2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Arts, Media and Business Administration

Department Name

Media Studies

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Digital Broadcast Arts (DBA)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Candace Rose

Department Chair email

crose@palomar.edu

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

Scott Richison - Faculty

Website address for your discipline

https://www.palomar.edu/dba/

Discipline Mission statement

While the student body of the Digital Broadcast Arts program is incredibly diverse in terms of age, interest, ethnicity and gender they all have one thing in common — a desire to shape the world around them by telling their story and sharing the stories of others. Whether that be through photography, writing , editing, animation, developing and producing live television and radio programming or all of the above, Digital Broadcast Arts students graduate with a robust set of communication, collaboration and technical skills that will undoubtedly contribute to the success of their chosen path and goals.

(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 ○ No

Are any of your programs TOP coded as vocational (CTE/CE)?
⊙ Yes ○ No

List all degrees and certificates offered within this discipline.

Radio and Television - AA
Film, Television and Electronic Media - AS/T
Digital Video - AA
Radio and Television - CA

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: Permanent Faculty and Staff Count

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

.83

Link: FTEF Data

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.47

Link: FTEF Data

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

List additional hourly staff that support this discipline and/or department. Include weekly hours.

> DBA shares two hourly student workers with Photo, Cinema and Journalism. They are approved for a total of 50 hours per week.

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](#). 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? Please explain.

> The program's learning outcomes communicate the scope and depth of the degrees and certificates offered very well. They were recently updated to reflect the modern realities of the job market and the technical evolution of media production.

How do they align with employer and transfer expectations?

> They align with the employer and transfer expectations extremely well - we have three that directly address a stage of production (pre, prod and post-production) and a fourth designed for analysis and synthesis of modern media products. When combined, a graduating student is prepared for their chosen path.

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

> We assessed all outcomes last year. Moving forward, we will assess half on bi-annual, alternating cycles.

Summarize the major findings of your program outcomes assessments.

The major findings of the program outcomes were mixed. We just came out of a pandemic and most of our capstone classes require face-to-face instruction. The biggest finding was that it takes far too long for a student to successfully complete the program and meet all program outcomes and significant curriculum work was needed.

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, 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: **Program Completions**

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Film, Television and Electronic Media - AS/T - 21
Radio and Telvivision - AA - 3
Radio and Television - CA - 3
Digital Video - AS - 5
Digital Video - CA - 5

While the FTEM AS/T isn't a DBA degree per se (Cinema wrote it and gets credit), there are more DBA courses in the degree than there are Cine courses. It is also possible to complete the FTEM AS/T degree without taking a single Cinema course while the same can not be said for DBA (you have to take multiple DBA courses to complete).

While Palomar's current system is not set-up to "share" completers, I believe that it is more than appropriate to share a degree's completers if half or more of the degrees offerings are from different departments. This would be 11 for DBA for the FTEM AS/T.

Half of the courses in the Digital Video degree and certificate are DBA courses. This would be 2 completers.

All told - DBA contributed to half or more of the courses taken for 31 associates degrees and 4 certificates of achievement.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
⊙ Increased ○ Stayed the same ○ Decreased
Choose one

What factors have influenced your completion trends?

We've REALLY been pushing the AS/T degree. It's a great instrument for students looking to transfer. I've sat down with 100% of my students to go over their individual goals and have steered several in that direction.

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.

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.

We were one of the few programs on campus once the vaccine was approved and were able to produce content that was at professional standards in spite of all the pandemic-related setbacks. The other CTEC departments which we collaborated with had a tremendous amount of positive feedback about our students and end product.

This is a huge improvement from years prior and with the addition of new field and studio equipment, we expect to continue in this trajectory.

The students showing up are getting the skills and knowledge required for the next step in their individual paths.

Sadly, that was one of our few successes - we made a few cups of lemonade from two years of lemons.

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

Not being able to access equipment or studios for two years. Success in our program is contingent on this access and our students were shut out (for good reason). We're rebuilding.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

It's above our five-year average and well above the institutional average.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

It's well beyond the institutional average and achievable.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

The major findings of our course level student outcomes are that all courses should contribute to the overall goals of the program - employment and/or transfer. Both of these goals require a "reel" and if a course has any production element to it whatsoever, students should pull that material for a reel while displaying it somewhere in a public digital space (personal website, etc.)

Course level SLOs can be accessed through [Nuventive Improve](#)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.
⊙ Yes ○ No

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

CAREER AND LABOR MARKET DATA

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

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

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI

- [LaunchBoard](#)

- [LaunchBoard Resource Library](#)

- [Chancellor's Office Data Mart](#)

- [Career Coach-San Diego Workforce Partnership](#)

- [EDD Labor Market Info](#)

- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Video Editors, Animators, Producers, Writers, Associate Producers, Photojournalist, Technical Directors, Reporters, Camera Operators, Lighting (gaffe), radio operations, Audio Board Operator

Link: https://www.onetonline.org/

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

Non-Linear editing, animation, writing for broadcast, writing for print, basic lighting skils, audio gathering, audio editing, basic photography skils,

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

Our program is extremely hands-on and helps students build these skills in a variety of ways. We do this through lab work and real-world assignments/scenarios. We provide a variety of opportunities to complete work in the field and/or studio. We also have begun to space our capstone assignments a bit more to allow time for critique and reflection.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

Editing expects a 14% growth. Producers are expected to stay at the same level with no growth or decline expected. Broadcasters are expected to see a 19% contraction according to the COE report.

