

Entry #: 100 - Arts, Media and Business Administration

Status: Submitted

Submitted: 4/1/2024 1:39 PM

DRAFT**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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION**Division Name**

Arts, Media and Business Administration

Department Name

Media Studies

Microsoft_List_ID**Discipline Name**

Communications (COMM)

Department Chair Name

Scott Klinger

Department Chair email

sklinger@palomar.edu

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

Wendy Nelson

Website address for your discipline<https://www.palomar.edu/mediastudies/communications/>**Discipline Mission statement**

Palomar's Communication Program is committed to fostering an understanding and examination of the roles mass media play in society and teaching media skills for students. 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 required in the following:

ADT, AA in Journalism,

ADT in Communication,

Women and Gender Studies Studies AA

Social Justice: Women, Gender and Sexuality Studies AA-T,

Social Media Certificate

Blogging 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 links shown in red.

Enter the number of 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?

.60

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.60

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

Rita Walther

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

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Decreased

Was this expected? Please explain.

Success rates decreased by 6% this past year. This decrease was unexpected and discouraging. The majority of our classes are offered online and the success rates for online classes are lower overall at the College. It would be nice to see success rates with FW grades removed so that we can see the success rates for students completing the courses.

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 increased to 94.4% this year. This was not completely expected. However, faculty are using more equitable grading practices like letting students turn in assignments late and communicating with students more in the first three weeks of the semester. These techniques seem to be helping our students remain in the courses.

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

Modality (Online, Face to Face, Hyflex, etc.)

Ethnicity

Gender

Special Pop. (Veteran, foster youth, etc.)

Age

Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

Students are more successful and have higher retention rates in face-to-face courses versus online asynchronous courses. To close the gap we need to increase success rates for students in online asynchronous courses. We need to work on getting all of the communication courses through the POOCR process and get Quality Review badged.

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Females students have higher success rates than males students. Both male and female students have high retention rates. To close the gap we need to increase success rates for our male students.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

Younger students have higher success and retention rates than older students. However, overall retention rates are pretty good. Younger students are more likely to attend face-to-face classes so this aligns with lower success rates. We should discuss offering a night class to reach older, working students. In addition, getting all of the communication courses through the POOCR process will also help close this gap.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

White and Filipino students have the highest success rates, followed by Black or African American, Multi-Ethnicity and Hispanic. Retention rates are high for all groups. To close the gap we need to increase success rates for our Black or African American, Multi-Ethnicity and Hispanic students. Getting all of the communication courses through the POOCR process will also help close this gap.

Special Populations: What did you find and why do you think special population differences exist? What do you need to help close the gap?

Full-time students have higher success and retention rates than part-time students. To close the gap we need to increase success rates for our part-time students. Getting all of the communication courses through the POOCR process will also help close this gap.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We are using low-cost and free textbooks for all of our classes. We are also implementing equitable grading practices like letting students turn in assignments late and communicating with students more in the the first three weeks of the semester to keep them engaged. However, we need to do more for all of the disproportionately affected groups. Getting all of the communication courses through the POOR process will also help close this gap.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[Comm. SLO report.xls](#)
26.5 KB



PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [Program Completions](#)

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

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 Communication AAT. We recently revamped the PR certificate and we are hoping to have more students complete in the next few years. We need to contact the students who have taken the two public relations classes to help them with the final cooperative ed internship class so that they can complete the certificate. We think this course may be a barrier and we are considering removing it from the certificate requirements but our CTEE Dean suggested that it should stay since the certificate is top-coded as CTE.

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[Comm. Program.xls](#)
28.5 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

Communication 105 was updated and now articulates with Jour 250 at SDSU. This is now a required course for all Journalism students transferring to SDSU. We are excited to see how this will increase our enrollments in this course. We have already seen a boost in enrollment in spring 2024. We were able to offer a second face-to-face section of Comm. 100 this semester and we hope to offer more in the future.

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

We need to help students interested in majoring in public relations achieve their goals of certificate completion or transfer. We need to reach out to them early in their journey so that we can let them know about the certificate and help them with transfer questions and concerns. We haven't been able get contact information for these students and that is a big challenge.

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

With an increase in social media in public relations there are more job opportunities for students to obtain jobs with an AA degree and not just a bachelor's degree.

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 course and program outcomes are aligned with the KSAs. We are working on using E-Portfolios in the future where students can showcase their work in these areas.

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. We also worked with Service Learning colleagues to have students in Comm. 204 work with agencies to prepare public relations materials to match their needs.

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

Spring of 2023. We are currently planning one for Spring 2024.

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

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

PROGRAM GOALS

Progress on Prior PRP Goals

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

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

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

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

Goal Status

Ongoing

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 connected with several businesses and agencies but we haven't had a student intern at these companies yet. We have seen that there is a limited number of internships in PR and many times students at 4-year institutions are more likely to get the internships.

Prior Year PRP Goal 2

Brief Description

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

Goal Status

Ongoing

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

This initiative has stalled. The effects of the pandemic on overall enrollment in our programs has taken precedence over this project. But, I hope to get it going in 2024. We really need to have over all data for our department to see if we had an increase in enrollment based on some of the activities.

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

Continue to work on internship opportunities for Public Relations students and reinvigorate the "changing the narrative" project in our department or within public relations.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Develop an outreach plan for public relations students.

How will you complete this goal? Include Strategies and Timeline for Implementation.

We need to identify students when they begin their public relations journey at Palomar College. If we identify the early, we can meet with them and help them decide if they want to complete the certificate and/or transfer. Begin in Fall 2024 and evaluate in Spring 2026.

Outcome(s) expected (qualitative/quantitative)

More completions and transfers.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal aligns with Guided Pathways Pillar 2 Enter the Path and Pillar 3 Stay on the Path. This goal is also aligned with Goal 1/ Objective 2: Ensure students experience timely, welcoming, and barrier-free support services aligned with their career and transfer pathways.

Expected Goal Completion Date

5/30/2026

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 [Vision Plan 2035](#).

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 requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

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 and 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 CTE 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.

1. 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?

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Scott Klinger

Date

4/15/2024