTEF)</b>	<b>x</b>

**Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?**

The DBA program is recognized regionally, nationally and even internationally for providing students with hands-on skills and live broadcast experiences that prepare students for industry jobs and careers or university transfers. To fulfill this crucial program mission, our class caps must be lower to allow for hands-on training in professional facilities and individualized instruction in student learning labs. Since our average class cap is 25, it is not possible to meet a high WSCH as the college efficiency goal suggests. DBA 2016-17 WSCH was 356. In the past 5 years, the highest WSCH was 449 when the program experienced a one-time spike in enrollment which perhaps correlated with a high college enrollment period. But we recognize there are opportunities to strengthen our efficiency. In Fall of 2019, we will offer a redesigned GE class that could potentially seat up to 60 students called The Art of Television. This GE/UC transfer course will also be developed for Distance Education and will reflect the growing television content available on streaming services such as Netflix, Hulu, and Amazon. We believe this will be a popular class with students and provide a new foundational course for the discipline. DBA is working with the Cinema program and will change our name to Film, TV and Radio Production to better reflect our core courses and gain greater student awareness of our program and increase enrollments in core classes. This name change is aligned to UC and CSU comparable departments.

**4. Instructional FTEF:**

**Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.**

Instructional Associate is a full-time classified position that oversees studio/editing facilities, installation and use of all equipment in DBA/Cinema production classes.

**SECTION 2: COURSE SUCCESS RATES**

**Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.**

- A. On-Campus Course Success Rates**
- B. Online Course Success Rates**
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)**
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)**

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

**1. Overall Success Rate:**

Reflect on your discipline’s on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

DBA students’ overall success rate is strong at 77%. In total, on campus classes are the main course offerings and their success rate is high at a combined day/night rate of 86%. The DE class is struggling with retention rates with a high of 78% and low of 52%. The class is being redesigned for Canvas and will actively use the retention tools available to assist in keeping students in class and helping them be successful. The 2016-17 class presented challenges to the instructor as there was an expensive textbook and students were reluctant to purchase. Many students either dropped the class or did not complete textbook assignments. This barrier has been removed and in the Fast Track 2 class currently being offered, a used or older edition text is highly recommended. Since DBA only offered 1 section of DE last year, it is difficult to tell how soon these changes will assist in better student retention rates. Additionally, a mandatory on-campus orientation has been changed to online potentially removing a barrier for student success. DBA will focus on ways to improve DE student success rates. The instructor is attending training as part of professional development.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline’s success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

Gender	DBA program has a strong success rate with female students at 79% and with males at 73%
Age	It is surprising to see the data that our ‘oldest’ students 25-49 have the lowest success rates at 65% while our 20-24 year old students have a 79% success rate. This is an area our program needs to further review and look at strategies to address the inequity.
Ethnicity	Multi-ethnic students have a lower success rate at 52%. Tutoring assistance, special counseling and referrals to college programs are needed to assist all DBA students in achieving success. Faculty ask services such as EOPS and Star Tutoring for student assistance and provide time in class for short presentations but a more structured referral service within the program could help make sure students are getting access to resources.
Special Population (examples- veteran, foster youth, etc)	DBA Veteran success rate is consistent with our overall student success rate at 76%.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Time of day success rate is interesting with the highest rate for evening classes. Perhaps this can be attributed to dedication to studies and improved time management skills of students working during the day and taking night classes. Or, it could be due to the uniqueness of the class, given that both evening courses focus on learning specialized professional editing software used in the film/TV industry.

DBA hispanic student enrollment has increased with student success rates of 74% last year and 81% in 2015-16. More students want to intern and work at spanish radio and TV stations in the San Diego area. The hands-on live production classes such as DBA 220 Palomar Live talk show, DBA 240 Prep Sports Live and North County News provide students with industry experience both in front of the camera and behind the camera. Radio students have produced spanish language

radio shows and worked in internships at spanish language radio and TV stations in the area. DBA wants to explore offering spanish language TV programming perhaps with short news stories in our Media Studies Student News debuting in spring.

**SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS**

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. 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.

**Discipline Level Course Success Rate:**

- A. The College’s institutional standard for course success rate is 70%.
- B. Review your discipline’s course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College’s standard, please explain why.

<b>Standard for Discipline Course Success Rate:</b>	<b>72%</b>
<b>Why?</b>	
The DBA program aligns student standards with the College’s institutional standard and includes a slightly higher course success rate. Based on the last five years, we believe this is a reasonable goal for a combined on campus day/night and DE course success rate. The program encompasses a wide degree of both foundational knowledge, creative abilities and technical skills requiring students to work diligently to achieve successful outcomes in the program.	

