**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Journalism** | **09/26/12** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 127 | 135 | 126 | 157 | *Self Explanatory* |
| **Census Enrollment Load %** | 57.27% | 70.53% | 65.63% | 86.26% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 436 | 486 | 421 | 491 | Weekly Student Contact Hours |
| **FTES** | 14.55 | 16.21 | 14.05 | 16.38 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 1.40 | 1.39 | 1.40 | 1.60 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 312 | 350 | 301 | 307 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 1.00 | 0.60 | 1.00 | 1.00 | FTEF from Contract Faculty |
| **Hourly FTEF** | 0.20 | 0.79 | 0.40 | 0.20 | FTEF from Hourly Faculty |
| **Overload FTEF** | 0.20 | - | - | 0.40 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 0.40 | 0.79 | 0.40 | 0.60 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 28.57% | 56.76% | 28.57% | 37.50% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 97.48% | 96.83% | 93.98% | 93.02% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 67.23% | 61.90% | 69.88% | 70.54% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | - | - | 93.55% | 83.33% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | - | 38.71% | 55.56% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 1 | 1 | 2 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** | 1 | 1 | 5 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - | 3 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** | 1 | 1 | 2 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **We are happy to report that our enrollment at Census has increased in the last four years from 127 to 157 students in 2008 and 2011. The same increases can be seen in Census Enrollment Load as well as WSCH and FTES. We suspect this trend is a reflection of our recruitment efforts, both in other Palomar College classes as well as at the high school level. It is also probably a result of our efforts to market our program to the local community through positive press in local newspapers. We have also spent hours entering our students' work in various journalism contests where they then earn awards. Those accolades continue to establish Palomar College as the leading journalism program in the county.****Our Full time FTEF has remained stable at 1 which shows the one full-time journalism professor on staff. We don't have the available course load to warrant a second full-time professor. Meanwhile, our Hourly FTEF has decreased as a result of eliminating some of our classes because of budget cuts. We have fewer classes to offer our adjunct professors, hence the drop.** **We are also pleased to see an increase in retention and success rates in Non Distance Ed Courses over the last four years. In Distance Ed rates, we noticed a 10 percent drop but did see a 17 percent increase in the success rate. We need to continue reaching out to Distance Ed students to keep them in the course and keep up their success rates. We have devised a plan to set weekly deadlines to help those students who had trouble with self-pacing. The professors also took it upon themselves to contact students who were struggling or not turning in the assignments to see how we could help. Perhaps those steps helped more students in the classes. We are still concerned about the lower number of degrees awarded. We know that most of our students plan to major in journalism but are aiming for a four-year degree and so concentrate on transferring instead of earning an AA degree. We are now seeing more returning students who have four-year degrees but are in our programs to change their career or career focus and need that AA degree or certificate to do so. We must continue to work with those students and increase the number who successfully earn those degrees and certificates.**  |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **1.B.1 The Course SLO for journalism is for each student to be able to write a hard news story. We assessed this SLO by giving each student information and asking them to write a hard news, journalistic story at the beginning of the semester and again at the end of the semester. To pass the course, they need to be able to adequately take that raw information and put it into a correct, news story form, complete with grammar, AP Style, proper form, lead, etc. We made the measurement 80 percent, which is the guide most four-year schools provide for the class to be used for transferring. We found that a majority of the students who are still participating in the course (i.e. completing their assignments and participating in lecture) are able to complete this course. All who failed to achieve our course SLO are those who stop participating (usually half way through the semester.)** **1.B.2 For our program assessment, we have developed three. The first is for students to be able to structure and craft messages in ways appropriate for specific audiences. We found that roughly 75 percent of those students who complete our program are able to craft messages either through print or video news writing with a grade of B or better. The second is to have the students use and evaluate technologies that enhance the communication process. We evaluate this through discussion. At the beginning of every class, students are asked to evaluate news articles on the Internet and discuss what theories were used and how the article could be improved, particularly with multimedia elements such as video, live links, interactive graphics, etc. The third Program SLO is to apply ethical practices in daily work and recognize media roles and responsibilities in society. We placed two test questions on this topic on all tests and approximately 90 percent of the students answered the two questions correctly, showing they understood the concepts.**  |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
| --- |
| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****For courses, we evaluate the program in three areas: technology, ethics and writing ability. We have seen remarkable progress in the writing area. We demand our students be able to write a hard news story and more than 80 percent were able to complete that goal at last assessment. The plethora of awards that our students win should indicate that our students exceed that expectation. Regarding ethics, we believed the students weren't understanding the ethics lecture. It didn't seem to sink in. So we redoubled our efforts, incorporating more activities, class discussions and even a movie on the topic of journalism ethics. Lastly, on technology, we are struggling to stay on the cutting edge. There are so many changes to technology that we like to hire a lab assistant who works in the field and can show us the latest and greatest in technology in our field. But our budget is continually cut so we have less and less resources to attain this goal. Another problem is that we need to offer an online journalism course but are instead asked to cut basic journalism courses. We cannot maintain this SLO of introducing students to new technologies --- a skill they desperately need to get a job --- unless we have the funds to support it.** **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.** **For program SLO, the criterion was met. Students were asked to complete the project and 100 percent did so. We found that students learned and understood the concepts but struggled with the technology. Although students were able to produce web videos, photo slideshows and blogs and met the SLO, we were stymied by our lack of technology. Students were forced to wait hours for video to download on slow computers, were limited by our editing software and found it difficult to upload their projects to the newspaper website because they lacked skills to do so on their own and needed assistance.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **According to the state's Employment Development Department, the recession has caused media companies to tighten their belts in recent years. That has resulted in a slight decrease in media jobs. The employment numbers support this, projecting a 6.5 percent decrease in reporter jobs by 2020. In the state, there were about 4,600 in 2010 to 4,300 by 2020. The average wage is $24 per hour. Although there are slightly fewer jobs, media companies tell us that they are looking for journalists who are fresh out of college because they possess the cutting-edge technology skills that older journalists may not. It is imperative that we increase our efforts to train these students in multimedia journalism so they can get hired in a tough job market.** |

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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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|  **Palomar College's Journalism students have won numerous county and state-wide awards recently. We have established ourselves as THE program to beat. We need to continue to maintain that reputation. The key is technology. We need to evolve with the times and not be left behind. With class cuts and budget woes, we have only been able to offer core courses on news writing and producing the newspaper. We continually work with local, regional and state journalists and they tell us that we need to be teaching not only foundation principles but also training our students in the newest technology. Media employers are looking for new journalists who have the latest multimedia training. Students say they tell us they want to take specific courses that prepare them for online journalism. We have a great core group of classes but we need to expand and improve. We also hosted an advisory commmittee meeting at the North County Times in May 2012. We interviewed reporters and editors and asked them a number of questions about what tools and skills they need to do their jobs. They agreed with other experts that students now need technological skills to compete in the journalism job market. To that end, we spent the first few weeks of the Fall 2012 semester revising our curriculum to reflect those industry changes. For instance, we have completely revamped the newspaper's curriculum to train the students not only on newspaper design but on website design as well. That will allow our students to be better prepared for internships and eventual jobs. We are also practicing the concept of convergence. We are demanding our students have skills in multiple media. We have created a new element on our campus newspaper website called Telescope TV. For this part of the course, print students are rewriting their newspaper article to present on a video broadcast that will appear biweekly. We hope this will increase web viewership and advertising as well as make our students more marketable to media employers. We are also adapting our curriculum to meet the new repeatability requirements. In addition, the Journalism Transfer Degree was recently approved. We were part of this process and worked with the CSUs to come up with a new transfer degree. This degree includes several of our courses including a newspaper production course. We are excited about the boost in enrollment this degree may bring to our program.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Our Journalism Advisory Board says that they need reporters who understand and utilize social media for reporting. We need a class that teaches multimedia journalism, including how to break news via Twitter and Facebook and how to use it to gain new readership. We have already started the curriculum changes to establish that new class. We will be calling it Journalism 102: Introduction to Multimedia Journalism. We also have had requests for courses in investigative journalism, public affairs reporting and sports writing. All of these courses would help our students learn viable skills that will get them a job in journalism. We plan to add those when funding permits.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **We do not need any additional, full-time faculty at this time.**  |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  |  |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **Laptops (2)** | **1** | **2** | **We received a grant to buy laptops this fiscal year but we could only afford PC laptops. Journalists use Apple products because of the design programs. We really need Mac laptops for students to use to practice backpack journalism. The industry is demanding that students know how to report, write, take pictures, edit video and post it all online from the field. We need Apple laptops to do so.** | **$5,000** | **One-time** | **We need four and Perkins funded two laptops.** |
| **b2.**  |  |  |  |  |  |  |  |
| **b3.**  |  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  | **Handheld microphones (3)** | **1** | **2** | **We need hand held microphones to go with our video cameras for webcasts, video reporting and other multimedia endeavors.** | **$150 each or total of $450** | **One-time** | **No** |
| **c2.**  | **Tripods** | **2** | **2** | **Industry experts tell us we need to train our students to be multimedia savvy. We have a few video cameras that need tripods to produce higher quality video. My students keep complaining that they can't take quality video with a shaky hand.** | **$300** | **One-time** | **No** |
| **c3.**  | **Printer paper** | **4** | **2** | **This is another ongoing operational expensive of the newsroom.** | **$200** | **On-going** | **Yes, by advertising revenue but that has been shrinking with the economy.** |
| **c4** | **Flip video cameras** | **3** | **2** | **To improve our students multimedia skills, we have learned that smaller, handheld video cameras that plug into laptops are an effective way to get video onto the web instantly. This is a skill industry experts say our students need to have.** | **$600 for three** | **One-time** | **No** |
