Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Media Studies

Discipline Name
Digital Broadcast Arts (DBA)

Department Chair Name
Wendy Nelson

Division Name
Arts, Media and Business Administration

Website address for your discipline
https://www2.palomar.edu/pages/mediastudies/

Discipline 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.

(click here for information on how to create a mission statement)

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

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

Yes   Yes

List all degrees and certificates offered within this discipline.
Radio and Television AA, CA
Digital Video AS, CA
Broadcast Journalism, CP
Digital Media, CP

Please list the names and positions of everyone who helped to complete this document.
Lisa Carmichael - FTEF
Scott Richison - FTEF

Full-time faculty (FTEF)   **Part-time faculty (FTEF)**
2   8

Classified & other staff positions that support this discipline
Greg Baker - ISA (Also supports Cine)
Rita Walther - ADA

Additional hourly staff that support this discipline and/or department
Nightly Lab Assistant - 24h per week.

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **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 and align with employer and transfer expectations?
Lisa:

DBA faculty continue to work on developing learning outcomes both in coursework and throughout our program leading to degrees, certificates and transfers. Our students are well prepared for industry jobs. Due to the success of our alumni and the excellent reputation of the Digital Broadcast Arts program, Palomar is considered a premiere broadcast facility for crucial hands-on learning and relevant experience. With changing technology comes opportunity to grow and expand our program such as the recent discussions with NBC 7 San Diego to add automation training to our studio-based classes. NBC representatives visited our facilities (along with San Diego CC and Point Loma University) and met with faculty and staff this spring and determined that Palomar has the program they would like to partner with to offer this next generation automation program. This is a reflection on the program's goals and outcomes for preparing students for media industry work and/or transfer to university.

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

Now that the DBA program has a new full-time faculty member, Scott Richison, we are better prepared to tackle some unfinished work in the areas of adding outcomes into Trackdat and being able to efficiently and regularly access those outcomes into the database. Discussions and plans have begun this semester to address any shortcomings in these areas to better track our programs progress. As pointed out earlier in our data trends over the last five years, our student success and retention rates show that the program scores are above the college average.

Summarize the major findings of your program outcomes assessments.
Visual and auditory KSAs are crucial in the radio/audio and TV/video industry. DBA students have multiple opportunities to hone their skills in these crucial areas through classes in radio production, live TV studio production, film/TV production and video editing classes. While faculty are continually providing assessments to student works, the program outcomes need to be expanded to include these areas of assessment in curriculum.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?
None specifically identified at this time. DBA faculty continue to discuss and plan for the next generation of broadcasting and related media areas to make sure we are preparing students for future industry needs. We stay up-to-date trhough industry advisory groups, workshops, conferences and technology updates to access new areas of focus. For instance, there are opportunities within our department to coordinate learning outcomes for those student interested in multi-media journalism or MMJ jobs. We've also worked closely with our Cinema colleagues to offer the new Film, TV and Electronic Media AS-T degree launched this school year.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)

- [CSU GE Requirements](#)

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, 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.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
Lisa:

Our program prepares students in important areas of GE such as critical thinking/informational literacy, written and oral communication and digital literacy.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
Additional data needs to be gathered in this area. As we expand and improve our program assessments and have all part-time faculty inputting data into Trackdat, we will have a better understanding and more specifics on which courses actively support those GE/ILO outcomes. For instance, our Broadcast Writing class prepares students for writing in both radio, TV, video and film. However, the course outcomes have not yet been linked to support the college's written communication GE outcome.

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 we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. 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.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
AA/AS - 4 -- Down 42% from 7 AAs last year. Down 16% from 5 year avg.
CERT - 6 -- Up .20 from 5 CAT last year. Up 7.14 from 5 year avg.

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

What factors have influenced your completion trends?
Our certificate program is 30 units and difficult to complete within a two year time frame. We are actively looking at making that more efficient by attenuating the requirements and possibly offering more specialized and stackable certs (i.e. post-production, studio production, etc.).

In theory, this will be accomplished through work between our discipline's faculty as well as with that of faculty in other disciplines who are currently offering curriculum cross-listed with DBA or other disciplines that may have future mutual interest(s).

Our new Film, TV and Electronic Media AS-T transfer degree was implemented this year and should result in higher AA attainment within two years.

