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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
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/dba/>

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 knowledge, hands-on 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?
Yes

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

List all degrees and certificates offered within this discipline.

Radio and Television AA, CA
Film, Television and Electronic Media, AST
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

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)

2

Full-time Faculty (FTEF)

Part-time faculty (FTEF)

Classified and other permanent staff positions that support this discipline

Greg Baker - ISA (Also supports Cinema)

Rita Walther - ADA

Additional hourly staff that support this discipline and/or department

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?

DBA faculty continue to work on developing learning outcomes both in courses and throughout our program leading to degrees, certificates and transfers. Our students are well prepared for industry jobs, as evidenced by hiring and recruitment by local radio and TV stations. 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 student learning and success. With changing technology comes opportunity to grow and expand our program and offer new classes online focusing on Digital Storytelling. In addition, we've recently partnered with our Cinema program to offer a CSU transfer degree in Film, Television and Electronic Media, AST which has been a success. This updated curriculum is just one of the ways the DBA program continues to align our program and outcomes to prepare students for professional media industry work and/or transfer to university.

How do they align with employer and transfer expectations?

Our outcomes align exceedingly well with employer and transfer expectations.

Employer Expectations - Our internship enrollment numbers from SP19 to FA19 grew by 23%. Our new full time faculty, Scott Richison, has been working hard to establish relationships in the professional community to ensure that our program outcomes align with the expectations of the modern workplace. It is expected that as time allows, the program outcomes will be updated within the coming year or two, as they will often be, to reflect that rapidly changing technical demands of our industry.

Transfer Expectations - DBA plays a major role in the success of the relatively new Film, Television and Digital Media AST. And while that transfer degree has underwent a rigorous statewide curriculum audit to ensure that it works for all involved, our longstanding Film and Television degree fulfills all but one course requirement. This is strong evidence for how well our program was designed and suits the needs of students expecting to transfer and/or enter the marketplace.

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

Faculty are working with adjuncts to ensure that they are aware of the fact that learning outcomes can and should be assessed via Canvas. Learning outcomes should be assessed this semester and semesters to come.

Summarize the major findings of your program outcomes assessments.

Major findings of our program outcomes are that DBA students are successfully developing job ready skills through classes in radio/audio production, live TV studio production, film/TV production and video editing classes.

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.

AST - Film, Television & Electronic Media - 10 -- 900% increase from 2019 (1). No five year average to report.

AS - Digital Video - 15 -- 650% increase from 2019 (2). 241% increase from 5 year avg. (4.4).

CA - Digital Video - 16 - 167% increase from 2019 (6). 149% increase from 5 year avg. (6.4).

AA - Radio & Television - 5 - 0% change from 2019 (5). 10% decrease from 5 year avg. (5.6)

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

Increased

What factors have influenced your completion trends?

Of all degrees and certs that DBA contributes, we saw an average increase of 429% from 2019 and a 126% percent increase from their five year averages.

We believe that there are a few factors that contribute to this stark increase.

- Faculty is sitting down with every student in their course and speaking with them about their educational goals.
- Faculty are offering extra credit if they provide evidence that they've seen a counselor and declared a major (any major).
- Faculty is following up to make sure that those eligible to graduate are applying for their degree before they walk out the door.

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)?

They all contribute but we believe that its faculty working with students to identify their goals and helping them follow through.

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

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?

72.5%

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 77% exceeds our program standard.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

While we are extremely proud of the fact that our 74.2% course success rate is higher than the institutional average of 69% and higher than the institutional goal of 70%. we chose 75% 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.

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?

We are happy to report a modest increase in both success and retention across the program.

There is no statistical difference between day and night courses when it comes to success ((91% to 92%).

Success rates for our night class best our day courses by 9% (85% to 76%). Both day and night success rates far exceed the institutional average and the institutional goal.

Success rates for our online courses is 15% lower than our face to face average (65% to 80%). While our online success rate is on par with the institutional online success rate of 66%, we believe that there are a few considerations as to why it is much lower than our face to face offerings.

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.