**SECTION 4: COMPLETIONS**

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

**1. Overall Completions:**

Reflect on your discipline’s overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

DBA graduation rates have climbed over 100% in the last two years. The data shows more students graduated with degrees and/or certificates in the last two years than in the previous 6 years! This is a noteworthy achievement and reflects our students desires to get their degrees and get to work!

**2. Specific Degree/Certificate Completions:**

**Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?**

DBA offers a combined certificate with Journalism in Broadcast Journalism. It is a focused, skills-based certificate that gives students experiences to build a resume, intern or get a job at a TV station, newspaper or related media companies. DBA has students who come to Palomar that have completed their BA degree but have not received hands-on training and practice on professional broadcast programs such as Palomar Live, North County News, and Prep Sports Live. I would like to see our department market the certificate to students at the local 4 year schools before deactivating this certificate.

DBA also offers a combined Entertainment Technology Degree/Certificate with the Performing Arts/Theatre Arts program. At this time, there are still classes that are not scheduled making it extremely difficult for students to graduate. More collaboration with the Theatre Arts faculty is needed to determine how this degree can be supported.

**SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)**

**If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>**

**Example of Labor Market Information:**

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

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

Labor data from the COE website for our industry shows projected growth in our region for the following occupations;  
 Film and Video Editors up 4.9% with a median hourly wage of \$25.84  
 Media and Communication Workers up 5.7% median wage of \$23.53  
 Sound Technicians up 2.6% median wage of \$28.37  
 Advertising and Promotions Managers up 2.6% median wage of 35.16  
 Audio and Video Technicians up 4.9% median wage of \$17.93

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

DBA has a unique student internship program that works directly with area employers in the radio, TV and video/film industries for over 30 years. Faculty coordinate internship opportunities by attending workshops, making site visits, and maintaining communications with employers HR departments and professional industry contacts. DBA alumni work locally at TV stations like KUSI and CBS News 8, San Diego radio stations and film/video production companies. Faculty assist students individually to secure opportunities to receive hands-on training and complete a successful internship. Our industry requires students to gain experience through internships! DBA and Cinema's new Film and TV AST transfer degree launching in fall of 2018 includes the internship class as one of the requirements for the degree, based on recommendations from CSU's accepting this degree for transfer.

DBA prepares students for the workforce who have already completed a BA degree at a university but lack the hands-on experience and technical skills needed to perform jobs as reporters, anchors, editors, and directors. A reporter currently working at CBS News 8 graduated a few years ago with her BA degree from SDSU but couldn't get a job because she didn't have any experience. She attended Palomar College and took all the TV production classes and credits the college with helping her land her dream job as a reporter in San Diego! She currently serves on our Advisory Council that meets at least yearly to help DBA faculty and staff keep up-to-date on emerging trends and job opportunities.



**3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.**

none

**4. When was your program’s last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)**

April 2017 meeting minutes are on file with the Palomar CTE office. DBA faculty and staff learned about trends in hiring more Multimedia Journalists (MMJs) in the San Diego area. This means the reporter must now be able to operate the cameras and film the events and interviews, edit the video story and transmit the finished story in the correct file formats back to the station. Far more IT technical experience is also required than in the past. At our recent tour and work group with NBC 7 news production managers and operators, we learned that employers want students to have more informational technology skills with computers. We are exploring how to incorporate that in our program and plan to reach out to Palomar’s CSIS department for course recommendations.

**SECTION 6: ADDITIONAL QUALITATIVE INFORMATION**

**Not all information important to reviewing your program is quantitative or included in the section above.**

**Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**

DBA students are recognized with an impressive array of industry awards, including over 60 regional Emmy awards from the National Academy of Television Arts and Sciences, Pacific Southwest division. This year, three DBA students were awarded at the Emmy gala for outstanding work in Prep Sports Live, North County News and a DBA promotional video. Our radio students have garnered two Best College Radio station awards nationally from the Intercollegiate Broadcast System. Students have numerous ‘wins’ over the years in the international Broadcast Educators Media competitions in both radio and TV categories. Awards include a Best of Festival for North County News (produced in the DBA 240) and first and third place wins for Palomar Live (produced in the DBA 220 class)

**SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES**

**1. SLO Assessment Results:**

**How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

SLO assessment results have helped the program identify areas for growth including purchase of new equipment in our student learning TV studio in Q-1.

