

Status: **Reviewed**

Entry #: 292

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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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Media Studies

Discipline Name
Cinema (CINE)

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

It is the mission of Palomar College's Cinema Program to educate and inform our students on the art and business of film and its importance in understanding the world. Film provides us with a universal language in which to understand other cultures and diverse populations. Our program fosters critical thinking through the analysis of film and these transfer courses prepare students for university studies in a variety of disciplines. We teach future film artists the craft of filmmaking and through hands-on training students will be prepared to work in the film industry and succeed in university film programs.

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

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

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

List all degrees and certificates offered within this discipline.
ADT Film, Television and Electronic Media
AA Cinema
Certificate of Achievement Cinema

Please list the names and positions of everyone who helped to complete this document.
Candace Rose Cinema Faculty
John McMurria Cinema Faculty
Lisa Cecere Cinema Faculty

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

3

Full-time Faculty (FTEF)

2.80

Part-time faculty (FTEF)

6

Classified and other permanent staff positions that support this discipline

ADA 12 months 100% workload

Broadcast Production Coordinator for CTE courses 10 months 100%

Additional hourly staff that support this discipline and/or department

none

PROGRAM INFORMATION

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

PROGRAM LEARNING OUTCOMES

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

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

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

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

The cinema faculty reviewed all three of our programs, the Transfer Degree in Film, Television and Electronic Media, the AA in Cinema Studies and our Cinema Studies certificate, rewrote the program outcomes for each, and aligned them to our new degree maps.

With the new transfer degree focused on production, we reviewed the AA Degree in Cinema and decided to focus it on cinema studies to differentiate it from the transfer degree. In doing so we reduced the number of required credits from 27 to 18 to encourage more completions. We feel the 18 credit degree is robust given the quality of our studies focused courses. We created a new Cinema Studies Certificate to replace our prior Cinema Certificate. The prior certificate was 27 credits, way too many to respond to student interests, which was reflected in the low number of completions. In designing the new 9 credit certificate in Cinema Studies we ensured that it stacked to both the Transfer Degree and revised AA Degree in Cinema Studies. The certificate will encourage students who enjoyed a cinema course to take two more, giving them a certificate to add to their transcripts, as well as providing them an entry point into our two degrees. The new certificate and revised AA degree are currently under review.

In addition to revising the program outcomes we revised the Student Learning Outcomes for our Cine 100, Cine 102 and Cine 103 courses. The revised outcomes were more specific to the core elements in these popular courses, including covering aspects of aesthetics, history, industry and criticism. These revised outcomes will allow us to be more specific and intentional in assessing these courses.

Candace Rose was appointed by our Faculty Senate to serve on the ASCCC Faculty Discipline Review Group (FDRG) for the Film, Television and Electronic Media (FTVE) transfer degree. This workgroup consists of three film and television faculty from the CCCC system and two from the CSUs. Over the summer of 2020, this group met to review the FTVE transfer degree and make necessary updates incorporating feedback from CCCC and CSU colleagues throughout the state. One of the proposed changes is to create a new CI-D in Screenwriting and give students two options in the Core section for Media Writing. This will positively impact Palomar Media Studies students by allowing them to take either Cine/DBA 115 Creative Writing for TV or Film or DBA 110 Broadcast and Media Writing, saving them time and money towards degree completion. Currently, students must take both courses to satisfy the Media Writing CI-D requirement within this ADT. Once the changes are approved through the CCCCCO, we anticipate these changes going into effect at Palomar in 2022-2023.

How do they align with employer and transfer expectations?

With the changes to the AA degree in Cinema (to Cinema Studies) we ensured that all core courses and electives were transferable to both the CSU's and the UCs. As stated above, the newly proposed 9 credit certificate stacks to both the Transfer and AA degrees.

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

In revising the AA Degree to focus on Cinema Studies, and elaborating program outcomes that are focused on aesthetics, history, industry and criticism, with an introduction to production, we are not positioned to assess this revised program based on its new focus on studies. Because the program changes and new certificate will not be active until Fall 2021, we will begin to assess them next year. We will continue to assess the Transfer Degree as it enters its 2nd year in existence. We will continue to consider recommendations from our Advisory Board in regards to workplace preparedness for our students. From this research, we can determine how we can provide a direct pathway for students to achieve their academic and career goals.

Summarize the major findings of your program outcomes assessments.