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

Please list them
CINE/DBA 125 Beginning Film and Video Field Production
CINE/DBA 225 Intermediate Film and Video Field Production
DBA 230 - Digital Video Editing
DBA 270 - Avid Editing for Television and Film

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

What steps are you taking to address these completions?
Given our high course success and retention rates, we believe that if we are able to raise our enrollment

and place students within our courses, they will stay and attain a degree and/or certification. We have visited multiple high school campuses in an effort to establish dual enrollment programs and are currently in the process of setting up an initial meeting with a local high school. We also plan on identifying other high schools within the region that have existing broadcast programs where we can conduct outreach and possible schedule class visits to on our campus.

We have also began to strengthen our partnerships within the private sector partners and are in the midst of forging a relationship with NBC where we would be build out our studio to mirror the experience that they are looking for in job candidates. We would, in effect, serve as a training center for NBC news affiliates across America. This relationship should also serve as a model as we re-examine our internship program in order to produce more meaningful intern experiences in the traditional broadcast environment.

We are in the infant stages of discussions with the graphics communication department about eliminating much of our overlap in curriculum. If and when this is addressed, we should see higher completion rates as students will realize positive results in the work at a much faster rate. This should serve to increase completion rates as the prospect of achieving a career in our field will be more attainable as they will have more refined and extensive work reels.

We have also spoken briefly with our Chair, Wendy Nelson, about the possibility of creating stackable certificates. It was stated that the attainment of multiple certificates may affect a student's ability to receive financial aid. She is currently investigating that possibility as it would place our interest in providing students with more immediate access to success metrics in opposition with that of our student's long term academic interest(s) and success metrics.

What is your program standard for program completion?
80.0%

Why did you choose this standard?
It mirrors our course success rate standard. We should strive to translate success in the classroom to degree and cert attainment.

What is your Stretch goal for program completion?
83.0%

How did you decide upon your stretch goal?
It mirrors our course success stretch goal. We should strive to translate success in the classroom to degree and cert attainment.

ENROLLMENT TRENDS

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).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your efficiency trend over the last 5 years? Was it expected?
Our efficiency rates rose .8% from 13/14 to 14/15 and then jumped significantly (12.16%) from 14/15 to 15/16. In 16/17 we saw a sharp decline of -16% to a five year low of 358. We bounced back a bit last year with a 1.12% increase. If we had to categorize the trend it would be extremely elastic and no it was not

expected.

What factors have influenced your efficiency trends?
Several factors influenced our efficiency trends.

Rancho Bernardo Campus - Problems with enrollment and efficiency rates are well documented on that campus. We have gladly offered several classes there knowing that our numbers would take a hit and they did. We feel that if we held those classes on our main campus the small rise we saw last year would be much more significant.

The nature of our program dictates that we have smaller class sizes as they are lab intensive and require hands on instruction and the constant refining of technical and artistic skills. We most likely will never meet the institutional efficiency goal of 525 as filling a large classroom is counter-intuitive to student success for our discipline. Intead, we aim at an efficiency goal of 375 - which we did fall short of by 15 due to the reasons listed above.

We would like to highlight the fact that we did meet the institutional fill rate goal of 85% last year which is a metric we feel is often overlooked and extremely germane when measuring efficiency for a small, technical program like Digital Broadcast Arts.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?
The DBA program did not have any class cancellations this past year due to low enrollment. The efficiency scheduling limited our class offerings and drastically affected our students schedules, but the end result was that no class was cancelled. This was excellent news after many years of cancelled classes. However, we've 'trimmed the fat' so to speak very narrowly and faculty are seeing more and more requests for class substitutions since capstone classes are offered only once every two years. This is a barrier for our student success and impedes students' ability to graduate with ALL the classes included in the degrees and certificates. In some cases, universities have told students they need those lower level courses in order to enter at a junior level. More analysis is needed to determine how we can increase offerings for those crucial classes. In addition, faculty actively participated in the college's mapping plans and have a template for students to follow. Another area of slower growth is at our South Center. We hope to continue to grow the video editing and TV/film production classes as this important college center grows overall.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success 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/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
80.0%

Why did you choose this standard?
As a CTE program, we realize that a student enrolling in one of our courses is an expression of interest in our curriculum. With that said, we should hold ourselves to a higher course success rate than the institutional goal of 70%. We believe that once a student sits down, our instructors should be able to able to maintain their interest and guide them through the course successfully. This belief is evidenced in the fact that our five year average of 81% exceeds our program standard.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected?
We did not expect to level out as we we're already 2.5% above our five year average of 81% and well above the institutional five year average of 71%. We expected a small correction close to what the institutional success rate saw when it dropped 1.39% back down to its five year average.