**2. SLO Assessment Methods:**

**How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

Currently, assessments are not done regularly by part-time faculty. Due to the specialized courses in combined radio, TV, film and video editing it is difficult for one full time faculty member to do the assessments in all classes. With the recent retirement

of Pat Hahn, the program needs to rely more on involving part-time faculty to write and assess SLOs for classes they regularly teach. DBA will ask for Strong Workforce funds to hold an early spring SLO workshop to update all DBA course and program SLOs and assessments.

**3. Program SLOs:**

**How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

DBA needs to add at least 1 more SLO to many of the courses. Also, the assessment cycle has not been kept up-to-date for reasons as noted above. Assistance in prioritizing this important area is needed within the DBA program.

**4. Curriculum overview:**

**Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?**

The DBA program is recognized for the outstanding experiences, skills and professional facilities we provide for our students throughout the curriculum as a whole. However, there is always room for improvement. Just this past summer, our Dean worked collaboratively with faculty, staff and Strong Workforce to secure new Mac computers for our DBA/Cinema film/video editing classes. Having older, slow computers meant our editing students couldn't work on high definition file formats which is required in the industry.

As noted earlier, DBA courses not offered for at least three years will be deactivated in Curricunet. Previous faculty believed that once a course was deactivated it would not 'come back' but I've been assured by our Dept. Chair that is not the case.

**5. Curriculum scheduling:**

**Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.**

Class cancellations continue to be a big roadblock to success for DBA students. As one of my students put it, "I sign up for a class in summer and set my work and family time around my school schedule. Then the class gets cancelled right before school starts. It's not fair and I'm frustrated." This is a quote from a short essay a student recently wrote after attending our Media Studies Open House activities. She is a first generation college student and has many challenges facing her--getting a class cancelled shouldn't be one of them!

DBA faculty want to find a path to guarantee that all classes offered in the schedule will be honored as a 'promise.' Despite the obstacles, our graduation rate has greatly improved over the last two years. But we need assistance in planning a clearer path to graduation with a 'scaffolding' method or other method so students don't waste their precious time and money.

**6. Curriculum communication:**

**How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?**

DBA faculty will reach out to the Computer Sciences and Information Systems department to find out what classes they offer to add to options for our students to gain recommended technical skills needed with computer systems. We are not going to create our own class. We know the college has other departments with expertise in this area. We strive to collaborate. DBA has experienced overlaps of courses with other programs. This is a negative situation for our students when it comes to



limited funds for expensive TV/film/video equipment. Overlaps might also mean students have to complete similar classes to graduate. DBA continues to work on our students behalf to teach the relevant skills and knowledge needed for the broadcast media industry.

### PART 3: Program Evaluation and Planning

**Program Evaluation and Planning is completed in two steps.**

#### Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

#### Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

### SECTION 1: OVERALL EVALUATION OF PROGRAM

**1. Discuss your discipline’s strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>**

<p><b>Strengths:</b></p>	<p>Provide real-world experiences for our students throughout DBA curriculum-film/TV editing, TV and radio professional productions.</p> <p>Student produced programs broadcast to the Diego communities and live on the PCTV website-Palomar Live morning talk show, North County News, and Prep Sports Live where students compete with KUSI to ‘get the story!’</p> <p>Internship class to help students experience what the job requires.</p> <p>Focus on keeping facilities and technology current throughout our program.</p> <p>Impressive student awards at professional industry events-Emmys, Broadcast Educators, Best College Radio Station, Best of Festival, etc.</p> <p>Strong international student participation.</p> <p>Returning students with BA degrees coming to take DBA courses for experience and help in getting jobs after they graduate from 4 year schools.</p> <p>Outstanding alumni in all areas of the radio/TV industry working professionally with years of experience in the business.</p> <p>Willingness of faculty and staff to retool and redesign for the next generation of professional digital storytellers!</p>
<p><b>Weaknesses:</b></p>	<p>Lack of student awareness of our amazing program! You should see their faces when students first walk into PCTV and see the professional TV studio. Or, when they first learn about opportunities to be “on-air” at KKSM, our college radio station.</p> <p>Marketing our program and courses continues to be a challenge.</p> <p>Funding for full-time instructors.</p> <p>Competition for student enrollment within the college.</p>
<p><b>Opportunities:</b></p>	<p>Retool and refocus in the DBA program to better reflect on what is essential for student learning during lean College budget years. Consolidate program schedule to reduce time to graduate.</p> <p>Talking about concurrent enrollment with Fallbrook High for DBA 120 in Fall of 2018.</p>

