

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: Communications

Instructional Discipline Reviewed

2007-08

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	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	181	225	213	271	<i>Self Explanatory</i>
Census Enrollment Load* %	88.29%	83.64%	67.41%	68.26%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	572	709	669	855	Weekly Student Contact Hours
FTEF	19.06	23.63	22.31	28.51	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	1.00	1.20	1.60	1.80	Total Full-Time Equivalent Faculty
WSCH/FTEF	572	591	418	475	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	0.40	-	-	0.60	FTEF from Contract Faculty
Hourly FTEF	0.60	0.80	1.20	0.80	FTEF from Hourly Faculty
Overload FTEF	-	0.40	0.40	0.40	FTEF from Contract Faculty Overload
Part-Time FTEF	0.60	1.20	1.60	1.20	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	60.00%	100.00%	100.00%	66.67%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	90.29%	91.16%	92.50%	91.89%	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	73.71%	70.70%	73.50%	67.57%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	N/A	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.

Enrollment, WSCH and FTES are all up for Communication courses. Our overall enrollment for fall 2007 was just under 70%. In fall 2007 we began offering a new public relations course and certificate. Enrollment in our introductory public relations course was a little low, so this may have been the reason we dipped below 70%. Retention rates are strong in most of our communication courses.

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>We added a Public Relations certificate and course because workforce and labor market projections showed a need for PR skills in the next 15 years. We will continue to market this certificate and introductory course.</p> <p>We are considering developing a course which is a combination mass communication / interpersonal communication course. Cal State San Marcos requires students take this course or two separate courses at Palomar. The communication program will have to work with speech communication to develop this course.</p> <p>We will continue to offer enough sections of Comm. 100 & 105 to make sure students can take these courses. Because, many schools are offering Comm. 100 online we are offering an online class during Fall 2008. We are also offering an online section of Comm. 105 during Fall 2008.</p>	
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>Enrollment in Communication 100 and Communication 105 is strong. We will continue to watch and evaluate the enrollment in Comm. 104 to make sure we offering the right number of sections. We will also considering dropping one or two sections of Comm. 100 per year.</p>	

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

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>We need to continue to update our DVD library for all of our communication courses.</p>	
<p>b. Budget – budget development process, one-time funds, grants, etc. Communication as a discipline does not have its own budget line. Communication has always been part of journalism’s budget. Ten years ago, when we were only offering two sections of Comm. 100 and one section of Comm. 105, this made sense. However, now we are offering five-six sections of Comm. 100, two - three sections of Comm. 105 and two sections of Comm. 104 each semester. Communication needs its own source of funding for copying, supplies, DVD’s, etc.</p>	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. Communication and journalism will be in the new Humanities Building. However, both of our programs will be homeless in Fall 2008. We have no priority classrooms. We will be put in portable classrooms. We are concerned about the logistics of these classrooms and the times when they will be available to offer classes.</p>	
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>At this time, we don’t need an additional full-time faculty member.</p>	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>With increased sections and enrollment in both Comm. 100 and Comm. 105 courses, there is a growing need for some assistance managing sections with 40 plus students.</p>	

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

(Continue the dialogue and the implementation efforts to assess student learning outcomes.)

We are planning to spend more time developing additional student learning outcomes and assessments for our courses. This is such an important aspect of curriculum now and in the future. We need to spend more time and energy making sure we get these outcomes and assessments right.

5. 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.

Learning Outcome Goal: Students will learn the important roles media gatekeepers play in society (the people within media companies making content decisions).

Assignment: Analyze the content of two large, national publications - Newsweek and Time on the same week. Compare and contrast the type of stories covered in each magazine. Consider if the stories are objective and balanced. Analyze the advertising and what the parent company of each publication owns and if this effects content.

Students are graded on depth of analysis and whether they clearly understand the importance of content decisions in the two major national publications.

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

One of the most important learning outcomes for most of our courses is for students to become more critical of media messages. It is observable when we discuss issues in class, but it is difficult to measure.

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

We were successful in adding a new certificate in public relations. This certificate is interdisciplinary and includes communication, journalism, radio and television, graphics and business courses. In fall 2007, we offered our first introductory public relations course. We offered two sections and enrollment was pretty good.

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

Not at this time.

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

NA

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:
Wendy Nelson

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.