



Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Journalism
Department Name:	Media Studies
Division Name:	AMBA

Please list all participants in this Program Review:

Name	Position
Erin Hiro	Journalism Professor
Wendy Nelson	Communications Professor

Number of Full Time faculty	1	Number of Part Time Faculty	1
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Please list the Classified positions (and their FTE) that support this discipline:

Media Studies ADA Rita Walther (supports entire department)

What additional hourly staff support this discipline and/or department:

One temporary employee working 26 hours per week, annual budget \$12,600. Each semester, Federal Work Study students also work in the newsroom.

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The Journalism program provides students with an education that prepares them to become critical producers and consumers of mass media content. Our goal is to make them better able to understand our media institutions and add their voice to the process of shaping their cultural environment. We seek to fulfill our mission by helping students develop abilities to think critically, to communicate clearly, to understand the ethical dimensions of the decisions they make, and to fully recognize the central role of news media in a free society.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

Palomar College Online Journalism Certificate

Online Journalism Certificate Requirements

Journalism 101: Multimedia Writing and Reporting = 3 units
 Journalism 112L: Online Journalism Lab = 1 unit
 Communications 104: Introduction to Public Relations = 3 units
 Journalism 200: Mastering Social Media = 3 units
Journalism 130: Writing for Online Journalism = 3 units
 Total: 13 units

Recommended Schedule for completion in one year

Summer

Journ. 101 Online (Offered every semester)

Fall

Comm. 104 Online

Note: Could also take Jour. 101 if missed summer)

Winter Intersession (4-weeks in January)

Journ. 200

Spring

Jour. 112L Online

Jour. 130 Online

Summer Intersession (4-weeks in May/June)

Jour. 130 (If didn't take in Spring)

Palomar College Journalism's Transfer Degree

AA-T Transfer Major Program Requirements

Communications 100: Introduction to Mass Communication	3 units
Journalism 101: Multimedia Writing and Reporting	3 units
Journalism 105: Multimedia News Writing and Production	3 units
List A – Select 1 Course	
Communication 104: Introduction to Public Relations	3 units
Journalism 130: Writing for Online Journalism	3 units
Journalism 140: Photojournalism	
3 units	
List B – Select 2 Courses	
Economics 101: Principles of Economics (Macro) or	3 units
Economics 102: Principles of Economics (Micro)	3 units
English 202: Critical Thinking and Composition	3 units
Math 120: Elementary Statistics	4 units
Philosophy 200: Critical Thinking	
3 units	
Photography 100: Elementary and Darkroom Photography	3 units
Speech 105: Beginning Argumentation and Debate	
Total Units	
18-19 units	

Recommended Schedule for AA-T Transfer Major completion in one year

Summer:

Jour. 101 Online (Also offered online Fall and Spring)

Fall

Jour. 105 (Monday and Wednesdays 9:30 a.m. to 12:20 p.m.)

Photo 100 (Various offerings)

Winter Intersession (4-week course in January)

Comm. 100 (Online)

Spring

Jour. 130 Online or Jour. 205 (Monday and Wednesdays 9:30 a.m. to 12:20 p.m.)

Phil. 200 (Various offerings)

For questions, email Professor Erin Hiro at ehiro@palomar.edu

Palomar College Journalism's AA Degree

Last Updated: Fall 2013

Discipline: Journalism (JOUR)

Multimedia Journalism

A.S. Degree Major/Cert. Achievement 18 units/more

The Journalism program provides students with an education that prepares them to become critical producers and consumers of mass media content. Our goal is to make them better able to understand our media institutions and add their voice to the process of shaping their cultural environment.

Program Requirements

JOUR 101	Multimedia Writing and Reporting	3 DE
JOUR 105	Multimedia News Writing and Production	3
JOUR 110L	Multimedia Journalism Laboratory	1
JOUR 120	Magazine Editing and Production	3

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

JOUR 205	Intermediate Multimedia News Writing and Production	3
JOUR 210	Advanced Multimedia News Production	3
JOUR 215	Advanced Multimedia News Editing	3
	or	
JOUR 140 /PHOT 140	Photojournalism	3
COMM 100	Introduction to Mass Communication	3 DE
COMM 104	Introduction to Public Relations	3 DE
COMM 105	Race, Gender and Media Effects	3 DE
POSC 101	Introduction to Politics and American Political Institutions	3
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	Total units	31
Note: JOUR 105, 205, 210, and 215 may not be taken concurrently.		
Recommended Electives		
JOUR 103	Magazine Feature Writing	3
JOUR 295	Directed Study in Journalism	1 - 3
Percent DE: 38.71%		
	1284	

The last certificate is being revamped to make sure it is still relevant to students.

