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## DRAFT

### 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.

**ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.**

### BASIC PROGRAM INFORMATION

**Division Name**

Arts, Media and Business Administration

**Department Name**

Media Studies

**Microsoft\_List\_ID****Discipline Name**

Digital Broadcast Arts (DBA)

**Department Chair Name**

Scott Klinger

**Department Chair email**

sklinger@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://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

**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

Film, Television and Electronic Media - AS/T

Digital Video - AA

Radio and Television - 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 links shown in red.

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

Scott Richison

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

1.0

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

2.49

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

Academic Department Assistant - Rita Walthers - Not sure how many departments we share her with.

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

One part-time student worker for capstone course @ 20 hours a week in fall. One part-time student "cage" worker, shared with Cinema in FA/SP @ 20 hours a week.

We had a computer lab tech for 20 hours a week shared amongst photo, cinema & graphics.

**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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

**COURSE SUCCESS AND RETENTION****Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

We saw an annual increase of 3.5% (80% to 83.5) - which is well above the institutional target of 70%. We're a full 10% higher than five years ago when the new FT employee, Scott Richison (who is typing this in third person) was hired.

We're very intentional about developing relationships with students and letting them know that we're invested in their success, following up with them if they fall behind, etc.

All the high-impact touch stuff you hear touted in committee speak.

I'm not sure if we expected an increase but it's nice to see.

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

Increased

**Was this expected? Please explain.**

The five-year average is 92.8% and we were at 94.3%. This is a slight decrease from 96.3%. A decrease was expected as 96.3% retention rate is incredibly high - and well above the institutional target of 90%.

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

When or where (time of day, term, location)

**When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**

There was a drop in distance education retention. This was due to courses being offered online, asynchronous with the belief that we'd see the retention rates from 2022 (96%). Students were getting back to their pre-covid lives and weren't able to adjust to the demands of a fully online course while balancing headed back to work, outside, etc .

We now offer those courses as synchronous and have already seen drastic improvements in retention.

**Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.**

Consistent degree checks. Course and enrollment advising. Letting them know that we're there for them after the course concludes and that they should follow up as they progress.

Knowing that they have someone invested in their success encourages completion.

**COURSE STUDENT LEARNING OUTCOMES (SLOs)****Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?**

Yes

**Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")**

[DBA Course Outcomes.xls](#)  
33 KB

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

## 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.

Link: [Program Completions](#)

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

Associate in Science Degree for Transfer 1 10 17 21  
Associate in Arts Degree 7 4 5 5 4 3  
AA/AS Total 7 4 5 5 4 3  
Certificate  
Certificate of Achievement 5 6 9 3 5 2  
Certificate Total 5 6 9 3 5 2  
Grand Total 12 10 14 8 9 26

## PROGRAM LEARNING OUTCOMES

**Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?**

No

**If you answered no, please explain.**

I have one that needs assessing. I'll get to it over Spring break or sooner.

**Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").**



[RTV program outcomes.xls](#)  
28.5 KB



## Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.**

Stressing job placement, transfer success and basic skills.

We've placed a considerable amount of our capstone students in well-paid, reputable jobs.

We've also seen a considerable uptick in acceptance rate to four-year institutions.

In terms of basic and advanced skills, our end product looks outstanding, we're winning awards and they see how our products stand up next to other schools - four and two year.

Carrots on sticks work.

Success breeds success.

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

Curriculum overlap.

If we didn't have so many classes and departments teaching the same thing, we could build advanced courses, increase efficiencies and realize greater student outcomes. It is possible to earn a Cinema degree without ever taking a cinema course - while DBA courses are unavoidable.

Half of graphics most popular degree is DBA courses.

While several departments benefit from the overlap - our student outcomes, enrollment and FTE efficiencies suffer horribly.

Those that benefit are disincentivized to do anything about it. But if we're going to be a student-first organization, we need to find the political willpower to force everyone to come to the table in an effort to find solutions - knowing that the process will upset most - if not all.

It just takes work but if everyone was brought together we could eliminate overlap while improving completions, outcomes and job readiness.

