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## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

### BASIC PROGRAM INFORMATION

**Academic Year**

2021-2022

**Are you completing a comprehensive or annual PRP?**

Comprehensive

**Division Name**

Arts, Media and Business Administration

**Department Name**

Media Studies

**Department Chair Name**

Candace Rose

**Discipline Name**

Digital Broadcast Arts (DBA)

**Department Chair email**

crose@palomar.edu

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

Scott Richison - Asst. Professor

**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.

**Describe how your mission statement aligns with and contributes to the College's Vision and Mission.**

There are several aspects of Palomar College's mission statement that align with and contribute to the College's vision and mission.

"Transforms Lives for a Better Future" - We are preparing students for a lifetime of effective and creative storytelling. An axiom of modern business, big or small, is that they need to tell the story of their products and services in a digital environment. The DBA program prepares students to do just that through the learning of traditional broadcast skills (writing, editing, shooting video, etc.) and prepares them to contribute to and support the local economy across several traditional and emerging sectors outside of our TOP code.

"We are committed to serving our community, including historically and currently marginalized and racially minoritized populations." - 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. These skills can be demonstrated across a variety of platforms that are agnostic to the traditional barriers experienced by marginalized communities. We're teaching media literacy and the skills required for modern democratic participation that previously have not been afforded to marginalized communities.

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

**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,  
Radio and Television CA  
Film, Television and Electronic Media, AST  
Digital Video AS  
Digital Video CA  
Broadcast Journalism, CP  
Digital Media, CP  
Journalism/Blogging CA  
Public Relations CA

**BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES**

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) [Permanent Faculty and Staff Count](#)

2) [FTEF LINK](#)

**How many permanent or full-time faculty support your discipline (program)?**

1

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

1.95

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

0.90

**List the classified and other permanent staff positions that support this discipline.**

Rita Walther - ADA

**List additional hourly staff that support this discipline and/or department**

None

## PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 program outcomes were overhauled in March of 2020 (pre-pandemic) and communicate the scope and depth of degrees and certificates offered extremely well.

### How do they align with employer and transfer expectations?

Yes. DBA's all program outcomes align with both employer and transfer expectations extremely well. With that said, one area of weakness that will be addressed is our lack of focus on "sizzle reels" in production courses. Reels are visual and/or auditory representations of work - an A/V curricula vitae if you will, and they're required by employers and four-year transfer institutions alike.

Every student at Palomar has an Adobe Spark account which makes creating websites replete with media-rich content a breeze. We should encourage students to create a personal website upon entry into our program and then contribute to said website upon the completion of every production course.

This process will not only make them aware of this need for a reel well before it's time to apply for their next step but it will also help them realize that they aren't playing with monopoly money while in our classrooms. They're contributing to their own personal and professional bank from which they'll soon be expected to provide receipts.

This need will need to take place at the course outcome level which will feed into the program outcomes.

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

In a perfect world, students would complete our program in a methodic and linear fashion. This would allow for the provision of capstone courses and capstone assignments. This isn't the case and a student can easily start their path with one of those capstone courses and finish their degree with the completion of our 100 courses.

Given the above, we need to rely on the systems built for assessment whereas course outcomes are mapped to program outcomes which are mapped to institutional outcomes. There is a direct and linear relationship whereas if course outcomes are well written and properly mapped, the system should populate the others, including program outcomes. via a cascading effect.

A few weeks before the end of the semester, a reminder will be sent to everyone teaching DBA courses that they need to assess their course outcomes This reminder will include written and visual instructions on how to assess.

The fact that well-written, germane course slos are important to student, program and institutional success should be an axiom of higher ed - especially in CTE courses. But they're worthless without intentional reflection, discussion, and revisiting. This especially holds true in our department given the transient nature of required skills in the media industry and the ever-evolving technologies associated with those skills.

Our plan is to evaluate course outcomes frequently and, when needed, discuss and amend those outcomes. This will provide a mechanism from which program outcomes will also be assessed.

**Summarize the major findings of your program outcomes assessments.**

Weaknesses realized in our course outcomes primarily have to do with broadcast writing and overall show development (stacking). We hired someone new to teach the broadcast writing course and are extremely pleased with the immediate outcomes that we've seen. The capstone production courses will be taught by our full-time faculty with extensive experience in show development.

The fourth outcome, software, is being met and the quality of products being produced by our students has increased dramatically - even during COVID restrictions.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

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

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

**How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.**

Communication A - Written communication: the development and expression of ideas in writing.