What is your Stretch goal for COURSE success rates?
84.0%

How did you decide upon the goal?
While we are extremely proud of the fact that our 83% course success rate is 16.9% higher than the institutional average of 71% and 18.6% higher than the institutional goal of 70%. we chose 84% as our stretch goal simply because it reflects our commitment to continued growth in all areas of student achievement while also understanding the need to govern our expectations with the reality that we may be approaching a ceiling with this metric and that we need to focus on improving other metrics of student achievement within our discipline - such as degree and cert attainment and enrollment.

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

Was this expected? Please explain.
Yes we did expect a small increase in retention. While the 2016-2017 retention rate of 91% was precisely in line with the institutional five year average, it was slightly below our five year average of 93%. We expected to correct 17/18's slight dip and move closer towards our five year average of 93%. Our expectation of increased course retention rates was met and we returned precisely to our five year average of 93%.

Are there differences in success or retention rates in the following groups? (choose all that apply)
When or where (time of day, term, location)
Ethnicity
Age

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?
Our online success rate of 73% is well below our campus success rate of 81% and course success rate of 83%. This may be attributed to a few different factors:

1) A need for one-on-one instruction and support in the handling of production equipment. Our equipment is highly specialized and many students are tactile learners in need of real time feedback and instruction on the use of tools and instruments that are likely foreign to them.

2) The lack of free post-production software (such as editing, graphics and animation software). While post-production software is now affordable for some students, it is still not financially viable for many - especially online students who may be unable to afford relative basic needs like reliable transportation and/or who are working to make ends meet and unable to come to class on a traditional schedule.

While our online success rate bests the institutional average by 7.3%, we plan on closing the gap by re-examining our online offerings and the viability of production centered courses.

Last year's evening retention rate of 100% was remarkable but it wasn't extraordinary. Our five year evening retention rate is 96%. Nor was that !00% it significant as we only offer one class in the evening, DBA 270, which is a requirement for both the AS in Digital Video and the DBA AST.

It should also be noted that it is only offered once a year. We do believe that there would be some interest for evening DBA courses with those whom are pursuing media production for enrichment reasons or possible career migration but we are reluctant to move any of our course offerings to the evening for fear that it wouldn't fill and we would loose that section.

Age: Why do you think age differences exist? What do you need to help close the gap?
Our success and retention rates are markedly above the institutional rates for every age metric with the exception of 50+. I think this can be attributed to the fact that our curriculum is centered around the adoption of technical software, hardware and equipment that is largely foreign to this demographic.

We believe that we can close this gap by:
1) Identifying and personally counseling this demographic about the need to take certain entry level courses before enrolling in what can be considered upper division courses. They need a technical foundation that other age demos may posses by nature of the era in which they were raised.

2) Examine resources that can be made available for tutoring - similar to what is done with distance education.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
Our success and retention rates are markedly above the institutional rates for every race metric with the exception of black students. We're not exactly sure what can be done to close that gap in turns of refining curriculum or adjusting personal pedagogical practices but the 32% difference in success rates between this demo and our program's average is startling and needs to be addressed.

The subject of equity and success gaps among races is deserving of thorough and honest discussion(s) with an end goal of closing those gaps with practical and sober solutions.

Minorities have been underrepresented in mainstream media since it's inception and we're extremely lucky to have Serena Reid, an African American journalist, on our staff as an instructor for several of our capstone courses. As we sit down to address many of the necessary changes in our program (possibly this Summer), this issue will be addressed and her insight will be fundamental to any and all plans regarding this disparity.

Our new faculty member, Scott Richison, has a relationship with the San Diego Association of Black Journalists and has supported many of their educational events on his previous campus, Southwestern College. He has already been in touch with its President about the possibility of hosting a new event here on campus.

We feel that the data given is less than adequate to gain a full understanding of the breadth of the issue. It is our wish that enrollment rates were given in terms of finite numbers of students enrolled in addition to that of percentages of success or retention. This would contribute greatly to our understanding of statistical significance and aide in our pursuit of solutions. For example, we would love to develop a mentor program between our students and black journalists. But if we only have one or two black students, it may be a tough sell as a long term program.