Last Updated: Fall 2007
 Discipline: Journalism (JOUR)

Broadcast Journalism

Certificate of Proficiency

Provides a background in print journalism and broadcast journalism: practical experience in gathering, writing, editing and producing news. This certificate prepares students for employment in the television news industry.

Program Requirements

JOUR 101	Multimedia Writing and Reporting	3 DE
JOUR 105	Multimedia News Writing and Production	3
DBA 120 /ENTT 120	Digital Television Production	3
DBA 240B	Beginning Television News/Sports	3
DBA 240D	Advanced Television News/Sports	3
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	Total units	15

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment

Section 2: Course Success Rates

Section 3: Institution and Program Set Course Success Rate Standards

Section 4: Completions

Section 5: Labor Market Information (CTE programs only)

Section 6: Additional Qualitative Information

Section 7: Curriculum, Scheduling, and Student Learning Outcomes

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

A. To access your discipline data, select your discipline from the drop down menu.

B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	X
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Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

The discipline enrollment for journalism was 138 in 2012-13 and increased to 159 (its all-time high) in 2013-14 when we were aggressively adding distance education classes and other colleges were not. The enrollment dropped sharply from 159 to 86 between 2013-14 and 2014-15. The cause was likely a combination of other journalism programs catching up and offering online options and Palomar cutting journalism classes that have a slightly lower cap (between 30-35 because of writing requirements). Lastly, the lone, full-time journalism professor was on sabbatical and unable to recruit in Spring 2014. It is notable that the enrollment in the journalism discipline has increased since then from 86 three years ago to 113 in 2016-17. We hope that our combination of continued evolving, engaging curriculum, recruitment and promotion will keep pushing our enrollments higher.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

Journalism is a small program. Here is the lowdown on each course.

Journalism 101:

The foundation course is Journalism 101, which had a fill rate of 96 in 2012-13. That was its highest number since 2011. The enrollment at census has steadily declined since then with an alarming 44 students at 2016-17. This is a continual frustration as this class is routinely marketed and recruited for each year. This class is a transfer class to CSUs and is a foundation course for our program. It should fill. But enrollment numbers have forced us to drop extra sections and to often barely get enough students to make the 20-student minimum. We know that other schools have offered distance education versions of this course recently, which has taken away some of those students. We also think that many students don't have the financial aid money to take classes like ours, which are not core GE classes needed for transfer. Also, this class had been given to adjunct professors while the tenured professors focuses on new curriculum so perhaps more focus on its curriculum would allow for higher interest. But the tenure professor is constantly working with adjuncts to keep the teachings up-to-date and has the class complete an assignment that can appear in the students newspaper to add incentive. Lastly, this class's textbook is low-cost and available for rental and on reserve in the library. We will work on getting these numbers up.

Journalism 105:

This is the newspaper class. Unlike Journalism 101, Journalism 105's enrollment has grown from 19 in 2012-13 to 46 in 2016-17. It is surprising that it continues to grow when the course that feeds it shrank but we think the combination of cutting-edge curriculum and the sense of community and purpose the newspaper class provides students continues to be a draw. Also we took in students from the magazine class (Journalism 120 - discussed below) that boosted the enrollment a little in 2014-15.

Journalism 110L:

This is a 1-unit lab class that allows students to contribute writing, photography, cartoons, videos and design skills to the campus newspaper, magazine, websites and social media. This course is crucial to providing student support and access to the campus publications. Like its sister class Journalism 105, its enrollment has grown recently. In 2012-13, its enrollment was 23 before it dropped for the next three years into the mid-teens. It increased again to 23 for the 2016-17 academic year. The recent increase could be the result of increased promotion on social media as well as recruitment via Media Studies events and in other Media Studies, English and Art classes.

Journalism 120:

This is the campus magazine class that was developed to bring a yearly, student lifestyle magazine to campus. While the magazine was well received by the campus community, the class suffered from low enrollment from the beginning. The most recent numbers showed 22 students in 2011-12 and 30 in 2013-14. The class was cancelled due to lack of enrollment and a few interested magazine students were absorbed into the newspaper class (Journalism 105). We are currently de-activating this class.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased	X	Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	X

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

The WSCH/FTEF ratio for Journalism was 325 in 2012-13 and dropped to a low of 264 in 2014-15 until it began to climb again. The WSCH/FTEF ratio was 374.6 in 2016-17, its highest yet. We think the increase reflects updated curriculum, careful scheduling and constant recruitment and promotion. This discipline will never achieve the 525 WSCH/FTEF ratio because all of the journalism classes teach and require significant amounts of writing projects similar to English courses. The union negotiated appropriate caps of 30 and 35 in most courses because of writing requirements integral to journalism courses. We must keep that rigor to continue to articulate our journalism classes to the CSUs.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