## 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

**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 skills, audio gathering, audio editing, basic photography skills

**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?**

Two years ago. But I've sat down to review my capstone course and its outcomes with the Director of Storytelling (yes - that's a title) of NBC 7/39 - Joe Little. We discussed gear and said we're fine and to not get too invested in having the best cameras, etc. as students should be able to do more with less in today's world.

We discussed our studio equipment and he did have some questions about our abilities to insert graphics via the rundown. Since then I've met with PCTV and the Director of North American Educational Sales for Ross video to discuss how to implement a more productive workflow (we're currently building, exporting, importing, uploading, playing to program). We're working on follow up dates to price out solutions.

I've had several technical meetings regarding our streaming initiative (Palomar Stream Team). The information learned from those meetings was used in the acquisition of a substantial amount of production gear that we've already implemented into curriculum.



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

There are quite a few. I wish that I could hyperlink in this document and apologize for the formatting but I thought that you'd like to see first hand whats out there.

Producers - [https://www.linkedin.com/jobs/search/?](https://www.linkedin.com/jobs/search/?currentJobId=3664100840&distance=50&geoid=103918656&keywords=producer&location=San%20Diego%2C%20California%2C%20United%20States&origin=JOB_SEARCH_PAGE_JOB_FILTER&refresh=true)

currentJobId=3664100840&distance=50&geoid=103918656&keywords=producer&location=San%20Diego%2C%20California%2C%20United%20States&origin=JOB\_SEARCH\_PAGE\_JOB\_FILTER&refresh=true

Editors -[https://www.linkedin.com/jobs/search/?](https://www.linkedin.com/jobs/search/?currentJobId=3803970237&distance=50&geoid=103918656&keywords=editor&location=San%20Diego%2C%20California%2C%20United%20States&origin=JOB_SEARCH_PAGE_SEARCH_BUTTON&refresh=true)

currentJobId=3803970237&distance=50&geoid=103918656&keywords=editor&location=San%20Diego%2C%20California%2C%20United%20States&origin=JOB\_SEARCH\_PAGE\_SEARCH\_BUTTON&refresh=true

Writer - [https://www.linkedin.com/jobs/search/?](https://www.linkedin.com/jobs/search/?currentJobId=3830175591&distance=50&geoid=103918656&keywords=writer&location=San%20Diego%2C%20California%2C%20United%20States&origin=JOB_SEARCH_PAGE_SEARCH_BUTTON&refresh=true)

currentJobId=3830175591&distance=50&geoid=103918656&keywords=writer&location=San%20Diego%2C%20California%2C%20United%20States&origin=JOB\_SEARCH\_PAGE\_SEARCH\_BUTTON&refresh=true

Photojournalist - [https://www.linkedin.com/jobs/search/?](https://www.linkedin.com/jobs/search/?currentJobId=3803982258&distance=50&geoid=103918656&keywords=photographer&location=San%20Diego%2C%20California%2C%20United%20States&origin=JOB_SEARCH_PAGE_SEARCH_BUTTON&refresh=true)

currentJobId=3803982258&distance=50&geoid=103918656&keywords=photographer&location=San%20Diego%2C%20California%2C%20United%20States&origin=JOB\_SEARCH\_PAGE\_SEARCH\_BUTTON&refresh=true

## PROGRAM GOALS

### Progress on Prior PRP Goals

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

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

### Prior PRP Goals

#### Prior Year PRP Goal 1

##### Brief Description

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

##### Goal Status

Ongoing

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

We had a slight decrease. I've begun placing flyers around campus with our core courses, a pretty awesome video about our program and a qr code that can be used to schedule a meeting with a professor. We also plan on having our student worker participate more on our social media campaigns to increase awareness.

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

**Do you have any new goals you would like to add?**

No

## 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 [Vision Plan 2035](#).

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 requesting additional full-time faculty?**

No

### REQUEST FOR ADDITIONAL FULL-TIME FACULTY

#### Faculty Request 1

**Title of Full-Time Faculty position you are requesting**

**How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.**

**Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?**



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

**Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.**

**Is your department affected by faculty on reassigned time? If so, please discuss.**

**Are you requesting AA, CAST for Classified Staff?**

No

## **PART 2: BUDGET REVIEW**

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

**Do you have any ongoing needs or needs to augment your regular budget?**

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 and 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 CTE 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.