From the time that this PRP was initially written and this edit was made as a result of feedback, a branch logic based survey was developed to gain data that we feel isn't readily available. We will now attempt to gather race data to inform future decisions.

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

Do you have any best practice methods you use for online courses to share with the community?
The DBA program offers an Intro to Radio and TV course online in the fall semester. DBA online faculty continuously reach out to students to keep connected through multiple discussion boards, announcements, online office hours, phone calls and messages to help keep students connected to the online work.

Please explain.
The issue was addressed in a previous question. The below is a cut and paste from there.

Our online success rate of 73% is well below our campus success rate of 81% and course success rate of 83%. This may be attributed to a few different factors:

1) A need for one-on-one instruction and support in the handling of production equipment. Our equipment is highly specialized and many students are tactile learners in need of real time feedback and instruction on the use of tools and instruments that are likely foreign to them.

2) The lack of free post-production software (such as editing, graphics and animation software). While post-production software is now affordable for some students, it is still not financially viable for many - especially online students who may be unable to afford relatively basic needs like reliable transportation and/or who are working to make ends meet and unable to come to class on a traditional schedule.

While our online success rate bests the institutional average by 7.3%, we plan on closing the gap by re-examining our online offerings and the viability of production centered courses.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
Still great variations in terms of how slos are being reported in the tracdat system. Our full-time faculty members acknowledge that their is much room for improvement in terms of coordinating this effort among the adjuncts and communicating the need for uniform practices. A meeting is planned for this Summer between our full-time faculty members to expand and assess SLOs programwide.

How have you improved course-level assessment methods since the last PRP?
Lisa:

Yes, the DBA program has assessed more classes since the last PRP and continue to look for ways to make the data tracking process easier. Such as suggestions from our Dept. Chair to use Canvas to assess course SLOs. This is another area DBA faculty continue to work on.

Summarize the major findings of your course outcomes assessments.
Again, more data collection needs to be gathered before we can accurately assess major findings.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?
None at this time.

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?
Lisa:

Again, one area we're in discussion with broadcast TV operations is the growth of studio automation systems. These are expensive networks that require investment in both our learning studio in Q-1 and the professional facilities of PCTV. We needs to work in partnership with all key representatives to lay out a plan to add this growing area of broadcast technology. In addition, our students need more knowledge of computer operating systems for these jobs. We also want to work with our CSIS department faculty to determine which course would be the best fit for our DBA students.

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.

How do your course outcomes help your students achieve their program outcomes?
As mentioned earlier, with our new DBA faculty member on board now, we are discussing ways to integrate and improve our reporting processes for linking all course outcomes to updated program outcomes. As this school year has been a busy one for DBA in regards to reports faculty hiring, Perkins, Program Mapping, etc., faculty are discussing working on this area over the summer. However, we also have many part-time faculty that need and want to be involved in this area, so it may be necessary to fully implement in early fall 19.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?
We recently completed our maps and have no viable option to share them with our students as we're still unsure if the process is complete and/or in need of further approval or aware of where they may be published. If possible, printed and electronic copies could be collected and shared in our classrooms and also on our dept. website and discipline areas.
Our scheduling strategy is relatively non-existent as we have begun rolling over existing schedule(s) from prior semesters with little time for discussion as to what could possible be improved upon and/or program

needs.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?
The last two years, faculty involvement in scheduling has been drastically reduced.Getting the program maps completed was one way to address the need for reliable and realistic scheduling so our students can depend on a class being offered when it is included in the schedule. Faculty hear from students who are frustrated and delayed in completing their degrees when there are class cancellations two weeks before the semester. With the enrollment management strategy in place, DBA has remarkably had no cancellations this past year. However, the low participation rates at the Rancho Bernardo South Center does negatively impact our efficiency ratings this past fall.

How do you work with other departments that require your course(s) for program completion?
Scott Richison has begun discussion(s) with Wade Rollins about how our common curriculum can be re-designed to support basic industry skills and support more project based learning.

While limited in scope, these conversations have been fruitful in that there is an initial agreement that more collaboration between our shared curriculum needs to be strategically aligned. When pursued, this alignment and collaboration should lead to a much more robust and professional experience for our students while also contributing to program completion.

We are also discussing the possibility of bringing multiple disciplines within and possibly outside of our department together over the summer for a workshop that addresses media convergence and how this should be reflected in our curriculum, offerings, degrees and certificates.

