

Status: **Reviewed**

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## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

### BASIC PROGRAM INFORMATION

**Academic Year**  
2020-2021

**Are you completing a comprehensive or annual PRP?**  
Comprehensive

**Department Name**  
Media Studies

**Discipline Name**  
Communications (COMM)

**Department Chair Name**  
Wendy Nelson

**Division Name**  
Arts, Media and Business Administration

**Website address for your discipline**  
<https://www2.palomar.edu/pages/mediastudies/>

#### Discipline 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.

[\(click here for information on how to create a mission statement\)](#)

**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.

Certificate of Achievement, Public Relations  
Course are included in the AT, AA in Journalism  
Courses are included in the AT in Communication  
Courses are included in the Women's Studies Certificate  
Courses are included in the Social Justice: Women, Gender and Sexuality Studies AA-T

**Please list the names and positions of everyone who helped to complete this document.**  
Wendy Nelson, Discipline Specialist

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

**Full-time Faculty (total number of FT faculty in your discipline)**

1

**Full-time Faculty (FTEF)**

.40

**Part-time faculty (FTEF)**

1.80

**Classified and other permanent staff positions that support this discipline**

ADA, Rita Walther

**Additional hourly staff that support this discipline and/or department**

NA

## PROGRAM INFORMATION

In this section you are asked to consider your programs, their 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 (TracDat). 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?**

We just completed a redesign of our PR certificate of achievement. We created new outcomes that align better to the courses in the new certificate. We considered all of the courses that are part of degree when writing the new outcomes. The program outcomes follow:

- 1) Compose written public relations materials in a coherent, concise and appropriate format
- 2) Demonstrate ethical awareness, the ability to do ethical reflection, and the ability to apply ethical principles in decision-making.
- 3) Plan a specific public relations campaign.
- 4) Apply appropriate technology (social media, video, print) to the creation and dissemination of messages.

**How do they align with employer and transfer expectations?**

We tried to align the courses within the certificate with both employer and transfer expectations. We discussed the KSAs needed for employment in public relations with professionals and looked at other public relations programs (included SDSU & Fullerton - two popular transfer programs for our students). We used those KSAs to update the course outcomes and then map and update the program outcomes. Therefore, our program outcomes are better aligned to employer and transfer expectations.

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

The new certificate was approved in spring 2020. All course SLOs were mapped to the program outcomes in TracDat. The following plan will be used to assess the program outcomes:

- 1) Year one (20-21) - Assess SLO #1 for each course
- 2) Year two (21-22) - Assess SLO #2 & #3 for each course
- 3) Year three - Assess Program outcomes through analysis of the course assessments

**Summarize the major findings of your program outcomes assessments.**

We assessed ethics during the spring of 2019. Because we were finalizing the program and writing new program outcomes we did not assess program outcomes in 19-20. We spent this time re-writing the program outcomes and aligning them to the new courses in the certificate.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?**

NA

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

**How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.**

All of Communication course SLOs were mapped to the GE/ILOS in TracDat. Here is the breakdown:

Communication 104 course SLOs are mapped to ILO 1 A, ILO 2 A, ILO 4, B

Communication 100 course SLOs are mapped to ILO 2 B, ILO 3 A, ILO 3 B

Communication 105 course SLOs are mapped to ILO 2 A, ILO 3 B, ILO4 B, GE foundational knowledge

Communication 204 course SLOs are mapped to ILO1 A, ILO2 B, ILO 3 C, ILO 4 B

**Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.**

1) We assessed the Communication 100 Bias SLO - students will be able to analyze and characterize possible bias in the news industry. The SLO is mapped to ILO #3 Critical Thinking. Students reviewed data from the 2016 election and the news coverage of the pandemic. A rubric was used to assess the outcome. Over 82% of the students in five sections were able to identify elements of bias in news coverage.