Our writing course is focused entirely on the institutional outcome. Our studio production courses as well as our new course, Multi-Media Storytelling, also have a strong focus on written communication.

Critical C - Teamwork: Apply interpersonal, problem-solving, time management, and other collaboration skills in a team environment.

Teamwork is critical in the production of television, radio and news media. This is well supported by many of our course SLOS and within all production courses.

Computation A - Quantitative literacy: reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.

This is required in the operation of technical broadcast equipment - which is employed in the majority of our programs.

Communication B - Oral Communication: communicate orally in order to increase knowledge, foster understanding, or promote change in the audience's attitudes, values, beliefs, or behaviors.

There is a performative aspect to media production as well as an inherent need to increase knowledge within their target audience on the subject matter of their choosing.

**Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.**

I think that the biggest finding is mentioned above - the need for the promotion of reels. A well-produced reel could reflect all institutional outcomes but would most certainly necessitate seven of nine.

**PROGRAM COMPLETIONS**

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

Yes

**Please list them**

Aside from the degrees above, DBA 105 is a new course that is required for the degrees and certs below:

Broadcast Journalism, CP

Journalism/Blogging CA

Public Relations CA

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

Yes

**What steps are you taking to address these completions?**

The radio and television degree is being completely reevaluated and overhauled. It is difficult, if not impossible, to advise a student to complete the R&T degree when it requires nine units more than the Film, Television, and Electronic Media AS/T. Furthermore, the AS/T degree allows students to complete while focused entirely on DBA courses - which can not be said for any other discipline within the degree.

There are also many inefficiencies in the R&T curriculum that need to be addressed as the lack of previous prerequisites forced basic skills to be taught in nearly every course.

**What is your program standard for program completion?**

3

**Why did you choose this standard?**

COVID decimated our program and cut nearly all of our production courses. This will have a lingering effect for 2-3 years.

**What is your stretch goal for program completion?**

5

**How did you decide upon your stretch goal?**

This is close to the five-year average of 6 completions prior to COVID restrictions.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

**Copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Each of the below degrees and certs are comprised of at least 50% or more DBA courses and can not be completed without DBA courses being taken.

Film, TV, & Elect Media AS-T 1 10 17

Digital Video AS 6 6 5 2 15 4

Digital Video CA 5 10 6 6. 16 4

Radio and Television AA 8 7 4 5 5 4

Radio and Television CA 10 5 6 9 3 5

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

Increased

**What factors have influenced your completion trends?**

Introduction of the AS/T degree: You can see a direct relationship between the rise of the AS/T degree and fall of the R&T degree. The AST degree has more DBA courses than any other discipline and DBA is the only discipline that you can not avoid upon completion. The AST has skyrocketed and the DBA students intending to transfer are going that route as it requires nine fewer units (and they couldn't complete R&T during COVID).

The Digital Video had a huge jump in 2019 and then settled down closer to its five-year average. A concerted effort with informal degree audits took place that year and it was found that many completers simply didn't realize they were done. This had the effect of cleaning the house and now things are back to normal. Going from 2 to 15 is quite the anomaly for a degree that's been around for a while.

The fact that we were able to hold steady with the R&T degree during COVID is a welcome surprise. It reflects the efforts of faculty to complete degree audits and encourage course substitutions for students that were transferring without completing.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

**ENROLLMENT AND EFFICIENCY TRENDS**

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

**Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)**

Increased

**Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)**

Increased

**Were these trends expected? Please explain.**

No data is available for FA20 but DBA so the data below reflects numbers from 2019

DBA courses realized a 14% jump in enrollment from 2018 to 2019 - which is a five-year high and a 14% increase over their five-year average.

DBA courses realized a 10% increase in efficiency from 2018 to 2019 - which is also a five-year high and a 12% increase over our five-year average.

The one difference between 2019 and the five years preceding is the hiring of a new full-time faculty. This faculty members' courses have proven to be extremely popular with enrollments that regularly start and end overcapacity. 2019 numbers reflected this fact with a fill rate of 111% and an efficiency rating of 385.3 - both five-year highs for any DBA course.

**Program Information Summary**

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

**What factors have contributed to the success of your program(s)? Describe how they have contributed.**

The migration to an online modality proved to be difficult for many of our courses. Most DBA courses require studios of some sort that are populated with high-end equipment, software, and computers. Many of these items are permanent fixtures of Palomar facilities and weren't able to be brought into an online environment. And those that could possibly be brought into a student's home or into an online environment, weren't able to do so during COVID restrictions (such as camera check outs).