The Journalism department had one full-time, tenured faculty member who has been serving since 2007. The FTEF has been consistent at 1 until 2015-2017, when the professor served as department chair. The hourly faculty is low as well. With class cuts, there is very little need for an adjunct professor. The numbers show part-time help when the tenured professor was department chair but usually there is little need for part-time faculty. The overtime numbers have ranged from zero to .60 based on courses. Often the tenured professor agrees to work overload anticipating that not all classes will fill. The overload prevents an adjunct from losing a class last minute or getting bumped because the full-time professor's class was cut. The program is small with few extra classes or staff.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

1. Overall Success Rate:

Reflect on your discipline’s on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

Journalism’s success rate has increased and is higher than the college overall. According to the numbers, journalism’s overall success rate was 68 percent in 2012-13 and has slowly grown to 75 percent in 2016-17. The overall success rate of the college was 71 percent in 2012-13 and has held steady for the following five years, coming in at 72 percent in 2016-17. The success rate for on-campus versus distance education is interesting. Five years ago, distance ed was at 69 percent while on campus (Journalism classes only held in San Marcos) success rate was 65 percent. Last year, distance education dropped to 66 percent versus an increase of 83 percent for on-campus classes. This makes sense as distance education courses always struggle with retention. We also think that success rate is trickier at an institution like Palomar where the inexpensive (or often free) course costs make it easier for students to give up on a class. A student will be more motivated to finish a class if they paid \$1,000 for it versus \$150. Faculty in the department are exploring ways to keep students active in our classes and successful.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline’s success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

Gender	The success rate for journalism in 2012-13 was 72 percent for female students and 57 percent for male students. In 2016-17, the success rate in journalism was 70 percent for females and 79 percent for males. One of the reasons that males are doing better in journalism classes is that the classes are using new pedagogy that emphasizes project-based work and more active learning, which generally applies to male learners. We also include a lot of new technology that generally appeals to male students. We have also noticed the number of male students has increased in the last five years, from 79 to 113 while the number of females has dropped from 172 to 133. We are not sure why fewer females are taking our classes when across the country, more females than males tend to go toward journalism degrees.
Age	For age, the success rates overall for the college showed that the older the student, the better they did. For journalism that was the case in 2012-13 but not in 2016-17. In 2012-13, students 19 years and younger had a success rate of 57, while students ages 20-24 had a success rate of 58 and students 25 and older had a success rate of 63 percent. Starting in the 2014-15 year, there was no data for students over 25 years old. In 2016-17, the success rate of students 19 years and younger was 71 percent while 20-24 year olds was 69 percent. That shows that for the data available, the success rate of the various ages has been increasing over the last five years. We hope that is a reflection of our varied and innovative curriculum as well as our promotion and recruitment efforts.
Ethnicity	The data for journalism shows that in 2012-13, the success rate for Hispanics was 38 percent compared to a success rate of 62 percent for white students. Both of those rates increased in the following five years to a 46 percent success rate for Hispanics versus 77 percent for whites. While our success rate for white students is better than the college’s overall success rate of 75 percent, journalism’s success rate for Hispanics is lower than the 66.4 percent overall. Also, the college measured a variety of races while journalism only has statistics for two races. We know there are a wide variety of ethnicities in our classes. We need to work on figuring out how to help different ethnicities better succeed in journalism.
Special Population (examples-	The college’s overall foster youth success rate has remained at about 70 (71 in 2012-13 to 72 in 2016-17) percent over the last five years. The same is the case for veterans (71 in 2012-13 to 72 in

veteran, foster youth, etc)	2016-17). Journalism’s success rate for veteran students was 56 in 2012-13 but increased to 69.4 percent, which is very close to the college average. For foster youth, journalism’s success rate was 65 percent in 2012-13 but increased to 74 percent success rate last year. We do need to continue to work in both of these populations to help them succeed. The journalism department will look for programs and activities that will help these special populations throughout the coming years.
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3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

For journalism, we were curious if part-time or full-time students were more successful. The data shows that while it was equal five years ago (both groups had a success rate of about 64 percent in 2012-13), five years later, full-time students were more successful. In 2016-17, full-time students had a success rate of 76 percent in journalism classes while part-time students had a success rate of 71 percent. Those numbers are slightly better than the college as a whole, which has consistently shown that over the last five years, full-time students have a 73 percent success rate compared to 70 percent for part-time students.