## 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 we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. 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.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**

AA-T 50

Certificate 1

Total 51

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**

Increased

**What factors have influenced your completion trends?**

The information above includes the Communication Transfer degree and PR Certificate of Proficiency. The transfer degree completions have increased and the certificate of proficiency has increased. The new Certificate of Achievement is not included in this data. Both Speech Communication and Communication have courses in the transfer degree. Many of our students transfer to CSUSM and CSUSM introduced a media emphasis as part of its communication major. Now Palomar students who may have transferred to SDSU if they were interested in eventually working in the media industry are now going to CSUSM. This definitely increased completions. Hopefully, once we offer the two new classes in the PR CA during spring 2021 we will see additional completions. The new certificate is also fully online and we are trying to offer all of the classes in one year - so that students interested in completing it quickly will be able to do so.

**Are the courses in your discipline required for the completion of other degrees/certificates?**

Yes

**Please list them**

Journalism AA-T

Gender and Women's Studies AA

Social Media CA

University Studies - Emphasis in Media and Communication

**Do you have programs with 7 or fewer completions in the last 5 years?**

No

**What is your program standard for program completion?**

5

**Why did you choose this standard?**

This is a new program so it will take a few semesters to get the word out and

**What is your Stretch goal for program completion?**

10

**How did you decide upon your stretch goal?**

We think it is possible to get 10 people through the program each year.

**ENROLLMENT AND EFFICIENCY TRENDS**

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

**What was your enrollment trend over the last 5 years?**

Increased

**What was your efficiency trend over the last 5 years?**

Stayed the same

**Were these trends expected? Please explain.**

Our enrollment has increased every year for the past five years. Our WSCH/FTEF ratio has been at or above the 525 college efficiency goal for the last five years. On average our fill rate has been at 86% and higher than the institutional set standard over the past five years. We added classes over the last few years and so the enrollment increase was expected.

## Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

### **How have these factors contributed to the success of your program(s)?**

Our assessment results and enrollment/efficiency trends support the need for the communication courses at Palomar College. Teaching students about the media and helping them understand how to think critically about the messages they consume everyday has become more important than ever.

### **How have these factors presented challenges for your program(s)?**

Increasing certificate completions is challenging at this time because our CA is new and it will take some time for it to grow.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

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

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success 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/> )

## COURSE INFORMATION

### COURSE SUCCESS AND RETENTION

**What is your program's standard for Discipline COURSE Success Rate?**

70.0%

**Why did you choose this standard?**

We are just under 70% for most of our courses so we feel that meeting that standard would be achievable. Students in our face-to-face classes are much more likely to be successful than in our online classes. I am hoping that as we implement the OEI standards our success rates will improve.

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

Stayed the same

**Was this expected? Please explain.**

The overall course such success rates were up and down. This was not expected.

**What is your stretch goal for course success rates?**

75.0%

**How did you decide upon the goal?**

We need to do better. Last spring, I participated in the Strong Workforce research project and spent a lot of time analyzing my success and retention data. One of my big takeaways from the experience is that if my students complete my class they are successful. I discovered that I had too many students who did not complete my courses so they received FWs. I had to grapple with the question of whether this was my fault or the student's fault. I decided that it was both. I left the project with several ideas to help my students. I am already using several intrusive techniques with my students and it seems to be working. I am planning to work my pt faculty members and share with them what I learned.

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

Increased

**Was this expected? Please explain.**

Retention rates for the communication discipline are very high. It hovers around 90%. As stated previously, analyzing data from the Strong WorkForce Summit showed that students enroll in our classes and stay long enough to "not be dropped." However, they don't complete the course so they fail. We need to be more intrusive with our students in the first two weeks and drop them if they aren't participating - especially in our online sections.

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

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

Ethnicity

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

- 1) Students were more successful on campus - especially the RB Center, than online.
- 2) African American / Black and Hispanic students were the least successful and Asian and multi-ethnicity students were the most successful.
- 3) Younger students were more successful than older students.
- 4) Retention rates were positive in all areas.