The classes that were able to be offered had to be reimagined and those proved to be a tremendous success. DBA faculty were able to write CARES grant requests that furnished over 100 Adobe licenses to students in need across five different disciplines while also helping to facilitate requests for computers from Palomar's OUTSTANDING Foundation.

Overall, we believe that there were a lot of successes that came out of COVID restrictions and some courses are better than what they once were. With that said, those successes are much less than what we were realizing prior to the pandemic as a program. The lessons learned over the past year will be applied across the program as we re-evaluate our courses and outcomes and, as such, we'll be a better program.

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

COVID closed our capstone courses. These courses were where students learned to perform and collaborate in a studio environment and without a tremendous amount of funding, it didn't make sense to try to bring elements of a studio into every student's home (given the lack of predictable bandwidth, etc.).

Student burnout also presented a tremendous amount of challenges as one-on-one meetings with students highlighted. The loss of jobs, family and societal stresses, etc. proved to be too much for many of our students and they simply dropped courses that they would have typically finished.

**COURSE INFORMATION**

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

## COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

### Link to **Course Information**

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/> )

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

75.0%

#### Why did you choose this standard?

It's well above the institutional success rate of 70% and we're trying to get a feel of what's realistic post-covid as we re-evaluate.

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

Increased

#### Was this expected? Please explain.

We had no idea what to expect coming out of COVID. It is nice to see tho'.

#### What is your stretch goal for course success rates?

78.0%

#### How did you decide upon the goal?

It's well above the institutional success rate of 70% and slightly above where we're at from the last snapshot.

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

Decreased

#### Was this expected? Please explain.

Yes. Our courses were incredibly difficult to convert to online and the world was chaotic. We're pleasantly surprised that we only dropped one percent.

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

Gender

Age

#### Gender: Why do you think gender differences exist? What do you need to help close the gap?

The success rate for females increased by 10%. This could have been due to inter-disciplinary work done in the Strong Workforce Institute whereas a goal was declared of increasing the success rates of females within the Media Studies disciplines.



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

Enrollment went down across the board in FA20 due to COVID forcing distance education for all and there being fewer DBA classes available. Not a single person over the age of 50 took our courses in FA20.

With that said, our success rates increased substantially for all ages outside of <19 and >50:

Ages 20-24 jumped by 8% to an 85% success rate - a five-year high and a 7% increase over the five-year average.

Ages 24-49 jumped by 14% to an 82% success rate. A 9% increase over the five-year average.

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

Yes

**Please share any best practice methods you use for online courses.**

Everyone was POET certified.

**COURSE STUDENT LEARNING OUTCOMES (SLOs)****Summarize the major findings of your course level student learning outcomes assessments.**

The courses that transferred well to the online modality saw increases in their outcomes. This is due, in part, to the outcomes being rewritten in order for the course to be taught online. Departmental course SLOs were embarrassingly out of date pre-COVID and while the reexamination via mass online migration wasn't as thorough as we would have liked them to be (since everyone in education was in a state of triage) we did see improvements.

The major findings were that we needed to rework our course outcomes as they were incredibly out of date.

**Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?**

How do we increase efficiencies in our course offerings by eliminating the need to teach basic skills in almost every production course while still maintaining rigorous standards reflected in the creation of new course SLOS.

**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?**

We discussed the need for reels previously in this report. This is the primary area of improvement that we would like to address.

**Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.**

Yes

**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.

**What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.**

We try to schedule courses so that students along certain degree paths can migrate from one class to the next on given days. With that said, there is so much overlap between our courses and courses outside our discipline that it sometimes comes down to what times are still available where overlap can be avoided.

**How do you work with other departments that require your course(s) for program completion?**

We work within disciplines across media studies, most notably Cinema, because our courses are cross-listed and we share a very popular AS/T. The interdepartmental work is done at the Dean level as we don't have access to the course drafts of other departments.

**Does your discipline offer cross-listed courses?**

No

**Are there curriculum concerns that need to be resolved in your department? What are they?**

We offer several courses that are essentially the same course with different formats produced (i.e. - news, morning show and sports). In a professional environment, crews need to work in all of these formats and the basic skills are essentially the same.

We should be able to offer a single studio production course with A, B, and C levels to reflect beginning, intermediate and advanced students and rotate the format.