In assessing our program outcomes we realized that they were not specific enough to meet the goals for the courses for our AA degree. Therefore our revisions to our program outcomes, as elaborated above, reflect the main components of the courses, which include aesthetics, history, industry and criticism. In revising the AA program to focus on Cinema Studies, this better differentiated it from our new Transfer degree, which was focused on production.

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.

For the 2019-2020 year, we had 7 completers in the AA Degree in Cinema, and 10 completers in our AS-T Degree. We had 8 completers for our Certificate of Achievement.

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

Increased

What factors have influenced your completion trends?

We increased our completers for all three degrees from 2 to 25 completers this year. We increased our completions for the AS-T Degree through articulating to the program maps, heavily promoting the new degree to our department classes, in part through circulating an easy to read flyer outlining the program's requirements. We also offered an additional DBA 230, Digital Audio Avid Pro Tools, DBA 110, Broadcast and Media Writing, in the Spring 2020, which helped students to complete. We believe this promotional effort for the AS-T degree also benefited completions in the AA and Certificate degree, because several of the required courses overlap the three programs.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

As elaborated above, our promoting the new AS-T degree generated interest in that program as well as our other 2 programs.

How have these factors presented challenges for your program(s)?

We faced challenges in the scheduling, but made adjustments to offer DBA 230 and DBA 110 in the fall and spring, which helped students complete. Getting the word out to students was a challenge. We found that the media studies faculty are the most important avenue for communicating with the students.

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?

70.0%

Why did you choose this standard?

Our standard aligns with the College's institutional standard for course success rate.

What is your stretch goal for course success rates?

73.0%

How did you decide upon the goal?

We increased our overall course success rate from 67% to 71.7% this past year. We would like to strive for increased success, we feel that we need to be realistic given the Covid-19 environment. We will continue to focus on reaching out to struggling students in our courses to keep them on track through tools in Canvas and Starfish.

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

Our significant success rate went up for all age groups except for 50 and above. The total success rate for 2018 was 67.4% to 71.7% in 2019. Regarding our older students we had only 20 students in the 50 and above category, so we feel that the small degrees does not signify a trend. Though we will keep encouraging our older students through offering flexibility for their schedules, which often include work commitments. We are proud about our overall increase in enrollments from 1,500 in 2018 to 1,757 in 2019. We believe our attention to the new AS-T degree and promotion of all of our degrees have helped to drive up interest in the program, and encouraged higher success rates for all students under 50.

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

Our success and retention rates between fall 2018/2019 and fall 2019/2020 for all ethnicity groups for except for white, have gone up significantly. Reasons for this increase include sponsoring an Equity Film Series and an Equity Speakers Series that included celebrating African American filmmakers. Our film club is also sponsoring film screenings by African American directors this year. Our decline in white students was very small, but would like to reverse this through offering support through close student engagement regarding things that might become impediments to completion, including flexibility with assignments and prompts to followup with incomplete assignments.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?

We do not have data for Foster Youth this past year. Our Veteran's success rate dropped from 75.9% in 2018/2019 to 62.6% in 2019/2020. We find it challenging to reach out to our Veteran students because they do not necessarily self-identify. Still, we want to work to improve the success rate through including in our syllabi and course announcements links to veteran services. Also, with special challenges related to military work-related conflicts, medical appointments that can't be rescheduled, etc. flexibility on deadlines and allowing students to work ahead when appropriate can help to keep them on track.

COURSE LEARNING OUTCOMES

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

Since we updated SLO's on four of our core courses, we have more specific outcomes to follow when assessing these courses. Also, all full-time and part-time cinema faculty completed both the past and current versions of POET. This training helped us to develop better online course delivery as well as assessment techniques for assessing online courses.

Summarize the major findings of your course outcomes assessments.

Revising our core SLO's has given us the details to better assess the courses and offer more concise feedback in faculty evaluations.

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

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

CAREER AND LABOR MARKET DATA

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

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

The following websites are for CTE related data:

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

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Our ADT in Film, Television and Electronic Media prepares students for transfer to the University and potentially, entry-level positions in the following careers:

Camera Operators, TV & Motion Pictures, Broadcast Technicians, Editors, Multi-Media Artists and Animators, Producers and Directors, Set and Exhibit Designers, Sound Engineering Technicians, and Screenwriters.

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

The ability to communicate effectively via spoken and written word. The 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, scripting software, and field production equipment (cameras, microphones and lights). Project management skills and time management skills.

