PALOMAR COLLEGE®
Learning for Success

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Communication
Department Name:	Media Studies
Division Name:	AMB

Please list all participants in this Program Review:

Name	Position
Wendy Nelson	Associate Professor (communication)
Erin Hiro	Associate Professor (journalism)

Number of Full Time faculty	1	**Number of Part Time Faculty**	3

Please list the Classified positions (and their FTE) that support this discipline:

Media Studies ADA Rita Walther (supports all disciplines in Media Studies)

What additional hourly staff support this discipline and/or department:

NA

Discipline mission statement (click here for information on how to create a mission statement):

Palomar's Communication Program is committed to fostering an understanding and examination of the roles mass media play in society. The program provides an introduction into careers in journalism, public relations and advertising and supports students who are pursuing transfer-readiness, general education and career and technical training. The curriculum is designed to assist all students in meeting their individual educational goals ranging from preparatory to life enrichment to certificates and degrees.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

Public Relations Certificate
Course are included in the AT, AA in Journalism
Courses are included in the AT in Communication

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	**Increased**	X	**Steady/No Change**		**Decreased**	
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						

Over the last five years our enrollment has remained fairly steady. However, during the last year, our enrollment increased by 24% - this was due in part by adding intersession classes. Communication has offered online classes for many years and these usually have strong enrollments. We also offered our PR course online for the first time and enrollment increased about 15%.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

Over the last six years our fill rate averaged 95%. In 2011-12 we had a fill rate of 100% because we did not offer enough sections. We don't have any classes that should be deactivated at this time. The Comm. 100 survey course consistently has high enrollment because it fulfills a GE requirement and is part of the Journalism transfer degree, Journalism AA degree and Communication transfer degree. Our Comm. 105 course has seen a decrease in enrollment as the number of courses approved for the multicultural requirement has increased. A few years ago the course was articulated to a Women's Studies course at CSUSM. We have seen a real boost in summer and intersession online enrollment for Comm. 105 because of this articulation. Comm. 104's enrollment is the lowest of all of our courses. However, we offered Comm. 104 as an online for the first time and enrollment increased about 25% this semester. Many of the students enrolled in the online course are from CSUSM because that institution does not have public relations courses.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased		Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)	x	At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

Over the last five years our WSCH/FTEF average is 540 - which is higher than the college goal of 525. However our FTES/FTEF is 33 which is slightly lower than the FTES/FTEF goal. In the last year, we had an increase in WSCH/FTEF because we offered more online classes.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

We only have one full-time Communication faculty member. That faculty member has taken on leadership positions at the College and therefore has had release time for several years. Many of our classes are taught by PT faculty and the full-time journalism instructor. In addition, the FT faculty member was on sabbatical during the last year.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

   A. **On-Campus Course Success Rates**
   B. **Online Course Success Rates**
   C. **Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)**
   D. **Course Success Rates by class location (Escondido, CPPEN, etc.)**

https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

Our success rate is 68% which is slightly lower than the college. During the last three years the success rate in our on-campus classes are significantly higher than our online classes. When looking at the GPA's of the students taking our classes there is a relationship to their overall GPAs and the performance in our classes. Most of the students with high GPAs are very successful in our classes and those with low GPAs are less successful. The majority of the students in our classes are in the .00-1.99 GPA group - so this brings our success rates down. Communication 100 meets the GE requirement and may seem less rigorous than other classes on the list and may attract new students and those who may be less prepared for college. The low success rates for online students is also troubling. However, we do believe that many of the students who fail our online classes are the ones who don't complete the course because they are not ready for online learning. The College needs to make an effort to educate our students about the challenges of online learning before they take online classes. Our department is incorporating several elements (orientations, welcome letters, high-touch during for three weeks of the semester) to our classes that will help with this problem. So

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?
Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/

Gender	At the college level - female students are more successful. This is also true for Communication classes. The Comm. 105 class might have some effect on these numbers. Many students from CSUSM take this class to fulfill a child development class and many of these students are female and more prepared.
Age	At the college level - older students are more successful. However, in Communication classes younger students are more successful. We have a lot of online classes and many older students enroll in these course. Our online success rate is lower than our f2f success rate - so this may be the reason why older students have lower success rates in our courses. Older students usually have full-time jobs and families and many times school is secondary to those other commitments. We have started to offer different options for turning in late work for our online students to see if this is a better option for those students.
Ethnicity	Some of the groups were not large enough to compare. However, of the other groups (Asian, White, Multi) - the success rates were slightly lower than the college rates. White students are the most successful in communication classes, followed by multi-ethnicity and Hispanic. African-Americans were the lowest group. We have a lot of African-American athletes in our communication classes. Many struggle with attendance and success. We would like to work with Athletics on providing a better support system for these athletes.
Special Population (examples-veteran, foster youth, etc)	The success rates for economically disadvantaged youth were surprising and discouraging. The economically disadvantaged students in our communication courses were considerably more successful than economically advantaged students. This is similar to the college as a whole. We are currently looking at free and low-cost textbooks for our classes.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Overall, students with more units are more successful in the Communication courses. As the number of units completed

increases, so do the success rates. The success rates based on student type were also interesting. Continuing students scored the highest followed by high school students. First time and returning students were not as successful. This definitely points to the need for more support for incoming students to help them acclimate to college. We think high school students are more successful because it is a special student who is taking college courses while in high school.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. 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.