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
Yes. There are curriculum concerns that need to be addressed. The primary concern is the overlap of basic skill instruction both within and outside of our discipline. The secondary concern is making our certificates more efficient and meaningful.

Overlap - Within our discipline a notable amount of time is spent in the majority of our classes teaching fundamental production skills. This is primarily due to the fact that pre-reqs are difficult to enforce as it would effect enrollment to the point that classes would be cut.

The end result is that students must endure the same introductory lesson(s) numerous (5+) times before graduating. This is valuable time that could be better spent on project based lessons which would undeniably contribute to the student's individual "production reel"; essentially a resume in our industry. A student can take advanced editing without knowing how to edit. That student can be sitting next to someone who was taught the basics of editing in seven different classes. This is a nightmare scenario for instruction and meaningful student progress.

These basic skills are also being taught in other disciplines within and outside of our department. This is a result of very rapid media convergence - not a lack of planning. We are all teaching students how to tell a story - but if they are to be successful modernity REQUIRES them to have the ability to tell that story and sell that idea across several platforms and mediums. Photo, graphics communication, cinema and DBA all must teach basic camera skills. Cine, DBA and graphics communication all must teach post-production software. Photo, graphics communication, journalism, business and DBA all must teach social media skills. DBA and journalism must teach basic writing skills for print/web and for video. Media convergence needs

to be addressed if we are to stay relevant and serve the best interests of our students.

Certificate - It takes at least two years for a student to attain our certificate. We need to make this more meaningful and efficient by cutting down on the required courses and programming the certificate so that it is more specialized (i.e. broadcast journalism, post-production, etc.)

Are there courses that should be added or removed from your program - please explain?
No.

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

It has been addressed for the past several years between faculty conversations about administrative scheduling decisions. As it currently stands, our course offerings are very lean in terms of our ability to ensure successful attainment of certificates and degrees in a reasonable time frame. We will continue to tweak the program's offerings in terms of updating course curriculum and this may lead to some deactivation of courses. That deactivation will be a result of making classes and student experiences more efficient rather than current curriculum being outdated or unnecessary.

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?
Dual Enrollment - We explored a program with Fallbrook Unified that was never brought to fruition in spite of our efforts. Meetings with Vista Unified were conducted regarding potential video editing and production courses in the Spring of 2020. There is a possible MOU in the works for that program as the timeline for the initial MOU that we agreed to in person was pushed back by administrators on their end. Valley Center has expressed an interest in possible dual enrollment and an initial meeting is in the works.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
In the past, faculty have been asked to take the lead in making important decisions regarding classes best offered on campus or online. Recent college practices have eliminated most of these scheduling recommendations from discipline faculty. In some cases, scheduling changes have been made against faculty recommendations. Of course, faculty recognize the importance of class scheduling efficiency in order to maintain a balanced college budget. However, when changes continue to be made counter to faculty recommendations, it begins to impact the quality and academic integrity of the classes and the overall program. As faculty, we must guard against an erosion of our program's high standards, along with our important industry and academic reputation.

Describe other data and/or information that you have considered as part of the evaluation of your program
Industry recognition.
We were recently approached by NBC with what was essentially an offer to invest a relatively extraordinary amount of money into upgrading our studio. In return, they would like us to encourage our students to apply for their paid internships and possible jobs. This speaks to the regard in which our program is esteemed not only in San Diego County but nation and state wide as there are several owned and operated NBC affiliates within range of similar post-secondary television broadcast programs.

Our students are regularly recognized for their work and just recently were honored by the Broadcast Educators Association with 2 first-place awards for promotions and Palomar Live morning talk show produced in our capstone DBA 220 class. This past summer, 8 students were recognized with student Emmys for production work on Prep Sports Live and North County News, produced in our DBA 240 TV news/sports broadcasting class. In addition, several short films by our students were nominated for Emmys. Our radio program received over twenty awards this year from the Intercollegiate Broadcast System. We are extremely proud of the work and recognition our students receive from these professional organizations.

