

# Palomar College – Institutional Review and Planning Instructional Programs

**Purpose of Institutional Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

**Discipline: Insurance**

Instructional Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	-	-	44	<i>Self Explanatory</i>
Census Enrollment Load %	-	-	45.83%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	-	-	44	Weekly Student Contact Hours
FTEF	-	-	1.47	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	-	-	0.20	Total Full-Time Equivalent Faculty
WSCH/FTEF	-	-	220	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	-	FTEF from Contract Faculty
Hourly FTEF	-	-	0.20	FTEF from Hourly Faculty
Overload FTEF	-	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	-	-	0.20	Hourly FTEF + Overload FTEF
Part-Time FTEF %	-	-	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	-	-	67.50%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	-	-	42.50%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	Total number of Certificates awarded for the Full Academic Year

**2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

This is a brand new program and there actually is no 3-year trend. The program has, however, had difficulty in developing an enrollment base to this point in time. This is at least partly due to a lack of funding for promotion. I have been denied funds to obtain an industry mailing list to send out a promotional letter for the program to insurance companies and agencies within the North San Diego County area. We just recently submitted an offshoot program to the A.A. Degree Major in Commercial and Personal Insurance Services. This is a Certificate of Proficiency in Insurance, which can be completed in one year by a student that desires a marketable skill quickly. This program will not require the ancillary courses in General Education and Business that are inherent with the A.A. Degree Program.

**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>This is not a transfer program. It is a two-year terminal program. The only 4-year public university in the State that has a program remotely related to this discipline is a Risk Management Program in the Business Department of Sacramento State. So there are no transfer problems associated with this program. The workforce and labor market projections are as good as they were at the time the program was put in place two years 1 ½ years ago. These courses can be offered most effectively online until we build an adequate enrollment base.</p>	<p>We are doing a complete review of this program as we are not finding the degree of interest on the part of insurance companies that we were led to believe would be there. We believe that this has impinged on our enrollment in this program.</p> <p>We are investigating whether we would be able to afford students the opportunity to become licensed insurance agents and whether this would make the program more attractive.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>Every semester a section of INS 100 should be offered. I would recommend that INS 100 be offered in an 8-week format, with INS 125 as an accompanying component being offered as a second 8-week course during the same semester. INS 120 should be offered every Fall Semester and INS 110 and INS 115 should be offered each Spring Semester. Such course rotation may make it difficult for someone to obtain the Certificate of Proficiency within an exact year, but until we can build an enrollment base within the program, I believe this to be the only viable alternative. And if a student is lacking only one course in the curriculum for the Certificate of Proficiency, the student will still be employable as an intern or full-time worker with a possible raise being offered upon completion of the Certificate.</p>	<p>We have tried various methods of class scheduling. With only limited demand, however, courses have been frequently cancelled.</p> <p>As described above, we are evaluating the whole program to determine how best to proceed.</p>

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b></p> <p>We do not need any equipment or new technology for this program.</p>	<p>N/A</p>
<p><b>b. Budget – budget development process, one-time funds, grants, etc.</b></p> <p>It is imperative that the Program receive \$400 per semester for promotion in order to get the program established. It also would be very valuable to hire a person who would receive the equivalent of a 20% teaching load to develop an Advisory Committee and promote the Program face-to-face with insurance agents and insurance industry executives in the North San Diego County area.</p>	<p>Budgetary constraints have made this infeasible as there is limited funding and there are higher priorities.</p>
<p><b>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b></p> <p>As an online program the discipline requires no additional classrooms. The only classroom needs are at the beginning of the semester when the students in each course meet for an orientation session.</p>	<p>N/A</p>
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b></p> <p>In three years there will be a need to hire one full-time instructor for the program. Until then, we are able to make-do with part-timers serving the program.</p>	<p>No faculty hiring is being done at this time.</p>
<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b></p> <p>Currently, there is no growth. So outside of the aforementioned time for a 20% person to promote the program to the industry, the discipline is satisfied with the current staff.</p>	<p>N/A</p>
<p><b>f. Other</b></p>	<p>N/A</p>



**5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.**

**By offering this discipline's program primarily online, we are "aligning the scheduling, course, and program offerings to meet the needs of students" who frequently are working at relatively low-paying jobs, yet who want to develop a workable skill that offers better salaries and opportunities for promotion.**

**6. Student Learning Outcome progress:**

**a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

**The INS 125 Insurance Code and Ethics course offers testing to readily determine whether a student has a grasp of the California Insurance Code.**

**b. Discuss a learning outcome that is observable yet difficult to measure.**

**As easy as it is to test a student's grasp of California Insurance Code (above), in the same INS 125 course it is almost impossible to accurately measure via testing a student's learned ethics. Scenarios can be presented, and one can observe how a student would react to the various ethical scenarios, but ethics is a very difficult component to gauge with a measurable grading scale.**

**7. Describe a discipline accomplishment that you want to share with the college community.**

**After a great deal of effort to get the Insurance Program off the ground, we launched the program successfully and with appropriately trained instructors in the Fall of 2006. The instructors in our discipline went through a rigorous state-level, industry training program in order to be prepared to teach the entire curriculum.**

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

**Not applicable.**

**9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.**

There is no external accreditation required for this discipline.

**10. Other comments, recommendations:**

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**Department Chair/Designee Discipline Review and Signature**

**Date**

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**Division Dean Review and Signature**

**Date**