Discipline Level Course Success Rate:
   A. **The College's institutional standard for course success rate is 70%.**
   B. **Review your discipline's course success rates over the past five years.**
   C. **Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.**

Standard for Discipline Course Success Rate:	70-80%
Why?	

The Communication 100 course transfers and is articulated to CSU courses. Students transferring in Journalism to one of these institutions must earn a "B" or better in the course. These students need to earn a 80% or better. However, when looking at the data for many of the students taking our courses, 80% would be too high because most of them have very low success rates across the College with very low GPAs.

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx

   A. **To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.**
   B. **To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.**

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

Completions are low. The University Studies degree in Media/Communication has an average of 15 students each year. However, most of our enrollments are students taking our courses for GE and transfer. Overall completions for the Communication discipline are not surprising. We do not have a Communication degree.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

We do have a PR certificate and the numbers are low. We are making changes to our PR certificate so students may take all of the courses online. We are planning to market the certificate similar to Extended Studies certificates at UCSD. We hope this will increase completions.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

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

Communication careers include reporters, editors and public relation specialists and showed a projected growth of 4.5 percent and an expected 50,000 jobs across the state, according to Labor Market information. All three career fields require a bachelor's degree but all projected growth from 2015 to 2018. The area of reporters and correspondents estimated a 3.8 percent growth, predicting 5,000 jobs by 2018. Editors job opportunities will grow 1.5 percent to 15,500 jobs in 2018. Public Relations is included in the job statistics because many trained journalists work in public relations or social media. The job skills are similar. For public relations, the career field is expected to grow 6.4 percent in three years.

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

The Journalism and Communication faculty have always stressed the importance of internships but this fall, professors have taken a more active role. Faculty have also become more involved in networking with the various professional organizations, despite the fact that the groups all meet far away, usually in downtown San Diego. A student news bureau is planned for 2018 where students can get work experience on campus while helping the campus community.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

N/A

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

We did informal advisory work in June, 2017 when we contacted various people within the industry to discuss our curriculum. In the fall of 2017 we held an advisory meeting at SDSU focusing on Journalism and Communication courses. After meeting with professionals in the industry and other academia we learned that we need to tweak our programs slightly. We are also looking into not-for-credit and noncredit options because of some industry demands.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

NA

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

SLO assessment methods have impacted our course planning over the last three years. We saw a difference in the assessment results between f2f and online classes. Our online students were not as successful as our f2f students. We spent the last two years really looking at the difference in teaching methodology between online and f2f. In addition, we are currently researching best practices in online teaching. We began implementing changes to our online classes in the fall 2017.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

We need to assess our Comm. 100 SLOs more often than the college three-year minimum and organize more dialogue amongst our full-time and part-time faculty. We hope to use Canvas to assess our SLOs beginning in 2018. We also need to re-think our SLOs for all three of our courses to make sure they are relevant and important in all of our classes. We want to make sure we have relevant SLOs now that they are becoming part of the CORs next year.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

We are rethinking our public relations certificate at this time. Once we finalize the courses we will need to figure out a way to work with other departments to make sure we are assessing our program outcomes accurately.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

Most of our classes are up-to-date. However, we are updating and improving the PR certificate to meet changes in technology and industry needs. We are also working on creating a student news bureau that would help students get real-life experience while helping the college

with publicity and social media outreach. We are also working on no-textbook options for all of our courses. We have one for Communication 100 and we are implementing in all of our sections during the spring 2017. We hope this will help with enrollment and retention.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

This does not apply to most of our classes because the majority of our students take our courses for GE. Our PR certificate is multidisciplinary and so this is challenging. However, with the redesign of the PR certificate - all of the classes are offered online and during each semester - so students can finish this certificate within one year. We do look at scheduling when offering Communication and Journalism courses. The Communication 105 course is articulated to a CHDV course at CSUSM so we make sure that we offer online sections of this course each semester and during intersession because that is the best method of instruction for that student group.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

One of our courses (Comm. 105) is in the Women's Studies Program. There is an excellent group of faculty involved in this degree. We meet each semester and work on two events per year together. Last semester the Women's Studies faculty coordinator gathered information about class offerings to make sure there weren't any conflicts or overlaps. We also meet with Business faculty to review scheduling and overlaps.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf

Strengths:	Courses are very relevant and we keep them up-to-date. We offer both online and f2f classes to help our student population with options. Excellent pool of pt faculty. Changes in the industry are exciting

	and we can adapt our curriculum to meet the needs.
Weaknesses:	We need more consistency across courses in terms of outcome assessment. Low student success and retention in online classes.
Opportunities:	Canvas will help with SLO assessment in the future. Offering best practices in online teaching workshops within our program will help with online retention. There are also opportunities in public relations and relationship building with other colleges and businesses.
Threats:	State mandates that limit the classes our students can take, like the Journalism transfer degree, can be a threat.