**COMPREHENSIVE PROGRAM REVIEW AND PLANNING**

	<p>Outreach to district high schools--successful pilot project with San Marcos High school students this semester enrolling in Prep Sports Live TV class.                  Labor growth predicted in key areas like film/TV editors.                  Developing non-credit courses in our discipline.</p>
<b>Threats:</b>	<p>Continued declining enrollments at the college.                  Loss of learning opportunities, experiences and class cancellations for our students and part-time faculty.</p>

**SECTION 2: Establish Goals and Strategies for the Next Three Years**

**1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .**

Goal	Completed	Ongoing	No longer a goal
Hire a full time faculty member for the DBA program to replace full time retired faculty member Pat Hahn.		X	
Upgrade of Q-1 studio facility (new set purchased this year with PRP funds)	X		
New Mac computers purchased with Strong Workforce funds for editing students in MD 134 lab.	X		
Curriculum approval for DBA 110 Broadcast Writing class-includes modification for CID in the Film/TV transfer degree and DE offering	X		
Offer new course in Winter 18 Intersession for special topics class in global video production. (Part-time faculty not able to develop due to other professional projects...possible to design a Summer Academy workshop instead.)		X	

**2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):**

<b>Goal #1</b>	
<b>Program or discipline goal</b>	Hire a full time faculty member in the DBA program
<b>Strategies for implementation</b>	Hiring committee forms once funding is identified
<b>Timeline for implementation</b>	Currently #11 on the faculty hiring list...unknown if position will be funded this year to start fall 2018
<b>Outcome(s) expected (qualitative/quantitative)</b>	DBA students, especially our radio students, have a discipline expert and industry veteran in Radio and TV.
<b>Goal #2</b>	
<b>Program or discipline goal</b>	Purchase computer systems with high definition video storage capabilities, installation and training for newsroom automation system.

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

<b>Strategies for implementation</b>	Identified industry need during tour of NBC San Diego studios and in discussions with advisory board members.
<b>Timeline for implementation</b>	Fall 2018
<b>Outcome(s) expected (qualitative/quantitative)</b>	Students receive technical training skills on broadcast industry equipment. Provides job training skills for next generation of Automated Production Control and technical media workers as identified in the labor data.
<b>Goal #3</b>	
<b>Program or discipline goal</b>	Update all SLOs and Assessments for the DBA program
<b>Strategies for implementation</b>	Hold 2 workshops with part-time faculty and SLO coordinators. 1st to help identify and write new/additional course and program SLOS. 2nd to work through the process and enter assessments into track dat.
<b>Timeline for implementation</b>	By end of Spring 2018 1st workshop February, 2nd workshop March
<b>Outcome(s) expected (qualitative/quantitative)</b>	Updated program data
<b>Goal #4</b>	
<b>Program or discipline goal</b>	Change program name to Film/Television and Radio Production to better identify the discipline and tie-in to new Film/TV transfer degree and CSU, UC and universities transfer path. As part of this retooling, propose curriculum updates for current degrees and certificates to include Film/TV Production and Radio/Audio Production focus.
<b>Strategies for implementation</b>	Successfully completed department faculty and staff workgroup in October to identify needed program changes in the discipline.
<b>Timeline for implementation</b>	Curriculum changes are a two year process, so the timeline for implementation is Fall 2019.
<b>Outcome(s) expected (qualitative/quantitative)</b>	Core classes are being evaluated and updated for currency of skills, knowledge and abilities. A first for our program...a new UC-GE transfer course to replace the current DBA 100 class is being developed by faculty working with the College's articulation officer. Degrees are being redefined to include relevancy to a particular area of focus in film, television, or radio/audio production rather than a combined degree. Students will have an option to choose their area of interest. Scheduling and time-to-graduate are driving the decisions.
<b>Goal #5</b>	
<b>Program or discipline goal</b>	Remodel of KKSM radio facility to provide greater accessible areas for instructional and student needs. Or, identify new location on campus for a college radio station such as the top-tier of the Student Union area or in a proposed new building.
<b>Strategies for implementation</b>	KKSM General Manager and DBA instructors and staff to meet and review needs and generate ideas for new space redesign.
<b>Timeline for implementation</b>	Tentative Fall 2019 if plans and funding approved.