1. 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

### **Technology Request**

## Technology Request 1

### What are you requesting?

HPRC Hard-Shell Case for ATEM Mini Extreme  
Panasonic AG-CX350 4K Camcorder  
Manfrotto 608 Tripod System With Bag  
Blackmagic Design HyperDeck Studio HD Plus  
Canon Mark IV  
Canon EF 50mm f/1.4 USM Lens  
Manfrotto Tripod System with Carrying Bag  
44 DSLR Shoulder Bag (Black)  
Rode Rodecaster Bundle  
Zoom H4n Pro Handy Recorder - Black  
SanDisk 128GB Extreme PRO  
SanDisk 128GB Extreme  
Ruggard Leda Memory Card Case  
Welded Security Cart

### Is this a request to replace technology or is it a request for new technology?

New Technology

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

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

The requested funds will strengthen several programs and increase student achievement and success rates by accomplishing the following goals:

1) We will complete an entire class set of DSLRs for our most popular production course (DBA/CINE 125). This will cut down on students having to check out gear in their name for final, midterm and other projects and then handing it over to someone that isn't officially on record as assuming responsibility - which is problematic for all parties involved (student of record, student not on record & Palomar college).

We, as a department (Cine, DBA, Photo, Jorn.), decided to standardize all of our equipment so that students can focus on outcomes vs. learning new equipment with every course and/or department. We chose DSLRs vs. much more expensive cinema cameras with building the full class set in mind - so that every student will have access to the tools needed to acquire basic skills. PHOTO and JOURN. students will also be checking these cameras out periodically.

We are also updating our radio program to include podcast production. We have been working with the station manager, Dr. Zeb Navarro, to ensure all technical measures required for installation can be met before requesting this equipment. Dr. Navarro is also co-writing the updated curriculum.

A portion of this request is also for the last few pieces needed for our streaming initiative (Palomar Stream Team). We have secured most of the equipment through other funding instruments, lottery, etc. but we realized that the equipment will often be in public spaces and safety is a concern. We ordered a lockable cage for transportation and off-site storage (dome, Brubeck, etc.) We are also ordering a dedicated set of cameras so that coverage of live events will not interfere with student achievement in traditional courses (right now we share gear between the stream team and coursework).

The Stream Team will accomplish many goals in terms of marketing and visibility for departments outside of Media Studies. We are streaming events for athletics and have many events for theater and music scheduled. We are in talks with nursing and other departments to stream their graduation ceremonies and believe this service will quickly become increasingly in demand. Below is a quote/email from Palomar's Athletic Director after our initial coverage of a Woman's Basketball game.

Slam Dunk Team,

I want to let everyone on the team know how excited Athletics is to be part of this amazing collaboration. You are all truly professional in the way you go about your work and the level of broadcast that is being produced is far beyond our wildest expectations. We feel truly blessed to be able to provide such amazing quality to our fans, families, and student athletes. You never see a professional broadcast in Community College Athletics. It is great to see our departments come together on a project that demonstrates the talent and ingenuity of our students, staff, and faculty. Thank you so much and I look forward to seeing everyone on Saturday.

--Dan

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

Every student taking a production course in DBA or CINE.

Every program that benefits from exposure through our new Stream Team.

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

Increased institutional awareness via our stream team.

Increased program awareness via our stream team.

Equity in terms of curricular access for production related assignments.

**d. Timeline of implementation**

As soon as we get the gear, we'll tag it and put it into circulation.

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

56,582.30

**Do you already have a budget for this request?**

No

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

Increased enrollment.

**What Educational Vision Plan 2035 Goal/Objective does this request align with?**

2:1

2:2

2:3

2:4

**If you have multiple requests for technology 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)?**

N/A

**Will you accept partial funding?**

Yes

## 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.**

No

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

## Feedback and Review

### Department Chair

**I confirm that the PRP is complete.**

Yes

**Department Chair Name**

Scott Klinger

**Date**

4/15/2024