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

To communicate effectively via spoken and written word students, students must write at least 8 pages per course, including analytical essays about films screened in class. These essays might include one-page responses to specific questions about a scene to longer essays that analyze a film in its entirety. The focus of these essays is to connect the aesthetic aspects of form and cultural representation to the historical and cultural contexts in which the film was made.

In Screenwriting, students learn how to write short-form narrative screenplays for film, scripts for broadcast, TV, commercials/PSAs and documentaries.

To communicate effectively in groups settings, students collaborate on creating short films and TV programs, from pre-production, production and post-production. Students also work together on group presentations in film and TV studies courses. Our program courses provide access to non-linear, post-production editing and animation software, and audio and scoring software. Students are required to write about TV/FILM, work in groups, and give oral presentations of their work.

Work Based Learning

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

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

Yes

What have you done to integrate work-based learning?

We have offered television Internships at Local Network Affiliates, Internships at Local Production Companies and Creative Agencies, Non-Traditional Internships (non-broadcast businesses and industries with production needs). We participate in a Media Days event each year and brings speakers from the industry on campus to engage with our students.

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

Our interns gain experience working with the current camera and editing equipment, assist TV/Film professionals in their daily work, gain experience writing for Film/TV, and learn how to work within a production team.

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

Community engagement is something we would like to do more of as our program grows. Due to Covid-19 we had to cancel our Media Days event in spring 2020. Looking ahead to our spring 2021 Media Days event will focus on diversity and changing the narrative. We will market this event to CSUSM, area high schools and libraries. Given that it will likely be on zoom, we might have better opportunities to broaden participation.

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

Based on data in Career One Stop, the projected growth for Film Editors from 2016 to 2019 nationally is 17%, and in the state of CA is 6%. Work for producers and directors nationally is projected to grow 12% by 2026 and 8% in the state of CA. This growth reflects the rising number of new streaming video sites, such as Hulu, Netflix, Amazon and HBO, to name a few, that provide more opportunities for work in episodic television and independent and studio film. We will also monitor closely how Covid-19 impacts entry level positions in production, given that the industry is only now working again. One change we have noticed is the industry has adopted new technologies to adapt to the Covid-19 conditions to decrease person-to-person contact and allow for remote collaborations.

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

The Media Studies department hosts a Media Days event each spring to bring in working professionals from the different disciplines, including Film and Television, and this gives students an opportunity to network for possible job placement. We also offer internships through our program.

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

We added new advisory members working in the Los Angeles film industry. We had them, and our prior members, fill out a survey regarding what skills students need to be successful entering the industry. We also asked about current trends in technology, whether our current courses meet the needs for employment and whether they recommend additional courses. The responses included lauding our program for having more advanced production courses than other colleges and universities. The members encouraged us to continue with as much hands-on experience in our courses.

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

Below are the average annual average job openings in San Diego County:

Audio-Visual Equipment Technicians: 90
Broadcast Technicians: 40
Camera Operators, TV & Motion Pictures: 40
Editors: 50
Multi-Media Artists and Animators: 260
Producers and Directors: 210
Set and Exhibit Designers: 90
Sound Engineering Technicians: 1,200
Writers and Authors (incl. screenwriters): 280

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

Assess our Program SLOS and course SLOS and align them with our degree maps.

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

The Cinema FT faculty will work with PT faculty to assess our courses across several sections. Using this information, we will assess how our course assessments align with our program assessment and degree maps. We will consult with our Chair throughout this process.

Outcome(s) expected (qualitative/quantitative)

Gain data from our assessments that can then guide us in our strategies for improving our courses and degrees to better align with Guided Pathways.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with our Guide Pathways goals:

Help students in discovering, clarifying, and choosing pathways.

Ensure a quality learning environment and facilitate meaningful relationships to support student success.

Expected Goal Completion Date

5/29/2020

Goal 2

Brief Description

Hire a new FT Faculty member.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We will include our justification in a new FT position for our department through this PRP process.

Outcome(s) expected (qualitative/quantitative)

An increase in the FTEF from Contract Faculty.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Hiring a new FT Faculty member to our department will help us achieve the following college strategic goals:

Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.

Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.

Expected Goal Completion Date

5/29/2021

Goal 3**Brief Description**

Maintain and continue smart growth in enrollment

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

Social Media marketing, HS and community outreach, industry professional development opportunities, guest speakers from the film industry, state-of-the-art equipment and technology, online library of streaming movies.