**Age: Why do you think age differences exist? What do you need to help close the gap?**

I think many of the older students are the ones that don't complete the classes and receive Fs and FWs not because they fail the classes but because they don't complete the work. In addition, younger students usually attend our on campus classes and older students take online classes more often because of family and work conflicts. Our data shows that our on campus classes have higher success rates than on campus. We need to be more intrusive early in the semester and improve our online classes so that we retain our students longer.

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**

I am not sure why these differences exist. I would like to know if these students are more likely to "not complete" the classes they are enrolled in. As I wrote earlier - when I participated in the Strong WorkForce Summit - I found that when I removed the students that received FWs the success gap was reduced considerably in these special populations. Once again being intrusive and reaching out early is key. I would also like more information on the special populations and whether they are more likely to not finish courses.

**Are there differences in success/retention between on-campus and online courses?**

Yes

**Please share any best practice methods you use for online courses.**

- 1) Spend time thinking about your students needs when setting up Canvas classes and writing syllabi.
- 2) Be flexible with your students and allow students to turn in assignments late. Ultimately, you want them to learn via assessment and unfortunately, they won't learn if they do not turn in work and have the opportunity for assessment.
- 3) Be intrusive. Reach out to them often especially if they are falling behind.

**COURSE LEARNING OUTCOMES****How is course assessment coordinated across sections and over time?**

We are trying to use Canvas to make this happen. We have started with a few sections from different faculty. Because several of our PT faculty were not using Canvas to grade this was difficult. However, we will be able to assess all classes during the spring of 2021 because everyone is now online.

**How have you improved course-level assessment methods since the last PRP?**

We are assessing our course outcomes through Canvas and assessing more regularly (more than the required three years).

**Summarize the major findings of your course outcomes assessments.**

Comm. 104 - we assessed our writing SLO. The assessment results were mixed. 70% of the students who completed the assignment met the assessment outcomes via a rubric. 30% of the students who completed the assignment did not meeting the assessment outcomes.  
Comm. 100 - we assessed our bias SLO. Over 82% of the students in five sections were able to identify elements of bias in news coverage.

**Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?**

What are some of the writing assignments in English 100?

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**

We need to improve writing skills in the PR classes. However, we offering a new class that will focus on writing so this will be helpful.

**PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING**

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

**How do your course outcomes help your students achieve their program outcomes?**

Last spring we wrote new program outcomes. After we wrote the outcomes we tried to map our course outcomes to the program outcomes. This exercise motivated us to update some of our course outcomes. I feel confident now that if our students meet our course outcomes they will meet the program outcomes.

**How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?**

The PR CA is designed to be completed in one year online. We are offering our courses so that our students can finish it in one year or longer if they need more time.

Fall term

Comm. 104

Jour 101

DBA 105

Winter intersession

Jour 200

Spring

Comm 204

BUS 155 or 150

CE 150 (could also be taken in the summer)

**What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.**

We offer all of our classes online in a variety of different ways - 4-week, 6-week and 8-week. We offer all of our on campus classes in traditional 16 week sessions.

**How do you work with other departments that require your course(s) for program completion?**

Journalism and Communication share the most classes within degrees. We work together to make sure course offerings make sense and don't conflict. We also usually meet with business once a year because we share a degree and we include business class in two of our certificates.

**Does your discipline offer cross-listed courses?**

No

**Are there curriculum concerns that need to be resolved in your department? What are they?**

no

**Are there courses that should be added or removed from your program - please explain?**

no

**How is the potential need for program/course deactivation addressed by the department?**

no

**Is your department pursuing non credit or not-for credit options at this time?**

No

**Are there areas you would like to expand?**

Click here for information about **Noncredit** and **Community Education**

**Is your department offering online classes?**

Yes

**How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?**

We have paid attention to our enrollments over the years. Our online classes fill pretty quickly - especially our Comm. 100 classes. We know all of our students don't want to take classes online so we offer several on campus classes each semester as well.



