Ohlone College  
Program Review Report

- **Program Description and Scope:**
  1. *Program Review Title:* Broadcasting - Radio
  2. *Academic year:* 2012/2013
  3. *Review Type:* Instructional Disciplines
  4. *Program/Departments:* Broadcasting - Radio (06002)
  5. *Authority Code:* 45-Dean, Arts and Social Sciences
  6. *External Regulations:* Yes [X] No [ ]

  **Describe:**
  KOHL radio is licensed by the Federal Communications Commission. Students & staff operating the facility must observe all conditions, terms & regulations of the FCC.

  **Provide a brief narrative that describes the instructional program/discipline.**

  The Radio Broadcasting Program is a career-oriented, operations intensive curriculum. Lecture and lab situations combine to provide students with concepts and skills required to meet the requirements of the radio communications industry. The program mirrors current industry practices by exposing students to a wide range of digital and analog broadcast and production experiences.

  Program options include AA degree, certificate of achievement, university transfer courses and four specialized certificates of accomplishment.

  **Describe how the program specifically serves students, faculty and staff.**

  The curriculum is designed to focus on the business of radio broadcasting. The working lab of the program is 89.3 KOHL, a full time FM broadcast facility. The station's operational platform is a comprehensive broadcast business and equipment package that parallels current industry standards.

  Ohlone's programs and services at large can access KOHL's substantial broadcast and internet audience by way of promotional announcements, public services messages and public affairs programming.

  **Describe how the program addresses current needs and applies current technologies.**

  Broadcasting - Radio provides students with practical, hands-on experience with industry-standard equipment and software. The program focuses on concepts, strategies and technology currently in use in the radio business.

  **Discuss the impact of the program on the college and/or other programs.**

  The full-time operation of a focused, researched FM and online broadcast facility not only provides students with a relevant lab experience but also extends Ohlone's reach and influence far beyond the physical boundaries of the
college. Promotional information about Ohlone's programs and activities are continuously presented on a variety of platforms within KOHL's format.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The radio station provides a quality, extremely listenable product to the public. KOHL maintains a high community profile with regular live, on location broadcasts and public service programming in behalf of local non-profit groups and activities.

Additionally, as a function of its FCC license, KOHL is required to ascertain community issues and concerns and present responsive public affairs programming on a continuing basis.

- College Mission
  1. Mission Statement
      The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  2. Vision Statement
      Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.
  3. Core Values, Goals & Objectives:
      College Core Values
      - We provide life-long learning opportunities for students, college personnel and the community.
      - We open access to higher education and actively reach out to under-served populations.
      - We promote diversity and inclusiveness.
      - We maintain high standards in our constant pursuit of excellence.
      - We value trust, respect and integrity.
      - We promote team work and open communication.
      - We practice innovation and actively encourage risk-taking and entrepreneurship.
      - We demonstrate stewardship for our human, financial, physical and environmental resources.

      College Goals/Objectives
      2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs. 4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.
      4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
      1. Annually sustain the fiscal health of the district.
2. By 2013, increase to 50% the number of faculty and staff who report understanding that budget priorities are established through systematic planning.

5. By 2010, define appropriate life cycles, fund, and implement a systematic updating of technology to support college-wide effectiveness.

7. By 2015, upgrade the Fremont campus, including functionality, sustainability, safety, accessibility, and aesthetics.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

1. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.

2. Annually increase retention and success rates of under-served demographic groups.

3. By 2015, increase the percentage of under-represented groups among faculty and staff to approximate the demographic percentages of the district population.

4. Briefly describe how the program supports the college mission, vision selected college values.

The Broadcasting-Radio program offers a curriculum of theory and hands-on experience that may be applied to university transfer, career entry, skills enhancement for the working professional, basic skills and personal enrichment.

The program’s broadcast facility serves as an operational lab for students and also provides a conduit to the community to promote college opportunities to diverse and under-served populations.

5. Briefly describe how the program supports selected college goals.

The program supports the selected college goals through instructional methodology designed to be both reflective of and responsive to the requirements of the industry. Efficient use of technology allows the physical lab spaces to be updated to closely emulate the commercial environment. Relevant approaches to lecture material and lab techniques maximizes student success.