SECTION 2: **Establish Goals and Strategies for the Next Three Years**

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Improve success rates for students in our classes		X	
Add advanced PR classes to our curriculum	X		
Make more industry connections for possible internships.		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Improve success rates for students in our classes
Strategies for implementation	Provide more resources for students. Provide more assessments earlier in the semester.
Timeline for implementation	Spring 2018 - Fall 2018
Outcome(s) expected (qualitative/quantitative)	Faculty will have more knowledge and will implement new strategies.
Goal #2	
Program or discipline goal	Improve student retention rate in online classes
Strategies for implementation	Use readiness videos to help determine readiness for online classes and other online resources for students.
Timeline for implementation	Spring 2018 - Fall 2018
Outcome(s) expected (qualitative/quantitative)	Faculty will have more knowledge and will implement new strategies.
Goal #3	

Program or discipline goal	Re-think PR certificate and make changes in Curricunet.
Strategies for implementation	Research industry and other institutions.
Timeline for implementation	Spring 2018
Outcome(s) expected (qualitative/quantitative)	More opportunities for students and eventually more completions.

Goal #4	
Program or discipline goal	Make more industry connections internships
Strategies for implementation	Join local chapter of PRSA, attend PR conference
Timeline for implementation	Spring 2018
Outcome(s) expected (qualitative/quantitative)	Meet PR specialists in San Diego and the region. Use contacts to develop internship opportunities for students.

Goal #5	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

3. How do your goals align with your discipline's mission statement?

These goals support the discipline's mission statement because they will help improve the program and improve teaching and learning.

4. How do your goals align with the College's Strategic Plan Goals?

These goals align with Student Learning and Student Support and Success.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Wendy Nelson
Date	11/19/17

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean	
Reviewer(s)	Norma Miyamoto
Date	Nov. 25, 2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

The full-time faculty member in this discipline is the discipline's greatest asset. This fact is partially demonstrated by the thorough analysis provided here and the constant refinements being made.

2. Areas of Concern, if any:

None.

3. Recommendations for improvement:

Just a suggestion: create a timeline with benchmarks and assignments to meet the goals.

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Nick Vallone, Monica Galindo, Barb Kelber, Shayla Sivert
Date	12/11/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Strong awareness of other educational programs in the area and of the industry needs; good WSCH/FTEF

2. Areas of Concern, if any:

Online success rates

3. Recommendations for improvement:

Online success rates might be addressed as follows: Consider linking to Palomar's online education page, which helps students to think a little more critically about their readiness to take an online course. Also, encourage students to use online tutoring before they begin to struggle. You mentioned articulations with CSUSM that have been successful; do you have any high school articulations? If not, it might be worth investigating as part of a larger academic/career pathway that spans high school to college to university.

4. Recommended Next Steps:

x	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/17/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1.   Great job on fill-rates etc. and good to see the data!
2.   Wsch/ftef section is right on point- thank you and you are helping bring up the average- let's keep it going!

3.   See Melinda's comment on planning- left off something here- bit what is here is well stated and makes sense.
4.   Any hypotheses on demographic differences (gender, age etc.) and any other thoughts of action to work toward closing gaps (like athletics idea)?
5.   Appreciate rationale for course success.
6.   LMI data looks good.
7.   Curriculum info was really interesting- thank you. I really enjoy the collaboration with WS.
8.   Goals are completely reasonable.
9. Overall well written and easy to follow

2. Areas of Concern, if any:

See below

3. Recommendations for improvement:

a.   Good info on enrollments- please take one more step-- Please list more data (we had X students in 2015 now have Y this is a 24% decrease (see comments)

b.   #3 disaggregated looks like a cut/paste is incomplete also

c.   We don't have a communications degree? Don't we have the ASt – now offered in the south center?

d.   SLO discussion is good but data needs more-depth – see comments on previous PRP-

a.   We saw a difference in the assessment results between f2f and online classes.
b.   Our online students were not as successful as our f2f students. <u>What was the result? How did you measure it?</u>
e.   SWOT is good but lacking some depth.
f.   Goals and mission are incomplete.

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.