Describe other data and/or information that you have considered as part of the evaluation of your program

## 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 link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**

With the rise of the internet and social media jobs in public relations have grown. Many small companies hire college students and new graduates to help them with public relations and social media activities. The PR certificate will train a student to work as a PR technician. If they want to obtain a position as a PR specialist they may need to transfer and earn their bachelor's degree in communication or journalism with an emphasis in public relations.

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

Specialized skills - social media, journalism, project management, budgeting, media relations, research

Soft skills - writing, communication skills, editing, creativity

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

Most of the KSAs above are included in the coursework and outcomes of the courses within the PR certificate. Students take classes in journalism, social media, and pr writing. The introduction to public relations course includes information and assignments on project management, budgeting and research.

### Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world 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

**What have you done to integrate work-based learning?**

We included an internship class CS 150 into the CA. Students will have to complete an internship to complete the CA. In addition, as part of the department's Media Days event each year speakers from the PR industry are invited to present and meet with students.

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**

The internship opportunity will give students first-hand experience working in the industry.

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

We have reached out to CSUSM and provided information for students on that campus majoring in communication. We believe that the communication degree from CSUSM coupled with this CA would really benefit students. We need to do more outreach at local high schools and community organizations. The Media Studies department is planning a recruitment campaign in 2021 inviting students to be a part of "changing the narrative" in media representation. The goal is to motivate students to learn the skills and change how they are represented in the media.

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

In California, the number of Public Relations Specialists is expected to grow at an average rate compared with the total for all occupations. Jobs for Public Relations Specialists are expected to increase by 11.3 percent, or 3,000 jobs between 2016 and 2026.

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

As previously stated, we added the internship requirement to the certificate. We now need to begin working with local employers to help place our students in PR internships.

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

The last large advisory meeting was held in the spring of 2019. We were planning an event in Spring 2020 but we had to cancel it because of Covid. We used the information from our meeting in Spring 2019 to make changes to our CA and to rewrite our outcomes.

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

Labor market demand for Public Relations Specialists is projected to increase by 120 total jobs between 2019 and 2024 in San Diego County.

## Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

### Goals

#### Goal 1

##### Brief Description

PR Certificate of Proficiency - rewrite and create Certificate of Achievement

##### Is this a new or existing goal?

Existing

##### Goal Status

Completed

##### How will you complete this goal?

- 1) Create a second public relations course
- 2) Put that course into META
- 3) Create curriculum for the online modality
- 4) Continue to work with CSUSM to connect PR students to our program

##### Outcome(s) expected (qualitative/quantitative)

The new CA will be available in Fall 2020

##### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal will align with college's mission of supporting and encouraging students with career and technical training. It also supports the discipline's mission statement because it will help improve the program and improve teaching and learning. The PR certificate will provide a pathway for students interested in working in the public relations field.

##### Expected Goal Completion Date

12/4/2019

#### Goal 2

##### Brief Description

evaluate the PR news bureau program

##### Is this a new or existing goal?

Existing

##### Goal Status

Completed

##### How will you complete this goal?

We need evaluate the news bureau program that involved students in public relations efforts on campus. The program was supported by Strong Workforce money.

##### Outcome(s) expected (qualitative/quantitative)

We will decide if and how we can offer a program like this again.

##### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal also aligns with college's mission of supporting and encouraging students with career and technical training. It aligns to the last pillar of Guided Pathways that connects to work experience.

**Expected Goal Completion Date**

8/30/2019

**Goal 3****Brief Description**

Work with local public relations organizations to develop internships for PR certificate students

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

Need to renew our membership with PRSA and begin networking with the local PR practitioners.

**Outcome(s) expected (qualitative/quantitative)**

Summer 2020 - five internships available

Summer 2021 - 10 internships available

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

- 1) The department's mission statement included this statement "The curriculum is designed to assist all students in meeting their individual educational goals ranging from preparatory to life enrichment to certificates and degrees." Students will need to complete an internship to complete the certificate in public relations.
- 2) This goal is also connected to the GP fourth pillar - ensure learning and applied learning experiences.