KOHL Radio uses its unique ability to promote the program to under-served and under-represented demographic groups. Students have the option of university transfer, career enhancement, AA degree, certificate of achievement, certificates of accomplishment, vocational education/basic skills and personal enrichment.

6. Briefly describe how the program supports selected college objectives.

Broadcasting-Radio supports the selected objectives by offering instruction and hands-on experience to provide the background and skill-sets necessary to
obtain and maintain employment in the industry. Curriculum paths are designed to accommodate students with varied instructional needs and expectations.

- **Program SLOs & Assessment**
  1. **Program SLO -**

     The student will develop an understanding of the radio broadcasting industry from a strategic, analytical, organizational, cultural and historic perspective.

     a. *Indicate program assessment strategies used.*
        i. Performance Assessment
        ii. Skills Assessment
        iii. Department Testing
        iv. Rubrics

     b. *Describe the criteria and standards used to appraise student work.*

        Written reports, studio skills assessment, broadcast performance assessment

     c. *Enter assessment results and analyze student success in achieving this program SLO.*

        Specific components of the learning matrix are continually analyzed to assure that expected student outcomes match current industry criteria. Employer feedback is used to fine-tune classroom and lab approach and design. Student employment rates and retention are analyzed.

        A general note about Program/Course S.L.O.'s: The capstone nature of the Course S.L.O.'s being assessed lend themselves to serving also as assessments of Program S.L.O.'s.

     d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

        The radio industry is requiring employment candidates to display a broader range of abilities across hardware and software platforms. Curriculum and teaching approaches have been adjusted accordingly.

     e. *Future Action (Improvements)*

  2. **Program SLO -**

     The student will demonstrate the ability to operate a radio broadcast facility from a technical legal, content & strategic standpoint.

     a. *Indicate program assessment strategies used.*
        i. Portfolio
        ii. Rubrics
        iii. Performance Assessment
        iv. Skills Assessment

     b. *Describe the criteria and standards used to appraise student work.*
c. Enter assessment results and analyze student success in achieving this program SLO.  

Student confidence and proficiency increases exponentially as sequential courses are completed. Supervised broadcast and production studio "seat time" is critical to achieving a professional level of performance. The radio technician position is integral maintaining high quality studio experience.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

e. Future Action (Improvements)

3. Program SLO -

The student will create and organize a professional-quality radio portfolio consisting of a broadcast aircheck, production samples, resume and related materials

a. Indicate program assessment strategies used.
   i. Portfolio
   ii. Culminating project
   iii. Performance Assessment
   iv. Skills Assessment

b. Describe the criteria and standards used to appraise student work.

   Instructor reviews the student's employment package focusing on skill level, industry relevance, completeness and overall quality.

c. Enter assessment results and analyze student success in achieving this program SLO.

   Student advancement rates within the program are monitored. Student employment numbers are analyzed.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

e. Future Action (Improvements)

- SLO Matrix

  *Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRDC 120</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>BRDC 123A</td>
<td>I</td>
<td>P</td>
<td>P</td>
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<tr>
<td>BRDC 123B</td>
<td>I</td>
<td>P</td>
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<tr>
<td>BRDC 124</td>
<td>P</td>
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<tr>
<td>BRDC 127A</td>
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<td>BRDC 127C</td>
<td>P</td>
<td>P</td>
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<td>BRDC 127D</td>
<td>P</td>
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<td>M</td>
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<tr>
<td>BRDC 128</td>
<td>I</td>
<td>P</td>
<td>P</td>
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<tr>
<td>BRDC 129</td>
<td>P</td>
<td>M</td>
<td>M</td>
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</tbody>
</table>
**SLO Matrix Comments**

**Course SLO & Assessment**

**BRDC 123A Radio Operations I**

1. Demonstrate basic on-air and production skills, both digital and analog.
2. Formulate and execute ideas relative to on-air programming content for a commercial broadcasting format.
3. Summarize F.C.C. rules and regulations pertaining to the legal operation of a radio station.
4. Record programming and operations events in accordance with F.C.C. and industry logging standards and practices.
5. Produce basic radio production elements and execute a high continuity broadcast air shift.
6. Evaluate the quality of his/her air work through the aircheck review process.

