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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.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Annual

Division Name
Arts, Media and Business Administration

Department Name
Media Studies

Department Chair Name
Candace Rose

Discipline Name
Communications (COMM)

Department Chair email
crose@palomar.edu

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

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 also included in the AT, AA in Journalism, AT in Communication, Women's Studies Certificate,
Social Justice: Women, Gender and Sexuality Studies AA-T, Social Media Certificate

BASIC PROGRAM NFORMATION: 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 two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
.40

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
1.80

List the classified and other permanent staff positions that support this discipline.
Rita Walther, ADA

List additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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?
The program outcomes (below) are aligned with the certificate of achievement.
The program outcomes are as follows:
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?
The outcomes provide an introduction to the public relations profession for transfer students and an opportunity to learn real skills for students pursuing a job in public relations.

Describe your program's plan for assessing program learning outcomes.
We are using a new approach to assessment. Assess courses in years 1 and 2 and programs in year 3. We are assessing our program outcome via our course outcomes by reviewing and analyzing the mapped course assessment results.

Summarize the major findings of your program outcomes assessments.
We assessed all of the program outcomes this fall. Reviewing all of the course assessment results was really interesting and valuable. We learned that the majority of students in our PR program are meeting the outcomes for courses. We learned the following from the assessments:
1.Writing- After reviewing the outcome results it appears that students are more successful when faculty use peer review, rewriting and several low stakes writing assignments. Consider bringing faculty together to discuss a consistent peer review, rewriting process for our students.
2. PR Plan - Although, students are meeting this outcome it is apparent that the goals and assessments for this outcome need to be better aligned. Rethink this outcome and work with other faculty to align assignments.
3. Technology - Although students met this outcome, if appears that faculty need continued support in this area. Training and lab support is needed. Consider bringing faculty together to discuss lab support and the use of new technology.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
Degrees and Certificates Awarded Communication
Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21
AA/AS
Associate in Arts Degree for Transfer 6 15 33 53 44
AA/AS Total 6 15 33 53 44
Certificate
Certificate of Proficiency 1 1
Certificate Total 1 1
Grand Total 6 15 34 53 45

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

What factors have influenced your completion trends?
I am sure the numbers have decreased because of the effects of COVID. I couldn't find the numbers for the public relations certificate of achievement. However, this is a new certificate so students haven't completed the certificate yet.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends 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.
I couldn't find the numbers for the public relations certificate of achievement. However, this is a new certificate so students haven't completed the certificate yet.The Communication Transfer degree completions have decreased. Both Speech Communication and Communication have courses in the transfer degree. In addition, many of our students transfer to CSUSM via the CSU GE Breadth: Pathway to the CSUSM Media Studies Major. We can't track these numbers which is unfortunate.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
We couldn't offer a new course that is part of the PR certificate because of low enrollment. We hope to offer it this spring. We also need to market the certificate better.

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 stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

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 about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

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 or our courses so we feel that meeting that standard would be achievable.

What is your stretch goal for course success rates?
75.0%

How did you decide upon the goal?
By looking at our current data and the college data.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.
We assessed our program outcomes this year. We will assess course outcomes in the spring and fall of 2022 and spring and fall of 2023.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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? If so, how would the new or emerging careers impact your future planning?
public relations specialist
promotions coordinator

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
written communication
video editing
planning
interpersonal skills
oral communication
ability to work with social and traditional media
ethical decision making

How does your program help students build these KSA's?
The courses in the this program are designed to develop the KSAs for this occupation. Students are required to take a public relations survey course that provides an overview of the industry and the skills needed. Students take courses in social media, journalism, public relations writing, video production and marketing or advertising. They are also required to complete an internship using their skills.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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?
videos, guest speakers, field trips, building portfolios

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
Students can build portfolios with work completed in the courses within this program that will provide evidence that students meet the outcomes of the program.

How do you engage with the community to keep them apprised of opportunities in your program?
Students are offered an opportunity to work with organizations through the service learning program, volunteer work and internships. Students from this program have also volunteered with the Palomar Foundation.

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.
Occupational Projections of Employment (also called "Outlook" or "Demand")
California 2018 - 2028 35,180 annual openings jobs

What is being done at the program level to assist students with job placement and workforce preparedness?
required co-op education course / internship

When was your program's last advisory meeting held? What significant information was learned from that meeting?
Spring 2021 during media days
The program outcomes were modified based on the information from the speakers input.

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
Industry Title
Number of Employers in State of California
Percent of Total
Employment for Occupation in State of California
Advertising and Related Services 12,278 21.3%
Colleges and Universities 1,692 5.7%
Professional and Similar Organizations 10,526 5.0%
Management of Companies and Enterprises 5,257 4.4%
Social Advocacy Organizations 11,407 2.7%
Computer Systems Design and Rel Services 8,725 2.6%
Management & Technical Consulting Svc 33,288 2.6%
Individual and Family Services 27,323 1.9%
Scientific Research and Development Svc 8,786 1.9%
Grantmaking and Giving Services 596 1.9%
Software Publishers 9,379 1.8%
General Medical and Surgical Hospitals 1,550 1.7%
Elementary and Secondary Schools 15,853 1.6%
Radio and Television Broadcasting 1,382 1.6%
Other Information Services 2,997 1.4%
Offices of Physicians 43,870 1.2%
Religious Organizations 25,851 1.1%
Civic and Social Organizations 7,824 1.1%

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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

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

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
Once student complete the final PR Course Comm. 204 they will be ready for internships. We are offering this class during the spring of 2022. If this class fills, student will be ready for internships in the summer or fall of 2002.

Outcome(s) expected (qualitative/quantitative)
Students will participate in internships beginning in the summer of 2022.

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 intership to compelte the certificate in public relations.
2) This goal is also connected the GP fourth pillar - ensure learning and applied learning experiences.

Expected Goal Completion Date
7/30/2022

Goal 2

Brief Description
Continue the "changing the narrative" recruitment campaign to attract more BIPOC students to our program

Is this a new or existing goal?	**Goal Status**
Existing	

How will you complete this goal?
Fall 2021

High Touch Advising -

Registration begins Nov. 15

Drop-in advising for our students Nov. 1-3 & 8-10

Jobs, Internships opportunities - Scott's Research Project

Expose our students to organizations like National Association of Black Journalists, Latino Independent Film Producers, etc. - add to web site - send to students.

Social Media Campaign highlight our BIPOC graduates working in the industry - Start a list of students to highlight

Spring 2022

Media Days

Social Media Campaign highlight our BIPOC graduates working in the industry - create the campaign

Outcome(s) expected (qualitative/quantitative)
Increase in BIPOC students in our programs.

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 the how they are represented in the media.

Expected Goal Completion Date
5/29/2021

Goal 3

Brief Description
Meet with faculty in the program to discuss program outcome action

Is this a new or existing goal?
New

How will you complete this goal?
Organize meetings during the spring of 2022 with faculty to discuss outcome assessment action plans.

Outcome(s) expected (qualitative/quantitative)
Improved instruction focusing on writing, pr planning, ethics and use of technology.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal is also connected the GP fourth pillar - ensure learning and applied learning experiences.

Expected Goal Completion Date
5/27/2022

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 fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

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.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
wnelson@palomar.edu