**Expected Goal Completion Date**

7/1/2021

**Goal 4****Brief Description**

Launch "changing the narrative" recruitment campaign and attract more BIPOC students to our program

**Is this a new or existing goal?**

New

**How will you complete this goal?**

The Media Studies department is planning a recruitment campaign in 2021 inviting students to be a part of "changing the narrative" in media representation. The goal is to motivate students to learn the skills and change how they are represented in the media. We are planning to launch the campaign at our virtual Media Days event in spring 2021. The focus of our event will be the importance of diversity in the media industry. We are also planning to offer advising sessions for students interested in working in public relations to help walk them through our maps in the Palomar Pathways mapper.

**Outcome(s) expected (qualitative/quantitative)**

Increased awareness of the Media Studies disciplines including public relations.

Increased enrollment in the CA and completions.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

This goal is aligned with Guided Pathways Pillar 1 - clarifying the path. We need to promote our programs to students and show them the path, what they can do with a degree or certificate on this pathway and ultimately, how they can change how they are represented in the media.

**Expected Goal Completion Date**

4/29/2022

## 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 four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

### PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

No

***NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.***

**Are you requesting new Classified, CAST or AA positions?**

No

### PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. 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 budget considerations you would like your dean/supervisor to be aware of for the upcoming year?**

No

## **NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

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

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. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

### **PART 3: TECHNOLOGY AND FACILITIES NEEDS**

**Will you be requesting any technology (hardware/software) this upcoming year?**

No

**Do you have resource needs that require physical space or modification to physical space?**

No

### **PART 4: 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 the Program Review is complete and ready to be submitted.**

Yes

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

wnelson@palomar.edu

## **Review**

### **Chair Review**

#### **Chair Comments**

#### **Chair Name**

Wendy Nelson

#### **Chair Sign Date**

11/3/2020

### **Dean Review**

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

- Good program alignment of KSAs with employer needs and SDSU/Fullerton.
- Impressive completions of the COMM AA-T, which appear to be doubling every year since its inception. Looking forward to the new PR certificate and additional completions in this area as well.
- Looking forward to seeing if the techniques learned in the strong workforce research project helps to increase success and retention numbers.

**Areas of Concern, if any:**

Would like to see success rates increase above the institutional set standard, but the discipline has a good plan to achieve this moving forward.

**Recommendations for improvement:**

None

**Dean Name**

Justin Smiley

**Dean Sign Date**

11/6/2020

**IPC Review****Strengths and successes of the discipline as evidenced by the data and analysis:**

The PRP was thorough, the team did a good job at identifying and analyzing problem areas while establishing improvement goals. All goals strengthen the direction of the program. We are impressed with the completion of goals 1-3 that have been completed and include the development of internships, creation of the certificate of achievement, and the evaluation of program relation efforts on campus. The 4th goal is innovative, encourages inclusivity, and promotes diversity awareness in the media industry. These goals in combination lead to a well rounded program design that effectively prepares students to enter the workforce.

**Areas of Concern, if any:**

We are in agreement with Dean Smiley in working toward increasing the course success rates to better align or exceed the institutional standard. We made some recommendations regarding clarity within the document: See recommendations below.

**Recommendations for improvement:**

Program Outcomes: Just confirming outcomes were assessed in the 18-19 PRP and that there were no outcomes in 19-20 due to updates?

Course Success and Retention: Would like to see a definition of intrusive techniques and brief examples of a couple of techniques used.

Program Curriculum Alignment, Mapping, Scheduling, and Planning: Clarification regarding the time of day that courses are offered is recommended. Are courses offered morning, noon, evenings and alternate days of the week?

**IPC Reviewer(s)**

Sarah De Simone and Patricia Menchaca

**IPC Review Date**

11/24/2020

**Vice President Review****Strengths and successes of the discipline as evidenced by the data and analysis:****Areas of Concern, if any:****Recommendations for improvement:****Vice President Name****Vice President Sign Date**