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
- San Diego Workforce Partnership
- State of CA EDD
- Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Current Careers: Camera Operator, Cameraman, Floor Director, Master Control Operator (MCO), Photojournalist, Production Assistant, Production Technician, Studio Camera Operator, Television News Photographer, Videographer, Artistic Director, Assistant Director, Associate Artistic Director, Director, News Production Supervisor, Newscast Director, Stage Manager, Technical Director, Television Director (TV Director), Television Newscast Director

Emerging Careers: Multi-Media Journalist (MMJ), Overdrive Pilot
An Overdrive Pilot is a highly specialized and well-paid position that combines several, if not all of, the broadcast positions into one. We have already begun to plan for this position through conversations with a local industry broadcast leader, NBC. They are an owned and operated station meaning that they are owned by the network vs. being an affiliate (think franchise). They have recognized a desperate need for a facility and program that can train their personal for highly technical jobs in stations across the nation. We are in discussion as to how we can outfit our station with automation capabilities while retaining the ability to turn off the automation so that we can still train our students for the traditional individual studio positions. This will take many further discussions and buy in with a commitment to support the effort from several parties before being implemented. We have our fingers crossed.

MMJ - This is an updated version of what was once referred to as a reporter. An MMJ may be called to shoot video, edit video, write copy, front a live intro and post on social sites and a webpage. In other words, the personification of media convergence. Our hopes and plans to address convergence are well documented elsewhere in this report.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Ability to communicate effectively via spoken and written word. Ability to collaborate effectively in group settings on project based tasks and assignments. Working knowledge of non-linear post-production editing and animation software. Working knowledge of audio and scoring software. Working knowledge of scripting software. Working knowledge of field production equipment (cameras, microphones and lights. Project Management Skills, Time Management Skills.

How does your program help students build these KSA's?
While some of these skills can be learned from a book or lecture, they must be put into practice and incessantly refined. Our program not only demands that our students learn those skills but that they also constantly refine them through practice in a professional environment. We put out weekly broadcasts which is a very labor intensive practice. But this is the only way to really refine the KSAs required for our industry and we feel that we do that better than most other programs in our nation and we have rewards and honors that speak to this fact.

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

What have you done to integrate work-based learning?
We have a well established internship program that we are currently re-examining in order to place students in meaningful experiences in both traditional broadcast facilities as well within non-broadcast oriented companies that now have internal production capabilities (i.e. Caterpillar, Qualcomm, SPAWAR, SAIC).

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
If we place them correctly, they are working under real deadlines on real projects. There is no better training for the "real world" than working in a "real world" environment.

How do you engage with the community to keep them apprised of opportunities in your program?
We have established relationships with broadcast partners. We take meetings with high schools interested in dual enrollment and work with them toward meeting their needs. We have a presence at many high-school career days. We give tours of our facilities to potential students. We participate in college outreach activities such as media days, college welcome week and open house.

What is the regional three-year projected occupational growth for your program(s)?
The demand for quality production work has never been greater. Employment projections are extremely healthy at the national, state, county and regional level. Regional salaries, which have traditionally always been above the local, state and national median are projected to grow even further across every location metric. More detail is provided at the job level in the San Diego County/Imperial County Job openings question below.

What is being done at the program level to assist students with job placement and workforce preparedness?
The DBA program was a pioneer in developing an active student internship class that helped hundreds of

students over the years gain industry experience. Just as important as the experience, students had a chance to meet mentors and gain a 'foot in the door' to future jobs. We have hundreds of alumni working in media today due to the outstanding reputation of our radio and TV program here at Palomar College. We are proud of the reporters, editors, producers, directors, actors, filmmakers, writers, camera operators, DJs, podcasters, programmers, small business owners, and others who consider Palomar as key to their success in the media industry.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
March 7th, 2019
The most significant piece of information we learned is a theme central to much of this report - media convergence must be addressed. Students need the ability to find good stories and posses the KSAs to tell them across multiple platforms.

In response to feedback given to our initial response to this question - No, we did not invite a counselor to the advisory meeting and will consider that for future meetings.

What are the San Diego County/Imperial County Job Openings?
At A Glance
Approximately 3,000 San Diegans/Imperial County folk are employed within the category of broadcast professionals. These jobs are considered traditional in the sense that they are radio, television and commercial oriented and exclude content originated for online distribution. There are approximately 123 employers within the San Diego region, most of which are relatively small shops; employing less than 50 people.

Multi-Media Production
There are 1,390 San Diegans/Imperial County folk currently employed in this category with a local projected employment growth of 20.1%. The average media salary in San Diego is $73,327; which is slightly higher than the national average for the same job ($70,530) but well below the state average ($83,360). There are approximately 27,000 jobs in this sector in California and 74,000 nationwide.