<table>
<thead>
<tr>
<th>Indicate planned course assessment strategies</th>
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<tbody>
<tr>
<td>Culminating Project</td>
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<tr>
<th>Describe the criteria and/or performance standards used to appraise student work.</th>
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<tbody>
<tr>
<td>Student progress is assessed by quizzes (written &amp; performance), written midterm &amp; final exam. Students also prepare a professional employment package consisting of resume, cover letter and broadcast aircheck.</td>
</tr>
<tr>
<td>Student studio work is automatically recorded in both audio logger form as well as telescoped aircheck format. Instructor may review full studio sessions or announcer contribution only. Audio files are reviewed to assess student abilities regarding operation of equipment, announcing technique, production technique and overall execution of format standards.</td>
</tr>
<tr>
<td>Instructor assesses student skill in a &quot;live performance lab&quot;, a non-stop studio lab including key elements of a high-continuity radio broadcast situation.</td>
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<th>Enter assessment results and analyze student success in achieving course SLOs.</th>
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<tr>
<td>Written testing indicates student proficiency in SLO's 2, 3 &amp; 4.</td>
</tr>
<tr>
<td>The student's ability to operate an on-air radio broadcast facility in a high continuity fashion is evaluated during live lab performance exams (SLO's 1, 4 &amp; 5).</td>
</tr>
<tr>
<td>The student's lab work is automatically digitally recorded for instructor review &amp; critique. The aircheck system continuously records both scoped (live mic &amp; immediate surrounding elements) and long-form formats. This digital record allows instructor to document proficiencies in SLO's 1, 2, 5 &amp; 6.</td>
</tr>
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</table>
The culminating project requires the student to draw together the skills of air work, production & comprehension of current market requirements by creating an employment-ready package consisting of pertinent audio elements, resume & cover letter (SLO's 1, 2, 5 & 6).

The majority of students achieve SLOs to the extent that they are able to successfully advance to BRDC 123B & BRDC 127 courses (advanced radio operations & KOHL on-air staff). Students requiring remediation are accommodated through simulated broadcast labs scheduled in BRDC 123B & BRDC 127A to insure that all SLO's are achieved.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Teaching strategies have been adjusted to emphasize S.L.O.'s as touchstones throughout the semester and to assess S.L.O. specifics in the examination process at the end of the course.

Future Action (Improvements)

Describe changes you will make to promote improved student learning

These improvements correlate with P.I.O.'s: 1. Return the radio technician position to 100% to provide more assistance and oversight to students. 2. Replace aging RCS studio computers to create reliable performance and ensure our ability to continue the program.

BRDC 129 Digital Radio Studio Systems

1. Demonstrate the operation of primary digital studio systems utilized in a comprehensive studio software package.
2. Create, record and otherwise prepare digital audio programming for radio broadcast.
3. Identify the functions of the interrelated systems required for proper operation of a software-based radio station.
4. Demonstrate solution-based critical thinking relative to common problems that occur in a digital studio environment.

Indicate planned course assessment strategies

Culminating Project
Performance Assessment
Skills Assessment

Describe the criteria and/or performance standards used to appraise student work.

BRDC 129 presents advanced concepts in the operation of digital audio systems and related scheduling/organizational software for radio broadcasting & production. Student comprehension & skill level is appraised with the use of performance evaluations throughout the semester. Students put assignments into action in the KOHL studios under direct instructor supervision. These performance labs create real-world situations that illustrate the student's ability to execute the concepts & practices introduced in lecture and practice labs.

The culminating project is a live performance final exam requiring the student to execute key course skills in a real-time broadcast simulation under instructor
Enter assessment results and analyze student success in achieving course SLOs.

Students create & edit program logs utilizing station scheduling software package. Logs are merged into the station's master control operating platform and are analyzed from a technical, procedural & policy standpoint (SLO's 1, 2 & 3).

Students create automated broadcasts by generating all scheduling & programming materials and inserting their own voice tracks into the system to create a finished product (SLO's 1, 2, 3, 4)

Students create production materials including promos & commercials in a digital multi-track format. Assignments are edited & mixed down to a final 2-track stereo product. Audio as well as related client & scheduling data is entered into the station master control operating platform (SLO's 1, 2 & 3).