We were also curious how the different semesters impacted success rates. We found that overall for the college, the fall and spring success rates have consistently been 71 percent over the last five years. The summer season saw higher success rates of 80 percent over the last five years. In journalism, the success rate in fall was a measly 58 percent in 2012-13 but climbed to 70 percent last year. In the spring semester, the success rate was 74 percent five years ago and was 77 percent last year. In the summer, journalism students had a consistent success rate of 76 percent over the last five years. That tells us that our students are more successful in the spring and summer and we need to work on helping students succeed in the fall. Perhaps some added informational events or more invitations to meet with faculty would help students to success earlier in the school year. We will continue to look at this issue.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College’s institutional standard for course success rate is 70%.
- B. Review your discipline’s course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College’s standard, please explain why.

Standard for Discipline Course Success Rate:	70
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Why?

With our overall success rate in journalism going from 68 to 75 percent over the last five years, we think that the goal of 70 percent is a good one. It allows for the struggle that distance education has to keep students engaged from afar but also helps us to push ourselves to help our students. When looking at class type, the data shows that our day course rate went from 65 percent in 2012-13 to 83 percent in 2016-17. The Distance Education classes went from from 69 in 2012-13 to 66 percent last year. We will not let it drop below 70 percent and will address issues such as distance education, ethnicity and

special groups that could need extra attention.

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

Overall, our numbers have been low and varied without much pattern. For example, we had 7 total graduates in 2010 and it dropped to 2 the next year. It went back up the next year to 5 and then to 7 before dropping to 1 in 2014-15. The next year, it went back up to 5.

These numbers have been consistently low for years. The problem seems to be threefold. First, financial aid and the new environment of transfer-oriented education means students don't have room in their schedules or don't have enough paid units left to get these degrees.

Secondly, these students are often talked out of these majors by counselors who are more familiar with the general transfer majors - like the University Studies degree in media. Many of our students follow these pathways instead of the Journalism transfer degree or the AA degree. Third, we are having trouble reaching students who would be interested in the major soon enough. Many students don't find out about our programs until they are about to transfer or graduate with a general major.

There are three ways to combat these problems.

Problem 1: While we can't change the nature of the transfer-oriented mindset of community colleges around the state, we can make sure to work with Palomar's articulation officer and nearby colleges to ensure that any possible journalism classes are articulating to the CSUs and UCs. That will allow students to earn transfer credit while still taking our classes.

Problem 2: Journalism faculty recently presented to the full-time counselors about journalism programs and will do the same thing later in November with the part-time counselors. The counselors were provided with organized, reader-friendly information that they can save and pull out when they encounter a student interested in journalism. Making it easy for the counselors will help students get the information they need.

Problem 3: To improve communication with students, we are trying a few different ideas. We are hosting a yearly Open House in the Fall and a Media Days event in the Spring where we invite all students to participate and we provide class and major information. We also send out occasional emails to students who declared a communications or journalism major but are not taking the major courses. We also participated in faculty advisory testing to reach students who might be interested in our area. We will continue to look for ways to address these problems.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

Journalism has four degree/certificate options. The first is an associate's degree in journalism, which has always had small

numbers, ranging between 1 and 2 graduates each year since 2007. That small number disappeared completely when in 2014-15. That was one year after the Journalism AA-T was approved by the state in 2013. While the new degree had one student each of its first two years, it climbed to 5 students in the 2016-17 year and faculty have noticed more students asking about the degree. There is also a journalism certificate that averaged two students each year until 2014-15, when it also had no students earn it during the last two years. That drop might have also been victim to the transfer degree or to students who take certain classes but don't apply for the certificate as their ultimate goal is transferring. The last degree is a broadcast journalism degree that is a combination of journalism and broadcast (DBA) classes. The professor who managed it retired and faculty are considering deactivating it. Its numbers are also low, with 3 in 2010-11 and another 3 in 2013-14. We are considering one last year of promotion and marketing to see if the numbers improve before we deactivate it in the Fall of 2018.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

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

Journalism careers include reporters, editors and public relation specialists and showed a projected growth of 4.5 percent and an expected 50,000 jobs across the state, according to Labor Market information. All three career fields require a bachelor's degree but all projected growth from 2015 to 2018. The area of reporters and correspondents estimated a 3.8 percent growth, predicting 5,000 jobs by 2018. Editors job opportunities will grow 1.5 percent to 15,500 jobs in 2018. Public Relations is included in the job statistics because many trained journalists work in public relations or social media. The job skills are similar. For public relations, the career field is expected to grow 6.4 percent in three years. That area also pays the most, coming in at a median income of \$28 per hour. Reporters average \$20 per hour while editors earn \$30.