Candace Rose and Scott Richinson from Digital Broadcast Arts will be participating in the Strong Workforce Faculty Institute in 2020. Together they will work collaboratively with researchers on campus to complete a research project to learn more about Cinema and DBA production students, and specifically their retention, persistence and success outcomes. This knowledge will then be shared with their colleagues to create promising practices to help grow the program.

Outcome(s) expected (qualitative/quantitative)

We expect to continue to increase enrollment in all of our courses, bring back course sections that have been cut over the years, and continue to add new sections to meet the demands of our students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

With smart growth in enrollment we expect an increase in student success and retention that aligns with our Guided Pathways goal to offer efficient and flexible course taking patterns to meet education and career goals.

Expected Goal Completion Date

5/29/2020

Goal 4**Brief Description**

Improve transfer readiness.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

To facilitate transfer readiness, Candace Rose was appointed by our Faculty Senate to serve on the ASCCC Faculty Discipline Review Group (FDRG) for the Film, Television and Electronic Media (FTVE) transfer degree. This workgroup consists of three film and television faculty from the CCCC system and two from the CSUs. Over the summer of 2020, this group met to review the FTVE transfer degree and make necessary updates incorporating feedback from CCCC and CSU colleagues throughout the state. One of the proposed changes is to create a new CI-D in Screenwriting and give students two options in the Core section for Media Writing. This will positively impact Palomar Media Studies students by allowing them to take either Cine/DBA 115 Creative Writing for TV or Film or DBA 110 Broadcast Writing and Producing, saving them time and money towards degree completion. Currently, students must take both courses to satisfy the Media Writing CI-D requirement within this ADT. Once the changes are approved through the CCCCO, we anticipate these changes going into effect at Palomar in 2022-2023.

Outcome(s) expected (qualitative/quantitative)

We expect higher enrollment numbers in our transfer courses and an increase in degree completions and transfers to CSU and UC universities. This will also improve student success.

More students pursuing the new AAT degree in Film, Television and Electronic Media.

We are proactively reaching out to students, one-on-one, about our transfer degree to ensure transfer readiness.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with several of the Guided Pathways goals:

Offer efficient and flexible course taking patterns to meet education and career goals.

Help students in discovering, clarifying, and choosing pathways.

Provide support services to help students navigate their path.

Ensure a quality learning environment and facilitate meaningful relationships to support student success.

We will hold our annual Media Days event online, where we can have a breakout session on our transfer degree.

Expected Goal Completion Date

5/28/2021

Goal 5**Brief Description**

Accessibility in Distance Education

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

All faculty teaching online courses completed the new POET. We will incorporate these new methods offered in POET in our evaluations of faculty.

Outcome(s) expected (qualitative/quantitative)

Increase enrollment

Improve student success and retention

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The improvement of our distance education courses by these accessibility standards will support a more diverse student population, service those with special needs and support students' education through the four pillars of Guided Pathways.

Expected Goal Completion Date

5/22/2021

RESOURCES

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

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

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

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

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

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

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

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

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

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

No

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

No

PART 4: OTHER ONE-TIME NEEDS

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

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

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

jmcmurria@palomar.edu

Review

Chair Review

Chair Comments

- 1) How have you improved course-level assessment methods since the last PRP? Can you describe your plan for using Canvas to assess in multiple sections of Cinema 100.
- 2) Summarize the major findings of your course outcomes assessments. Can you provide any findings from your assessment results over the past 3 years?
- 3) What have you done to integrate work-based learning? Candace you should include your speakers here.
- 4) PART 4: OTHER ONE-TIME NEEDS - DO you want to add films here?

Chair Name

Wendy Nelson

Chair Sign Date

10/28/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

Dean Name

Dean Sign Date

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

active connection between outcomes and changes to programs; strong increase in completions; working to support students using Canvas and Starfish; WBL

Areas of Concern, if any:

1. alignment of program outcomes to employer expectations
2. general goal outcomes

Recommendations for improvement:

1. given your good work with WBL, work to align some aspect of your program outcomes with employer expectations.
2. where possible, rewrite outcomes for goals to be measurable, e.g. Goal #5 -- With improvements to accessibility, improve success rates of self-identified students with special needs by X% OR survey all students each semester to determine whether there were accessibility issues that are problematic -- improve results by 5% each semester until 100% satisfaction is reached.

Vice President Name

Shayla Sivert

Vice President Sign Date

1/3/2021