Producers and Directors
There are 780 San Diegans/Imperial County folk currently employed in this category with a local projected employment growth of 15.4%. The average media salary in San Diego is $68,016; which is $24,00 higher than the national median salary ($44,564) but well below the state average ($100,938). There are approximately 33,800 jobs in this sector in California with a statewide projected growth of 8.3%

Non-Linear Editor
There are 800 San Diegans/Imperial County folk currently employed in this category with a local projected employment growth of 10%. The average media salary in San Diego is $62,614; which is slightly higher than the national average for the same job ($61,800) but well below the state average ($73,500). There are approximately 15,000 jobs in this sector in California and 34,000 nationwide with employment growth projected at 6.4% and 15.4% respectively.

Reporters and Correspondents
There are 330 San Diegans/Imperial County folk currently employed in this category with a local projected employment growth of 15.2%. The average media salary in San Diego is $49,057; which is slightly higher than the statewide average for the same job ($45,198) and well above the national average $39,370. There are approximately 3,900 jobs in this sector in California and with employment growth projected at 2.6%.

Program Goals

In the previous sections, 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. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Increase Enrollment by .03% Annually for the Next Two Years

Is this a new or existing goal?
New

How will you complete this goal?
Given our retention and success numbers, we're confident that once we get students into our program, we can keep them. Raising our enrollment numbers requires re-examining our recruitment efforts and evaluating time to degree/transfer. We see offering more 8 week fast-track classes where appropriate may help to achieve this goal.

We are doing quite a bit to put ourselves out there in terms of recruiting but we need to re-examine what we're putting out there. While we will certainly continue to to take and initiate meetings with High Schools interested in dual enrollment and continue to have a presence at many high-school career days as well as at our own on campus outreach activities, we need to figure out how to bring the broadcast experience to potential students because brochures and flyers don't do us justice.

Maybe we bring in a green screen and have students try to read a weather report from prompter and instantly deliver them the final product complete with graphics. Maybe we need to establish a hashtag and allow them to post what they do at our booth so that they can share within their social circles. We live in a media saturated world and we need to put ourselves out there in a manner similar to what we are trying to teach our students to do for their own careers and personal brands. We have a very cool and fun program. We just need to engage students in a meaningful and germane manner.

That is how we plan on reaching this goal - engaging potential students through meaningful and germane experiences.

Outcome(s) expected (qualitative/quantitative)
We would like to reverse the trend and see an increase of students annually. We need to make the scheduling and curriculum changes necessary to help reach this goal. Additionally, making sure our entry-level classes put students on the right path to meet their degree/transfer goals in a two-year time frame. This may be a stretch goal, as we realize most of our students must work or have significant family issues that keep them from attending full time. However, as our dept. chair has pointed out, if there is a two year plan students may stretch to get the program done faster. It's crucial we keep our promise to students to offer the classes they need for this goal to happen.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Our department's mission statement, the college strategic plan and the guided pathways program are all

centered around student success. We can't succeed if we don't get them in our classrooms.

Expected Goal Completion Date
5/28/2021

Goal 2

Brief Description
Increase Certificate, AA and Transfer Attainment To Reach a Five Year High by 2022

Is this a new or existing goal?
New

How will you complete this goal?
We will make our certificates more meaningful and efficient by cutting down on the required courses and programming the map so that it is more specialized and germane to the modern workplace (i.e. broadcast journalism, post-production, etc.)

We also plan on addressing basic skill redundancy within our discipline (addressed extensively previously in this document). This should increase success and degree attainment as students will be producing quality work quicker as they build on basic skills through projects instead of learning and repeating them in most every class.

Outcome(s) expected (qualitative/quantitative)
Present at least ten certificates and eight AAs in 2022.

How does this goal align with your department mission statement, the college strategic plan, 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.

Expected Goal Completion Date
5/27/2022

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
No change. DBA has been requesting a part-time evening position for the last ten years.

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting
Evening Lab Tech-classified part time position

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
The evening lab tech is a crucial position that has been filled by hourly employees for many years now. This is a shared position with our Cinema program. Both DBA and Cinema students need to access video/audio and film equipment for projects in the evening hours. They also need access to the computer editing stations to complete their films and videos.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
It is a challenging position to fill as the employee must have training and experience on a variety of professional industry equipment such as cameras, lighting, microphone and audio systems, video/film editing software such as Premiere and Avid, web design, video streaming and related technology.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.