The culminating project demonstrates the student's ability to multi-task in a pressure situation. Utilizing appropriate software & hardware systems, students prepare & schedule a broadcast air shift. During the simulation, students face challenges such as receiving & digitally editing phone calls, preparing additional production materials while on-air and inserting voice tracks as needed to complete the tasks at hand. This assignment requires the student to deftly manage all available systems to complete both expected & unexpected challenges while maintaining a smooth broadcast. The student's mastery level of SLO's 1, 2, 3 & 4 comes into sharp focus during this project.

Students successfully completing this course clearly exhibit advanced levels of competence & critical thinking skills as they participate in broadcast activities in the BRDC 127 series.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Teaching strategies have been adjusted to emphasize S.L.O.'s as touchstones throughout the semester and to assess S.L.O. specifics in the examination process at the end of the course.

Future Action (Improvements)

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BRDC 130 Broadcast Announcing

1. Demonstrate the basic skills of competent broadcast announcing.
2. Project his/her voice with clarity, strength and personality.
3. Distinguish effective broadcast announcing techniques by means of the tape review process.
4. Outline the duties and responsibilities of the professional broadcast announcer, including terminology, cues and microphone techniques.
5. Describe employment opportunities and requisite skills in the broadcast announcing field.

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<td>Students are evaluated in real-time performance situations. Weekly assignments are executed in the radio station multitrack studio which interfaces directly with classroom SC-234. As each student rotates into the studio to perform the exercise, the class &amp; instructor are able to monitor the performance. The instructor critiques each student's efforts following the exercise, allowing the group to increase knowledge and improve technique as a whole during each class session. Writing or other preparatory requirements (if applicable) are analyzed at the same time.</td>
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The student's vocal performance is appraised for clarity, strength, personality, microphone use and overall studio technique. Writing and other assignment prep requirements are appraised for accuracy, clarity & relatability.

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<td>Performance exercises and examinations indicate student proficiency in S.L.O.'s 1, 2 and 3. Written testing evaluates student success in S.L.O.'s 4 and 5. The majority of students achieve S.L.O.'s to the extent that they are able to advance to the BRDC 127 series (KOHL broadcast series).</td>
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Radio faculty have discussed the need to strongly reinforce stated course S.L.O.'s throughout the course. S.L.O.'s should be clearly referenced and student success evaluated as the semester progresses. Final exams/projects should be aligned with course S.L.O.'s to achieve a proper assessment.

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Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:
2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

Specialized career-oriented certificates of accomplishment continue to be popular with students. When added to a resume, they provide valuable affirmation of specific skills in industry-friendly terms. As addressed elsewhere in this review, the process of awarding & documenting these certificates needs to be better coordinated between student, department and Admissions & Records. We are currently experimenting with a standardized form that is routed through the radio department (for issuance of physical certificate) and then submitted to A & R for entry in the student's record.

Career Technical Education Core Indicators for skill attainment, employment, non-traditional participation and non-traditional completion have all exceeded performance goals for the past three years. For survey purposes, total BRDC students have been divided into radio & television segments, creating relatively small groups. Apparent trend volatility can be traced to the resultant small sample groups.

Only the completions and persistence percentages for 2009-2010 fall slightly below performance goals. We are in the process of coordinating with A&R to reconcile unrecorded certificates of accomplishment, which should have a positive effect on completions overall. We are hoping to see a more streamlined, automatic system to account for these records (see PIO #1).

An explanation for the lower completions and persistence numbers could rest with the personal goals of the students themselves. We are seeing a high percentage of students who are pursuing professional development (skills update) and those who are following a less standard academic path by seeking to complete a number of career-oriented courses and activities with the intent of seeking immediate employment.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

Student achievement in this career/technical area is dependent upon the college maintaining a current, relevant facility. Radio is allocated an annual budget of $3142 for instructional supplies and $2035 in professional expert (instructional) funding. The instructional supply line supports the operational needs of the KOHL Radio 24/day operation including broadcast studios, production studios and transmitting plant. The professional expert line funds qualified studio engineers needed to supplement the program's active instructional lab schedule.
Clearly, $3142 is insufficient to support the annual equipment/supply needs of a full-time broadcast facility and vigorous lab operation. Fortunately, KOHL is able to generate revenue through the underwriting of on-air messages and production services, providing a vital supplement to the college budget. In fact, most repair and upgrade needs are funded by station revenue, which is held in an ASOC 79 fund.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

FTES has been trending upward following a dip 2007-2009. Please see attached exhibit.