As it stands, we have three advanced production courses each with an A, B, C and D. This forces a student who took an A level production course with the morning show to take another A level production course with a sports show even though they have already acquired the basic skills associated with an introductory level production course in the first course. It's difficult, if not impossible, to get to the B or C level now that pre-requisites are being enforced.

**Are there courses that should be added or removed from your program - please explain?**

Yes. We just discontinued many courses and labs that haven't been offered in 8+ years.

We'll be taking a look at what, if any, courses should be offered in the future. Rather than writing new courses we'll most likely be re-visiting the old curriculum and updating it.

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

Look to see if it's in a degree and/or if it's been offered within the last several years.

**Are there areas you would like to expand?**

Podcasting, photojournalism, and technical directing.

Writing is always undervalued by students and until this semester we would have included writing with the above. But now that we have a working professional, LaMonica Peters, (a reporter from CBS with teaching experience and a host of other exciting credentials and experiences) teaching the course we are much happier with the trajectory of that area within our discipline.

**Describe any data and/or information that you have considered as part of the evaluation of your program.**

We have been combing available jobs in the San Diego region at least once a week and evaluating the job requirements. We have also been making that job list available to all of our students so that they can be aware of what is required of newcomers to the market.

Aside from that, the traditional metrics - success and retention - are so skewed from COVID that we chose not to use that data as there are too many outliers affecting the data's fidelity.

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

**Is the content in the program mapper accurate?**

Yes

**Is the content in the catalog accurate?**

Yes

**Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?**

Yes

**If yes, describe your efforts. If no, what type of training or help do you need to do this work?**

The most senior DBA faculty recently retired and there was little to no communication between faculty, full-time and otherwise, outside of Media Studies meetings.

The discussion of diversity-related issues has been discussed across Media Studies disciplines and DBA has contributed a great deal to the Change The Narrative program. An initiative to recruit and support BIPOC and female students to enter media-related industries. Discussions about this program continue within our monthly departmental meeting as well as outside of it. A branch from this initiative, Palomar Perks - Content Creators, is being used to identify students with academic and professional asks and implementing direct assistance in a variety of forms to those students.

We've met about that last Friday and we're having a follow-up meeting this Friday. So while efforts have not taken place within the discipline both full-time and part-time DBA faculty are having those discussions. With that said, we do need to make a continued effort on how best to make these discussions a permanent fixture of our curriculum.

## 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? If so, how would the new or emerging careers impact your future planning?

Please see this list of jobs - <https://docs.google.com/spreadsheets/d/1xi1U5TKDeHhsVWqHw-sr9A-6zdeOZR4GkABY6-X53BM/edit?usp=sharing>

While not all are directly related to DBA, skills gained within our courses can be applied to all. This speaks to the growing issue of media convergence.

This biggest area of growth in video gaming. It's a billion-dollar industry that much of which is literally based up the street from campus. While we believe that this sector should be addressed by other disciplines, some basic skills can be gained in DBA courses that may potentially qualify students for internships. The second area of growth is social media. We recently wrote a course that addresses content creation within this sector and it is included in the social media certificate at Palomar.

### 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.

**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?**

They're working side-by-side with professionals performing the work of professionals.

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

We're revisiting our website and recently learned that our site is being scanned or read by search engines - such as google. We'd ask that this most basic function of passive outreach be addressed.

We were one of the biggest contributors to the Change the Narrative social media campaign last year. We have two networking opportunities with working professionals planned this semester as well as at least one field trip to a broadcast studio.

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

I don't trust the data. The California EDD claims that there are an annual 140 openings for video editors. We have personally found over 55 in the course of a few weeks of collecting. These are jobs with editor in the title and it should be stated that many other media-related jobs require the skill.

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

We're making an attempt to identify any and every student that would like job assistance and provide one-on-one counseling. So far we've identified over 80 students and we're currently working on a mechanism to provide them with the counseling they've requested.

We're keeping a local media jobs list that students can opt in to. While less than two months old, that list is 850+ jobs deep. We've developed lessons and assignments where other faculty can provide their students with access while encouraging them to visit the list frequently.

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

Last year. It wasn't that helpful as the topic of COVID dominated the conversation and everybody wanted to share war stories. We tried to direct the conversation but it was difficult.