| **c5.**  | **Audio recorders** | **5** | **2** | **Students need audio recorders to help them with interviews and multimedia projects. Cost $50 per unit.** | **$200** | **One-time** | **No** |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  | **Assigning program such as Camayak** | **1** | **2** | **This program allows the assigning process to go paperless and helps students keep track of their reporting, writing and editing assignments. It also helps with the copy flow for the campus newspaper and magazine.** | **$1200** | **On-going** | **We used Telescope advertising revenue for the first year but fear we won't have a surplus the next year.** |
| **d2.**  | **Wire service for newspaper and magazine** | **2** | **2** | **This wire service provides national news for journalism students to use in the newspaper. This follows the model of professional newspapers in incorporating wire stories into their content.**  | **$1,000** | **On-going** | **We used Telescope advertising revenue for the first year but fear we won't have a surplus the next year.** |
| **d3.**  | **Archiving** | **3** | **2** |  **We need to get our 50 years of paper archives in digital form so they can benefit the students, campus, community and preserve the history of the college.**  | **$6,000** | **One-time** | **No** |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  | **Permanent /Contract Instructional Assistant** | **1** | **2** | **The department desperately needs a permanent/contract employee so that they can help students while also maintaining the campus newspaper and magazine's website. The professional nature of media websites mean the website is vastly complicated and too time intensive for faculty or students to maintain alone.** | **$15,000** | **On-going** | **No** |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  |  |  |  |  |  |  |  |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **No.** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **The Journalism Department hosted the third Media Days this spring where industry experts from around the county came to Palomar. The Journalism department professors and staff had organized the first two virtually on our own. In the Fall of 2011, we joined forces with CSUSM and MiraCosta College and applied for a North County Education Alliance grant. We received the grant and were able to expand our Media Days event from two to four days. We also hosted speakers on all three campuses and expanded our topics from just journalism to journalism and mass communication. We were able to teach our students about the field, recruit new students and educate the community. Media Days was a great success and we plan to repeat it again in the Spring of 2013.** **Academically, the department faculty and staff are always pushing ourselves to stay on the cutting edge of journalism training. We have secured a Perkins grant to attend more conventions for training this year. We also convened an advisory board meeting in the spring of 2012 to learn about what current reporters, photographers and editors are doing in the field and what skills they need to secure jobs. The overwhelming consensus was that journalism students need to be able to write, report and use technology to get the news out to their readers and viewers. Our program has always excelled at the first two and we are already changing our curriculum to include more time working on technology. We need a classifed position to give our students more help and open newsroom hours.****Meanwhile, our students continue to win awards for their writing, photography and design. Our students have been written up twice in the North County Times for the awards they have one, including an article in June where The Telescope won Best College Newspaper by the San Diego Chapter of the Society of Professional Journalists!** **In Spring 2012, Palomar College’s journalism students earned 18 statewide awards for their campus newspaper, magazine and newspaper website at the annual state convention of the Journalism Association of Community Colleges (JACC). For the third year in a row, The Telescope received a state General Excellence Award for its campus newspaper, which is published 20 times per year. Palomar’s new campus magazine IMPACT and The Telescope’s redesigned website www.the-telescope.com <http://www.the-telescope.com> also received General Excellence Awards. The student-run publications beat out about 45 other community college journalism departments across the state. IMPACT Magazine also won the Maggie Award from the Western Publishing Association and $1000 as part of the award.****In Spring 2011, Journalism students traveled up to Sacramento to earn 13 statewide awards in photography, news writing, sports writing, design, video journalism, critical review, and others at the annual state convention of the nonprofit Journalism Association of Community Colleges. For the second year in a row, The Telescope received a General Excellence Award for its campus newspaper. It also received first place for design, beating out 50 other community colleges and 600 students across the state.****Lastly, several of our students have secured internships or jobs because of the Journalism Department's solid network of media contacts.** **David Leonard, Front Page Designer, Gannett Company****Kaity Bergquist, Internship, U-T San Diego****Colleen Peters, Internship, U-T San Diego****Deb Hellman, Intership, North County Times****Nick Shumante, Internship with marketing firm****Belinda Callin, Job with Tennis Pro website****Maggie Avants, Job with Patch.com****Mark Saunders, Freelancing with Patch.com****Shaun Kahmann, Freelancing with Patch.com****Matt Slagle, Internships with UT-San Diego, North County Times and KUSI** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **We need help in two ways:****1. We need to add back sections of Journalism 101 and to offer new courses so that we can give our students specialized training in skills such as multimedia journalism, sports writing and investigative journalism.****2. We need more hours for our part-time Teaching Assistant who helps students practice newly acquired technology skills. We need more staffing of the newspaper newsroom so that students will be able to practice the time-sensitive art of writing stories on deadline for both our newspaper and magazine programs. The budget cuts this year means the newsroom is open 30 percent less because of a lack of funding.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Erin Hiro, Journalism Professor*Name*** | **Wendy Nelson, Journalism Professor*Name*** | ***Name*** |

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| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**