The radio broadcasting & lab operation is staffed by one full-time person (director of radio operations) and one part-time person (radio technician, 75%). Courses are taught by adjunct faculty.

The technician position was reduced from 100% to 75% four years ago which has had a definite impact on the operation. KOHL radio is a 24/7/365 facility and is active in the community with a healthy schedule of live, on location broadcasts. This approach benefits the program's students by providing a relevant, real-world learning environment and the college as well by promoting Ohlone to the community at large (both on the air and in person).

Despite the best efforts of staff, maintaining KOHL's active broadcasting schedule has proven difficult (and in some cases impossible) following the reduction of the radio technician's hours. Returning the position to 100% would be a great help in maintaining the program's traditional quality. Also, reinstating the lost 25% would reestablish parity between the radio technician and television technician position.

5. Describe any additional notable program achievements (optional).

Please see attachments:

- RAMP article
- Student Employment (updated)
- FTES-BRDC chart
6. Additional Program Table Data
7. Future Action
    Current levels of student achievement indicators maintained.

• Program Analysis
    After assessing student learning outcomes/impacts, student/program achievement,
    and the status of previous program improvement objectives (PIOs), analyze the
    data and any identified trends, and summarize your findings. Use these data and
    trends to prioritize, revise, or develop new PIOs
    1. Describe program achievements and successes.
        - Continued improvement in student/station success and promotion of the
          college overall (as reflected in Arbitron ratings)
        - Student employment success
        - Improved FTES
        - Vastly improved online audio with the addition of Orban hardware and
          software
    While certificates of accomplishment are not yet awarded automatically upon
    completion, a more straightforward system has been implemented. The
    process is slightly more student-friendly but still involves students delivering
    paperwork to Admissions & Records and the broadcasting department. Due
    to staffing restrictions at A & R, there is no guaranteed timeframe for
    applications to be processed/recorded.

2. According to the evidence, what are the areas needing improvement?
    Encourage students to focus on completing degree or certificate(s). Make
    acquisition of certificates of accomplishment a more automatic, straightforward process.

    Broaden program focus on the trend for radio to cross-utilize new media as an
    important part of the overall product. Continue development of online
    streaming program to ensure compatibility with emerging platforms.

    Replace the specialized broadcast computers that support the RCS Master
    Control operating system throughout the facility within the next 4 years.
    These PC's are in continuous use and were installed in 2005.

    Return the Radio Technician position to 100%

    Replace transmitter building and surrounding fence. The KOHL
    transmitting plant on East Bay Regional Park District land above the college
    is showing its age. Staff maintains the technical equipment (in attachment
"towerwork10-12", Director of Radio Operations replaces clamps with through-bolts on the 20' antenna main mast), but the transmitter building & surrounding fence are severely delaminating. Bond money has been allocated to address structural problems and hopefully progress will be made in spring 2013.

Replace broadcast consoles in studios 1 and 2 (installed in 1995) within 6 years.

- **Program Improvement Objectives:**
  1. **Objective:**

     Student success in acquiring relevant job skills is achieved through continued operation of the facility with up-to-date and fully functional equipment. Replacement of the hardware components of the radio station comprehensive digital operating platform (RCS Master Control) is necessary to ensure continued operation of broadcast & production/lab studios. Existing equipment is nearing the end of its lifespan.

     a. **Action Plan**
        
        Year 1:
        
        Identify funding, install equipment. Estimated expense: $20,000.

     b. **Staffing**
        
        Year 1:
        
        N/A

     c. **Equipment (Include items that fit under department budget codes)**
        
        Year 1:
        
        RCS broadcast computers for air studio and three production/lab rooms

     d. **Technology (Include items that fit under IT budget codes)**
        
        Year 1:
        
        N/A

     e. **Facilities (Include items that fit under the Facilities budget codes)**
        
        Year 1:
        
        N/A

     f. **Other (Include other resources needed)**
        
        Year 1:
        
        N/A
g. Assessment Plan: List Assessment Strategies
Year 1:

Operation of the KOHL studios is required for student success. If the facility fails due to aging equipment, the program cannot be maintained and S.L.O.'s cannot be met. Continued operation of the facility can therefore be assessed as a success.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   Maintaining a current broadcast/production/lab facility is vital to the program. This equipment defines the technical plant and allows students to learn in a relevant professional environment.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
   Rationale:
   The heart of the radio facility's operation are the specialized computers that run the operating platform. The current hardware was installed in 2005, replacing the original D.O.S. system. We have endeavored to maintain the system to ensure maximum life but as the equipment ages, student learning and achievement is negatively impacted by failures.