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

<https://docs.google.com/spreadsheets/d/1xi1U5TKDeHhsVWqHw-sr9A-6zdeOZR4GkABY6-X53BM/edit?usp=sharing>

**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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

## 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?

Continue with high-quality instruction that students find relevant to their education and possible career.  
Continued outreach and one-on-one academic and professional counseling via the Palomar Perks program.

#### Outcome(s) expected (qualitative/quantitative)

Increased enrollment should contribute to increased completions.  
We're on our way - DBA courses realized a 14% jump in enrollment from 2018 to 2019 - which is a five-year high and a 14% increase over their five-year average. No data was made available for 2020 due to COVID.

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

Having more butts in seats aligns with every goal and mission on campus.

#### Expected Goal Completion Date

12/31/2022

## Goal 2

### Brief Description

Increase Certificate, AA and Transfer Attainment To Reach a Five Year High by the end of 2022

### Is this a new or existing goal?

Existing

### Goal Status

Ongoing

### How will you complete this goal?

Continue with high-quality instruction that students find relevant to their education and possible career.  
Continued outreach and one-on-one academic and professional counseling via the Palomar Perks program.  
Revisiting and refining the R&T degree and cert.

### Outcome(s) expected (qualitative/quantitative)

Many of our completers are being directed towards the AS/T - which, when acting as stewards of our student's time and money - makes sense. We're not sure that we'll be able to complete this goal but we're keeping it on the books as a reminder.

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

Having more completers aligns with every goal and mission on campus.

### Expected Goal Completion Date

12/31/2022

## Goal 3

### Brief Description

Rewrite Radio and Television degree and curriculum therein

### Is this a new or existing goal?

New

### How will you complete this goal?

We will gather industry professionals in radio, television and non-traditional fields that now require production skills and ask that they help evaluate the curriculum with the specific goal in mind to decrease curricular overlap and increase efficiencies in teaching basic skills and emerging skills required of the modern workplace. We will then take that knowledge and evaluate our entire program. We will come up with suggestions on how to modernize our degrees and certs in terms of course offerings and then go and re-write those courses.

### Outcome(s) expected (qualitative/quantitative)

Modernized curriculum, courses, degrees and certs.

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

Extremely well.

### Expected Goal Completion Date

8/31/2022

## RESOURCES

## REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

### Staff, CAST, AA request 1

**Title of position**

Broadcast Support

**Is this request for a full-time or part-time position?**

Part-Time

**How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability**

The position fills a critical need created by the retirement of a full-time employee, Gregg Baker. Gregg had a part-time assistant position under him that was cut in 2019. In essence, we're down a full-time and part-time position but we've made accommodations with other Media Studies departments so that a part-time position could fill those needs as they request a full time position to cover many more departments than what Gregg was responsible for.

Gregg supported multiple production courses and labs while maintaining the "production cage", an area filled with expensive equipment made available to students in need.

Studio courses necessitate the operation of a variety of high-end equipment in several different rooms. The instructor simply can not be in more than one place at a single time and without support, the conditions are ripe for injury and equipment ruin. Palomar would not allow a play to run without several staff to supervise the hanging and operation of lights, building of sets, etc. We too produce live content with the same elements and request a single, part time employee skilled in such areas that can also provide technical support outside of the classroom.

**Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?**

Work needs to be done at the organizational level in terms of lab support. This employee could support students from classes in CINE, Graphics, Journalism, DBA, Photo, Art and more but each discipline has labs spread across campus.

**Is there funding that can help support the position outside of general funds?**

No

**Describe how this position helps implement or support your three-year PRP plan.**

All but one of our courses (DBA 100) requires studio or lab support. All of our goals are tied to growth and success - which is incredibly difficult if students don't have the specialized support(s) required for their success.

**Strategic Plan 2022 Objective**

2:1

2:2

2:3

2:4

**If the position is not approved, what is your plan?**

Close labs and pray that students won't be injured.

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?

Yes

## PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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.**

I'd like to have a discussion or a workshop on the formula used to determine how lottery monies are distributed. I think everyone would benefit from that.

## NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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?

Yes

### Technology Request

#### Technology Request 1



**What are you requesting?**

PCTV Technical Infrastructure Rehabilitation/Modernization

**Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

A link to a detailed spreadsheet with all requested equipment and pricing can be found here - <https://tinyurl.com/v8ntd9s8>. Spreadsheets do not copy well into this form and we felt that this was a much cleaner way to provide the required information at the level of detail such a request deserves.

