2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Arts, Media and Business Administration

Department Name

Media Studies

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Communications (COMM)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Candace Rose

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?	**Are any of your programs TOP coded as vocational (CTE/CE)?**
⦿ Yes ○ No	⦿ Yes ○ No

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

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: Permanent Faculty and Staff Count

For this past fall semester, what was your Full-time FTEF assigned to teach classes?	**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**
189.55	276.83
Link: FTEF Data	*Link: FTEF Data*

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Rita Walther, ADA

List additional hourly staff that support this discipline and/or department. Include weekly hours.

NA

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](#). 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? Please explain.

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 skills for students pursuing a job an entry level job in public relations, human resources and social media.

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.

Three courses in this program have an ethics outcome. After reviewing the assessment results data. It appear during the last three years our public relations students are meeting the outcome. Most of the assessments were complete through discussion board posts. This is an excellent way for students to reflect and apply ethical principles in decision-making. I included the assessment results for the other three outcomes in last year's PRP.

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: **Program Completions**

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)										
Academic Year AT APD Student Count				Column Labels						
Row Labels	2016-17		2017-18		2018-19		2019-20		2020-21	2021-22
AA/AS										
Associate in Arts Degree for Transfer	6		15		33		53	44	41	
AA/AS Total	6	15	33	53	44	41				
Certificate										
Certificate of Proficiency					1			1		
Certificate Total				1		1				
Grand Total	6	15	34	53	45	41				

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
○ Increased ⊙ Stayed the same ○ Decreased
Choose one

What factors have influenced your completion trends?

This is a difficult question to answer. We only have four communication courses (100,104,105 and 204). These courses feed into several degrees/certificates - Public Relations (CA), Social Media (CA), Journalism (AST), Communication (AAT) and Gender & Women's Studies (AA). The data connected to the discipline only shows the PR certificate and the Comm. AAT. We recently revamped the PR certificate and we are hoping to have more students complete in the next few years. We are trying to track (by hand) students who have taken the two public relations classes to help them with the final cooperative ed internship class. We think this course may be a barrier- but we need more qualitative data from students to determine whether it is or is not.

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.

1) We were able to offer the second program specific class (Comm. 204) for the PR certificate last spring and the enrollment was pretty good. This class will allow students to begin completing the certificate.
2) Our Communication 105 was moved from an elective to a requirement in the Gender and Women's Studies Degree. This will certainly increase enrollments in this course.
3) Communication 105 was also submitted to articulate with Jour 250 at SDSU. Hopefully, this will also help increase enrollment in this course.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

One of the challenges I think we faced was the lack of face-to-face class options for our students and low enrollment caps. We also need to have access to new majors in the fall so that we can reach out to them and help them plan their pathways.

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 goals focus on eliminating equity gaps and increasing timely

completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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.

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 are on Year 1 of our assessment schedule. We are assessing Comm. 100 and Comm. 100 this year. Next year we will assess Comm. 104 and Comm. 204. And then on year three we will assess our program outcomes again.

Course level SLOs can be accessed through *Nuventive Improve*

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.
⊙ Yes ○ No

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 O*net Link below) 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

Link: *https://www.onetonline.org/*

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?

All of the KSAs are objectives or student learning outcomes in our courses. 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

In San Diego, there will be about 6000 jobs for public relations specialists. With 650 job openings each year.
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?

One of the courses in the PR certificate is to complete an internship through cooperative ed. Last spring our first student completed that course and internship. Last spring during our annual Media Days we invited PR students who had recently graduated to speak to our students about jobs and necessary skills.

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

Spring, 2023
Important skills:
Building relationships and communication
Finding a mentor to help you navigate your career
Students must be open to criticism
Students must be productive and engaged
Prioritized learning

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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

Annual job openings for San Diego for Public Relations Specialists is 2,610 positions.

Include short- term # of projected job openings and long -term # of projected job openings

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 ○ No

What have you done to integrate work-based learning?

Students participate in a special event and evaluate the event planning activities. Students also interview a PR professional working in the the industry.

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

Event planning is a big part of many PR practitioners' jobs - so students learn what goes into planning a big event, fundraiser, etc.

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

We haven't been engaging as much as we should. We need to develop a better relationship with the new chair at CSUSM. I would also like to connect with some non-profits in San Marcos. I will reach out to the foundation for contacts.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

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

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Through Media Days, I have made some contacts with local PR organizations. However, we have not placed students with these organizations yet.

Goal 2

Brief Description

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

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We have organized drop-in advising for our students. We have also posted internships and hosted field trips. We need to see the full departments disaggregated data to determine if we have met this goal.

Goal 3

Brief Description

Meet with faculty in the program to discuss program outcome action.

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We still need to meet to discuss program outcome action. Hopefully, we can do it before the end of the year.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

Objective 2: Integrate career connections within the College's guided pathways work. The Media Studies department is already doing this work and will continue our "Changing the Narrative" outreach and in-reach program..

Click here to access the Strategic Plan 2022.

Describe any changes to your goals or three-year plan as a result of this annual update.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
○ Yes ◉ No

Are you requesting AA, CAST for Classified Staff?
○ Yes ◉ 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.

Reflecting on your three-year PRP plan, are there any budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
○ Yes ◉ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
○ Yes ◉ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ◉ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?
⊙ Yes ○ No

Requests

Item 1

What are you requesting?

I would like to request a new mac laptop. My laptop is old and outdated.

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

I need a laptop to do my work at the college.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

I will be impacted as well as the committees I lead and support at the college.

c. What are the expected outcomes or impacts or implementation?

d. Timeline of implementation

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

$2300

Do you already have a budget for this request?

Partial

What PRP plan goal/objective does this request align with?

all of my goals

What Strategic Plan 2022 Goal/Objective does this request align with?

☐ 1:1   ☐ 1:2   ☐ 1:3   ☐ 1:4

☐ 1:5   ☐ 2:1   ☐ 2:2   ☐ 2:3

☐ 2:4   ☐ 3:1   ☐ 3:2   ☐ 3:3

☐ 3:4   ☐ 3:5   ☐ 4:1   ☐ 4:2

☐ 4:3   ☐ 5:1   ☐ 5:2

Refer to the Palomar College STRATEGIC PLAN 2022

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

[ ]

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

[ ]

Will you accept partial funding?
⊙ Yes ○ No

Budget Category

[ ]

Please upload a copy of the quote, if available.

☑ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

[ ]