Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Marketing & Public Relations
Program Code: 6713 - MARKETING AND PUBLIC RELATIONS
Review Type: Administrative

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The purpose of the Marketing department is to provide communication to and for students, faculty, staff, and the community. Our focus is to improve the overall effectiveness of the institution by providing information on programs, events, processes, and activities that improve student success, working environments, and educate the community. The Marketing department is divided into four offices: Marketing and Public Relations, Community Relations/Outreach, Graphic/Web Services, and Lithography (print shop). Even though each of these departments provides distinct services, we all work collaboratively to successfully market the college.

Review Team Response
Good concise explanation.

PROGRAM DATA
Enrollment
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
Retention Rate by Day, Evening, Online, Arranged ()

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response
Data and trends are interpreted properly. Implications for the program are included.

DEGREE/CERTIFICATE DATA

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO’s.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
How and when has your department assessed Program SLO's and how have you responded to the results?

What program or course changes have been made based on the result of the assessed outcome?

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO's and/or AUO's.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>Last Modified</td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

The Marketing department, directs, and implements a comprehensive communication program to inform the students, faculty, staff, and community about college programs, activities, and services. Our goal is to promote Chaffey College in a consistent, positive manner. The marketing staff communicates to students, faculty, and staff daily through social media discussions, weekly electronic newsletters and emails, promotional campaigns including flyers, brochures, posters, etc. The department also provides services to academic programs such as producing the “Chaffey Review” and “Got Culture” publications for the English department and the School of Visual and Performing Arts. We also manage media relations, and communication for the athletics department. The staff
provides services to non-instructional departments including issuing name badges, producing business cards, forms, letterhead, and more. The community relations department hosts events throughout the year for the community including parent workshops and career fairs. We measure the success of our efforts through feedback from students, college staff, and the community. We use website data, analytics from social media sites, and communication on these sites. Data from events is collected through number of attendees or activity generated by a campaign. (To see the Marketing Administrative Outcomes-see attachment)

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?
The marketing department includes 10 f/t staff members and 12 student ambassadors. The staff represent marketing, community relations, graphics, electronic media, and lithography. Most staff members attend training sessions in their field. Some have taken advantage of the professional development classes in Microsoft Office. Others have taken college courses to improve specific skills and knowledge in their fields. Other staff members participate in specialized training such as training hosted by vendors like Cannon and Heidelberg. The marketing staff serves on a number of college committees including: marketing, outreach, president’s equity, GEM, art, one book, one college, athletic advisory, technology, enrollment management, commencement, college council, and president’s cabinet.

Review Team Response
A very thorough explanation of how the program relates to the college. No explanation is given about how the program evaluates its effectiveness. Some information given belongs in Professional Development.

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09, 09-10, 10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)
<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**VISIONARY IMPROVEMENT PLAN (VIP)**

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

**Year Three Goal:**
Implement a Marketing Research Campaign to measure the community’s perception of Chaffey College. Surveys will be distributed both externally and internally to better understand the perception of people in regards to the impact Chaffey College has on the local community.
To which planning direction does this goal apply?
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Research is an important component of marketing. In the first year we will meet with the staff in Institutional Research to develop an Environmental Scan to gather perceptual data. We will spend this year writing the survey questions and developing an appropriate timeline.
We will establish focus groups and ask survey questions to test the effectiveness of the questions.

Year 2 Steps to Success (activities) and VIP Assessment:
We will implement marketing research to be distributed in the community as well as to faculty, staff, and administrators. The research will be designed and administered in three phases.
Measurement will be done by tallying the number of surveys distributed and returned during each phase. We will also assess the data received.

Year Three Goal:
Implement a Content Management System (CMS) on the college website. The website currently has over 60,000 pages and is maintained by one staff member. It is used by all constituents (students, community, staff, etc.). A new system would greatly improve content, usability, look of the college website. Year 3 Launch the CMS system and train users to update web pages their department is responsible for. Continue to manage the number of pages and the effectiveness of the information on the college website.

To which planning direction does this goal apply?
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
In year one the web work group will convene and conduct research on Web Content Management Systems (CMS) vendors, budget and technology requirements. A proposal will be made to the superintendent/president for recommendation.
The CMS system is approved and a contract with a CMS vendor will be signed and instituted by purchasing.

Year 2 Steps to Success (activities) and VIP Assessment:
In the second year we will establish an implementation group that will assist in planning necessary to launch the CMS. Also this year, the team will work with department managers to assess the effectiveness of the information on their department’s web pages and modify them if necessary.
An action plan is developed by the group and steps identified for implementation. Data on the number of pages modified will be collected and assessed.

Year Three Goal:
Improve the success of the Online to College Program and implement the new Promise Scholars Program.

To which planning direction does this goal apply?
Connectedness
Year 1 Steps to Success (activities) and VIP Assessment:
Evaluate the curriculum used in the Online to College Program in outreach to 5-12 grade students. Launch the Promise Scholars Program (a new program to increase the college-going rate) in the Ontario-Montclair School District. Distribute surveys to students, parents and teachers evaluating the success of the curriculum. Measure the effectiveness of the new Promise Scholars by administering measurement tools: grades, attendance, and attitudes of students.

Year 2 Steps to Success (activities) and VIP Assessment: 
Revise the curriculum in the Online to College Program to match what is being taught in the school district as well as the new Promise Scholars Program. Also assess the needs of the 12 grade students to assist in the matriculation process and overall college experience. Review curriculum with teachers and program coordinators. Assess data on number of OTC high school seniors who successfully complete the matriculation process.

Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
The goal for year Three needs some clarification.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Microsoft Office, CCERT, Moodle, True Colors,</td>
<td>Community College Public Rel Org (CCPRO), CA State Sports Information Assoc,</td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Council, President’s Cabinet</td>
<td>One Book One College, GEM, Outreach, Marketing, Commencement, Technology, Athletics, Enrollment</td>
<td>Sign committee,</td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?

Teaching/Years of Service

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
</table>

Given the data how has your program been impacted?

Does your program anticipate retirements within the next 3 years?
No staff member has indicated that they plan to retire in the next three years. However, two individuals would be eligible for retirement within three years.

Review Team Response
Professional Development activities are reasonable for the size of the department.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

no

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Hiring Criteria:
Year 2:
Hiring Criteria:
Year 3:
Hiring Criteria:

STAFF
Year 1
Year 2
Year 3

EQUIPMENT
Year 1
Year 2
Year 3

TECHNOLOGY
Year 1
Year 2
Year 3

SOFTWARE
Year 1
Web Content Management System
Year 2
Year 3

OTHER
Year 1
Year 2
Year 3

Review Team Response
How the requested software relates to the VIP is not discussed.

Review Team Response
The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO’s. The review contains clear, measurable goals and resource requests. Some items are a little weak, but generally an effective PSR.