While impressive to look at, much of PCTV's underlying technical infrastructure has surpassed or is quickly approaching its age or obsolescence. And while many of DBAs (Digital Broadcast Arts) studio courses are taught in Q1's Jr. Studio (a classroom that was converted with hand-me-down equipment and lackluster budgets over a prolonged period) and our capstone course is taught in PCTV, it is no longer logical, nor fiscally feasible, to maintain two aging television studios on campus. Furthermore, as stewards of our student's time and future interests, it does not make sense to teach two separate systems especially when neither is industry-relevant nor capable of teaching modern skill sets.

With that said, our stewardship issue is further exasperated by the nature of studios in such that each component of our two studios operates much like a vital organ - if one fails, the body cannot operate. In other words, if any one of the many antiquated components fails, instruction halts until we find emergency funding, someone to commission the new component, install and train on the new component, etc. This let's wait until triage is required approach runs the risk of large sums of money being wasted as the new component may not be compatible with the old body. Or, worse yet, the new component may force another component to fail - delaying instruction well beyond what was originally anticipated.

DBA faculty have worked diligently towards each of the objectives listed in Palomar's Strategic plan under the Teaching and Learning section. And while they have made tremendous progress in the brief time since a newly tenured track faculty was hired, the effect this modernization will have on objectives 1, 2 and 3 is undeniable and will position Palomar's Media Studies program to be the best in the San Diego and imperial region.

As reported elsewhere in this PRP report, DBA courses realized a 14% jump in enrollment - which is a five-year high and a 14% increase over their five-year average. DBA courses also realized a 10% increase in efficiency - which is also a five-year high and a 12% increase over our five-year average. Also detailed in this report is the onslaught of jobs requiring some sort of content creation in the San Diego region. An axiom of our modern economy is that most businesses and companies, big or small, have a need to better tell the story of their products and services through video and basic broadcast skills (writing, lighting, audio, editing, etc.). These jobs are not traditional media jobs reflected in our TOP code and will support the San Diego economy across most every sector.

PCTV supports each of the individual objectives of Palomar's Strategic plan under Communications and Community section. This studio modernization will immediately support all those goals and that objective and will continue to support them for years and years to come.

DBA faculty and PCTV staff and management have been engaged in prolonged talks about how our goals are well aligned and how we can help each other realize efficiencies that previously were not present nor discussed as often as they could have been.

The sum requested is the result of the months of analysis and discussions between DBA and PCTV and indicative of their shared values in terms of making Palomar an incredibly visible state of the art institution. And while admittedly the monies requested are substantial, this sum is nominal in terms of the millions that a similar effort would have required 5-10 years ago.

We have a unique opportunity to modernize a department that few other similar institutions possess for a fraction of the money typically associated with such an endeavor. If we fail to seize on this opportunity while these monies are available, we will very likely spend more money within a few short years while handcuffing progress on the institutional and departmental outcomes we are all working so hard to achieve.

This request supports and aligns with the departmental goals and outcomes of both DBA and PCTV. This request is well supported by data and can sit at the foundation of efforts outlined in our institutional strategic plan intended for both academic and non-academic progress. It also increases efficiencies across several departments and will, eventually, realize an institutional and departmental cost savings while preparing our students for modern jobs across multiple economic sectors.

**Estimated Amount of Request.**

\$199,864.00

**If any, list ongoing costs for the technology (licences, support, maintenance, etc.)**

**Do you already have a budget for this request, or will you need additional funds?**

No

**What PRP plan goal/objective does this request align with?**

All of them. See above.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

1:1

2:1

2:2

2:3

2:4

3:3

3:4

3:5

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

1

**Do you think that your request for technology will require changes to a facility?**

No

#### **Note about technology requests:**

*All technology requests will now go through a review process before prioritization.*

- Your dean/director will send you a *Technology Request Checklist (aka Technology Proposal Analysis Checklist)*.
  - You must complete this checklist and return it to your dean no later than 11/19/2021.
  - Once the dean approves the form and the request, the dean will send the document to the *Technology Review Committee* to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.
  - The results of the review will be sent to the dean and chair with feedback.
  - The dean will determine whether or not the request moves forward for prioritization and/or implementation.
    - Requests for one-time funding will move forward for prioritization.
    - Requests that use funding from your department budget may move forward for purchase.

## **Part 4: Facilities Requests**

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

No

## **PART 5: OTHER ONE-TIME NEEDS**

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

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

No

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

Yes

**Enter your email address to receive a copy of the PRP to keep for your records.**  
srichison@palomar.edu