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. The biggest difference is the 90% success rate for student 50+. This is a huge increase from last years success rate of 61% and believe it has to do with the personal value in terms of enrichment they see in taking our courses. The modern era virtually requires all citizens to participate in some level of media production.

Our 25+ demo is the weakest and we aren't sure why this difference exists or what we need to help close the gap.

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 standard for every race

There is no significant gap when it comes to success amongst races with a variation of less than 4% (71% to 75%). But we are happy to report that our success rate amongst black students has increased by 13% from last year (63% to 75%).

Our retention rates are great across the board with an average of 91%. All races are above 83% with Asians and Hispanics above 90%.

COURSE LEARNING OUTCOMES

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

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.

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

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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?

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 textbook 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.

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 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 possess 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?

Existing

Goal Status

Ongoing

How will you complete this goal?

We crushed this goal in our first of two years increasing our enrollment by 17% from last year.

We will continue to do what we set out to do (below) but we had several production courses cut due to COVID. While we have created a new online course that has filled quite well, we don't expect that course to offset the several that weren't able to be offered because of COVID. With that said, we're hopeful that we'll see a two year average increase of .06% which is our two year goal.

Last years plan:

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 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 beyond the typical brochure and flyer.

We are in talks with the KKSM station manager about having a larger presence on campus in the quad during passing periods so that students can see our radio program. This has been one of our largest areas of declining enrollment over the years and we believe that this will definitely help.

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)

Average students enrolled in 20/21 = 447.

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?

Existing

Goal Status

Ongoing

How will you complete this goal?

We crushed this goal. Associate degrees that contain DBA courses increased on average of 429% from 2019. We bested our five year average by 126%.

With that said, we need to push our AST students to attain a second degree in Film & Television as the two degrees can be almost identical with the exception of a single course. We believe that the AST is cannibalizing the Film & Television degree significantly and aren't sure how much we'll be able to raise the Film & Television numbers as it doesn't offer the guarantee of transfer that is so attractive.

Faculty plan to evaluate and possibly revise the total units required for the CA/AA in Radio and Television. We will explore offering separate stackable certificates in Television/Video production and Radio/Audio production.

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

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?

Yes

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

DBA Faculty need to be informed on how any funding for our department is being spent. We may have received budget information that reflects our Media Studies Dept. overall budget. Faculty want to make sure any funds available are being used to support our goals for student success. We will discuss further with our Dept. Chair for clarification.

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.

SRICHISON@PALOMAR.EDU

Review

Chair Review

Chair Comments

- 1) Program - Need to clarify the program outcomes and connect them with employer expectations. Also need to connect how you are connecting your course outcomes to your programs outcomes in terms of suggestions. You have no results for program outcomes in TracDat. You need to address this here. I know you just wrote new outcomes so discuss this.
- 2) What factors have influenced your completion trends? are all faculty doing this - PT/FT? How are you making that happen?
- 3) How have these factors presented challenges for your program(s)? need to answer this question
- 4) Summarize the major findings of your course outcomes assessments.- This is vague - can you provide an example of what you need?
- 5) What are the San Diego County/Imperial County Job Openings? You need to look at the LMI data and discuss outlook for the future.

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:

increased completions; strong connection between faculty and students for advising purposes; WBL; solid measurable outcomes with goals.

Areas of Concern, if any:

1. lack of clarity around actual outcomes and alignment with employers
2. lack of post-production software
3. no mention of advisory council?
4. see chair concerns at top

Recommendations for improvement:

1. Rather than hoping for time to allow for changes to PLOs, work with your discipline SLO coordinator to create a timeline for regular review and assessments.
2. Provide a regularly scheduled meeting to discuss outcomes and assessments with PT faculty; perhaps work towards standardizing assessment via Canvas with the expectation that everyone teaching the same course will assess each semester and meet at a predetermined time to discuss and address potential changes to the course.
3. Discuss with dean and IS continued remote access for students to lab software.
4. Do you work with Advisory Council? If not, discuss with dean.

Vice President Name

Shayla Sivert

Vice President Sign Date

1/3/2021