I do want to add the caveat that I believe the COE is looking at jobs in traditional media environments (tv and radio stations). The need for media producers is growing immensely in a variety of non-traditional workplaces - think training videos at a warehouse, an online commercial for a nursery or landscaper, etc. Many of these non-traditional environments are hiring full-time producers of media.

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

We offer an internship course as a capstone. We send students over to career services regularly and have recently offered extra credit in several of our courses for students that attend handshake training (handshake = Palomar's new job placement software).

We also speak with the students regularly about job placement and the need to build their reel, linkedin profile and online presence.

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

It was held last year.

The biggest takeaway was the continued increase in skills required for the modern workforce - namely writing. Those hiring producers of media want the traditional photographer/editor/animator but they also want that person to be able to write a script and post on social.

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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

I kept a weekly list of media openings last semester and ended up with over 400 job postings. The titles are wide randing as are the companies posting them. If you'd like to see that list, here is the link - https://docs.google.com/spreadsheets/d/1xi1U5TKDeHhsVWqHw-sr9A-6zdeOZR4GkABy6-X53BM/edit?usp=sharing

Include short- term # of projected job openings and long -term # of projected job openings

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional

settings while gaining real-word 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 ⊙ No

Do you want more information about or need assistance integrating work-based learning into your program?
○ Yes ⊙ No

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

> We're currently developing a departmental social media strategy and should be implementing it within the next two weeks. This strategy is spread across all areas within media studies with the idea being that we have a constant stream of content and continued presence on platforms most popular with our students.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

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

Goal Status
○ Completed ○ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

> Enrollment fell. We're working on a visual campaign to place posters that represent our programs with QR codes that lead to web-pages with more information. I have also met with the new full-time athletics counselor (fate paired her as my mentee) and I plan on working closely with her so that she can make students aware of our program when appropriate.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

Excellence in teaching, learning, and service

Click here to access the Strategic Plan 2022.

Describe any changes to your goals or three-year plan as a result of this annual update.

We're a CTEC program and, as such, all of our part-time faculty should be working professionals. In the last year we've hired: - A television reporter from CBS - An animator from Northrup Grunman - A PIO from the City of San Diego (former news producer) - A journalist from the San Diego Union Tribune. Each of these instructors will be able to provide invaluable experiences to our students in a manner that no academic could.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
○ Yes ⦿ No

Are you requesting AA, CAST for Classified Staff?
○ Yes ⦿ No

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
○ Yes ⦿ No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
○ Yes ◉ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ◉ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?
◉ Yes ○ No

Requests

Item 1

What are you requesting?

Lavalier Mics

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Many of our lavelier mics are frayed and/or antiquated. These are needed when conducting interviews and when they go bad, the interview is unusable. Several of our SLOs require their use.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

All production students.

c. What are the expected outcomes or impacts or implementation?

Increase in quality of student content used for job and/or transfer placement. Increase in the number of students able to complete an assignment at a given point.

d. Timeline of implementation

They would go into circulation as soon as they arrive and are cataloged.

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Aprox. $4,100

Do you already have a budget for this request?

No

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

1

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

☐ 1:1	☐ 1:2	☐ 1:3	☐ 1:4
☐ 1:5	☑ 2:1	☑ 2:2	☑ 2:3
☑ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

Will you accept partial funding?
⊙ Yes ○ No

Budget Category

Please upload a copy of the quote, if available.
Lav Quote.pdf

Item 2

What are you requesting?

Equipment Cases

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

For years prior to my (Scott Richison) arrival, expensive equipment was purchased without consideration of storage or student usage. We have $600 lavalier mics with frayed wires due to being carried in a small purse-like bag, boom mics in baseball bat bags, etc. This is an investment into the longevity of our equipment purchases.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Current and future students

c. What are the expected outcomes or impacts or implementation?

Equipment lasting longer, lower fiscal need for replacement.

d. Timeline of implementation

Immediate

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Approx. $1750 - Note the quote is much lower because it would only allow me to order 4 lav cases. We need 14.

Do you already have a budget for this request?

No

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

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

☐ 1:1   ☐ 1:2   ☐ 1:3   ☐ 1:4

☐ 1:5   ☑ 2:1   ☑ 2:2   ☑ 2:3

☑ 2:4   ☐ 3:1   ☐ 3:2   ☐ 3:3

☐ 3:4   ☐ 3:5   ☐ 4:1   ☐ 4:2

☐ 4:3   ☐ 5:1   ☐ 5:2

Refer to the Palomar College STRATEGIC PLAN 2022

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

2

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

None

Will you accept partial funding?
⊙ Yes ○ No

Budget Category

Please upload a copy of the quote, if available.
CASES.pdf

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

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

SRICHISON@PALOMAR.EDU