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

<b>Outcome(s) expected (qualitative/quantitative)</b>	Provides greater student and instructor access to all areas of the radio facility. Provides much needed update to the condition of the on-air studios and workspaces. Provides faculty office for meeting one-on-one with students for instructional assessments. Provides new office space/areas for KKSM staff.
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<b>3. How do your goals align with your discipline’s mission statement?</b>
We are preparing students to work professionally in the TV, radio and video/audio production industry. Our outstanding worldwide alumni are ‘proof’ that the DBA program trains, educates, graduates and transfers hundreds of Palomar College students! These students contribute to our society, both locally and globally, and provide for their families with good paying jobs and careers for the future.

<b>4. How do your goals align with the College’s Strategic Plan Goals?</b>
For over 40 years, the DBA program has exemplified innovation in instruction and dedication to our Palomar College students and community.

**PART 4: FEEDBACK AND FOLLOW-UP**

**This section is for providing feedback.**

Confirmation of Completion by Department Chair	
<b>Department Chair</b>	Wendy Nelson
<b>Date</b>	11/19/17

**\*Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean	
<b>Reviewer(s)</b>	Norma Miyamoto
<b>Date</b>	Nov. 25, 2017

<b>1. Strengths and successes of the discipline as evidenced by the data and analysis:</b>
What impresses me most is the dedication of the full-time faculty member and discipline expert who acknowledges challenges and wrote a thoughtful PRP that addresses these concerns. The proposed changes are solid. Thank you for embracing this opportunity to examine the discipline’s data and then set excellent goals toward improvement.
<b>2. Areas of Concern, if any:</b>
As a small discipline, it’s critical that you engage your department chair and part-time faculty . . . at least in discussions that might assist in the further re-tooling of this program. You cannot do all the work alone!
<b>3. Recommendations for improvement:</b>

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**\*Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee	
<b>Reviewer(s)</b>	Nick Vallone, Monica Galindo, Barb Kelber, Shayla Sivert
<b>Date</b>	12/11/17
<b>1. Strengths and successes of the discipline as evidenced by the data and analysis:</b>	
Clear success in several areas resulting in awards, locally and nationally; understanding of the need to stay current and working to keep curriculum up-to-date	
<b>2. Areas of Concern, if any:</b>	
SLOs, decreased enrollments, low WSCH/FTEF	
<b>3. Recommendations for improvement:</b>	
The discipline may want to work on SLOs tied to a goal for the discipline; do you have high school articulations in place? Consider dual enrollment opportunities as well	
<b>4. Recommended Next Steps:</b>	
	<b>Proceed as Planned on Program Review Schedule</b>
x	<b>Repeat Comprehensive Review</b>

Reviewed by: Vice President	
<b>Reviewer(s)</b>	Jack S. Kahn Ph.D.
<b>Date</b>	1/12/2018
<b>1. Strengths and successes of the discipline as evidenced by the data and analysis:</b>	
<ol style="list-style-type: none"> <li>1. Good inclusion of data!</li> <li>2. I think you have mentioned some great reasons for declining enrollment here- is this true across colleges? (besides overall decline at the community colleges) --If not we may need more in-depth analysis of our program here etc.</li> <li>3. Thank you for deactivating courses that we aren't offering- ethical and necessary- and appreciated!</li> <li>4. Success rates are really impressive. Thank you for attending to changes right away and making improvements in text book etc. really clever.</li> <li>5. Any hypotheses on the age-related success rate issues?</li> <li>6. Same question on multi-ethnic. DBA is a very diverse field as you know.</li> <li>7. Interesting analysis on disaggregated course rates thank you- interesting hypothesis.</li> <li>8. LMI information is very useful</li> <li>9. Yes courses can come back through curriculum process- thank you for deactivating courses that aren't being taught</li> <li>10. A lot of strengths for sure! The experiences they have are incredible.</li> <li>11. The job prep section was also great- you are doing some great work there!</li> <li>12. Goals make a lot of sense to me per where discipline is- but again I'd like to see a more critical analysis of your program here as compared to others in the state.</li> </ol>	

**2. Areas of Concern, if any:**

**3. Recommendations for improvement:**

- a. I \*think\* when you say wsch you mean wsch/ftf- please correct
- b. SLO section is incomplete
- c. Analyze enrollment per comparison with other programs- perhaps we learn something?
- d. Agree with Barbs comments
- e. Any hypotheses on the age-related success rate issues?
- f. Same question on multi-ethnic. DBA is a very diverse field as you know.

**4. Recommended Next Steps:**

	<b>Proceed as Planned on Program Review Schedule</b>
X	<b>Repeat Comprehensive Review</b>

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.