2. PIO Assessment
   a. Enter assessment results with analysis.
      Not yet implemented

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.
      Not yet implemented.

   c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.
      Not yet implemented.
d. Future Action

1. Objective:
   Improve student success in obtaining certificates of accomplishment by developing a system within Datatel that would alert students and staff when certificate coursework has been successfully completed and automatically record the achievement on the student's record. Use of available technology to simplify and modernize the process for students would enhance completion numbers and streamline the process for staff.

   a. Action Plan
      Year 1:
      Discuss policy with VP Instruction. If approved, coordinate software requirements with IT and implement.

   b. Staffing
      Year 1:
      n/a

   c. Equipment (Include items that fit under department budget codes)
      Year 1:
      n/a

   d. Technology (Include items that fit under IT budget codes)
      Year 1:
      n/a

   e. Facilities (Include items that fit under the Facilities budget codes)
      Year 1:
      n/a

   f. Other (Include other resources needed)
      Year 1:
      n/a

   g. Assessment Plan: List Assessment Strategies
      Year 1:
      Compare the number of certificates awarded to the number of certificate eligible students. Follow up with A & R to insure that certificates have been added to students' records. Solicit student feedback.
h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
Rationale:

Coordinating certificate eligibility information for both students and staff will prove very helpful in awarding certificates to deserving students.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
Rationale:

Aquisition of radio broadcasting certificates of accomplishment represent academic achievement and potential career enhancement, yet students are not always focused on their eligibility status. A notification system for both students and staff would prove helpful in awarding & recording of these valuable certificates.

2. PIO Assessment
a. Enter assessment results with analysis.

While a software solution has not been created to automate the issuance of these certificates, we have implemented a work-around to make things a bit more understandable and executable for students.

A single form has been created with a certificate course checklist on one side and an application for submission to A & R on the other. The procedure for obtaining both the physical certificate(s) and addition to transcript is clearly indicated.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

Software solution and automatic issuance system has not yet been implemented.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

Financial impact should be minimal (programming adjustments within Datatel).
d. Future Action

1. Objective:

Improve student success in acquiring relevant job skills by returning the Radio Technician Position (currently 75%) to 100%. The Radio Technician's responsibilities are widely diversified and include instructional, operational and legal support. The 25% reduction directly impacts the amount of attention available to on-air and production lab students and creates operational limitations to the facility overall.

a. Action Plan
   Year 1:
   Identify personnel funding to return Radio Technician Position to full time.

b. Staffing
   Year 1:
   Permanently increase existing Radio Technician position to 100% from 75%.

c. Equipment (Include items that fit under department budget codes)
   Year 1:
   n/a

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   n/a

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   n/a

f. Other (Include other resources needed)
   Year 1:
   n/a

g. Assessment Plan: List Assessment Strategies
   Year 1:
   Solicit feedback from instructors and students regarding facility efficiency. This includes an analysis of both the learning efficiency in production labs and the level of immediate attention available to on-air students.
h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   
   Learning and achievement is improved by creating an increased level of academic support for radio broadcasting students.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
   Rationale:
   
   Returning this position to full time will directly impact student learning by restoring necessary hours of studio instructional support and improving instructional efficiency.

2. PIO Assessment
   a. Enter assessment results with analysis.

   Not yet implemented.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

   Returning the radio technician position to 100% (currently reduced to 75%) will enhance student success and increase the program's responsiveness to the community. The increase will realign the radio technician position to an equitable status with the television technician (currently 100%).

   c. Future Action

• Outside Review Results 01/16/2012
  1. List each team members name and title.
     None.
  2. Discuss key feedback provided by team and how it was incorporated into the report.
     None.

• Attached Files
  1. ratings.pdf
  2. student employment1.xls