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

The journalism faculty have always stressed the importance of internships but this fall, professors have taken a more active role. The faculty have cultivated a relationship with the Palomar Career Center, bringing students to a presentation by Career Center staff and teaching them how to find internships and jobs. Faculty have also brought in multiple guest speakers who can help students make connections in the field. Faculty has offered resume review and practice interviewing upon request. Faculty has also continued to work with Career Center staff and conducts frequent searches of the jobs sites. The goal is to get a sense of what skills and jobs employers are seeking in the journalism/communications fields. That information allows professors to make sure the students have the right set of skills before they seek employment. Faculty have also become more involved in networking with the various professional organizations, despite the fact that the groups all meet far away, usually in downtown San Diego. Students are often brought to these events as well to network and make connections. Lastly, faculty have developed a closed Facebook site for alumni where new job openings are routinely posted and alumni are encouraged to post jobs at their sites as well. For current students, internship and part-time job opportunities are posted under an Internship tab on Canvas and sent to student emails.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

N/A

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

We held an advisory meeting in early September 2017 and learned the following information.

Students need to learn:

- Research skills
- Reporting techniques
- A variety of writing styles, including news, magazine, online, social media and broadcast
- To produce photographic slide shows and video segments
- To produce social media content
- Understand social media promotion
- Computer literacy for basic programs like the Adobe and Microsoft suites.

We came away realizing that journalists are required to do more than just write a story for a newspaper. They now need to research, report, write, take video and post on social media as part of one project. They also need to do so quickly. If students have the ability to deliver the basics of journalism with some tech savvy thrown in they are HIGHLY marketable in the journalism career field. Thankfully, journalism faculty love new technology so we have been dabbling in new technology already but we are ramping up our game. The newspaper class is dedicated to multimedia and social media content. That means that students are putting as much work into the online campus newspaper as they are to the print edition. Palomar's Journalism Department had already added two new classes that address this information. One class is Journalism 200: Mastering Social Media. It articulates with SDSU and is a part of a Social Media certificate collaboration with Business and Graphics. The second class is Journalism 130: Online Journalism. It will be offered for the first time online in the spring 18. It is being heavily marketed because the skills it teaches will help students looking for a job in journalism. We will continue to address the needs of the journalism field.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

One thing to note: For the field of Journalism, many of our students end up taking freelance jobs that are not reflected in the job data because they are contract or part-time. Also, the data doesn't take into account our students who find jobs that are not directly in journalism. A variety of fields from advertising to marketing and public relations (as well as others completely unrelated) still benefit from our degree. For example, the writing and research skills Palomar students learn through our program are pivotal to their success. The ability to write quickly and clearly is a valuable skill for any employer.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

SLO assessments examine student learning. For example, one semester students did not do well on the written test to assess for Program SLO #1. That was a year where more time was spent on Program SLO 2 about technology. That meant that the next year, faculty added more writing assignments and offered slightly less technology training to help build the students' writing skills. It is always a balancing act to get the right mix of education so that all three program SLOs can achieve a positive result. Journalism Programs are due for another assessment this December where the same analysis and adjustments will occur.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

The Journalism faculty have good assessments for writing and technology where the students take a pre-test for writing and technology at the beginning of the semester and then complete an assignment at the end. The faculty are able to compare the difference to make sure the students have achieved the program goals. Ethics is a little harder to measure specifically in the discussions and critical thinking aspects. Perhaps requiring the students to provide a written analysis of an ethical dilemma at the beginning and end of the semester will help with assessing this goal.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

The three program SLOs are written in a way that they can reflect progress and changes as they come. This is a field that is constantly changing with new technology so Journalism faculty are used to updating and improving its program content. The first program SLO for Journalism is "Structure and craft messages in ways appropriate for specific audiences." This SLO is still appropriate because the students need to learn how to write for ever-changing audiences. Although Communications and Journalism professors spent the summer updating curriculum to reflect the changing job needs in this field, the SLO will still evaluate if we are teaching the students how to create content for intended audiences. While the methods and audience change, the need to teach students how to create the content and reach the audience will never change. We will always work and teach with this goal in mind.

The same is true for the other two program goals. The second goal is "Use and evaluate technologies that enhance the communication process." Part of our curriculum update was making sure we are using technologies that students need to know for future jobs. Our advisory committees, guest speakers and research continually shows us what skills our students need to have. We also show our students our findings and make them learn new technologies with us. For example, in November, the students are playing around with new apps on the Ipad that help journalists report. The third Program SLO is as follows: Apply ethical practices in daily work and recognized media roles and responsibilities in society. Ethics is a part of every journalism class that we teach and we constantly bring in current event examples to help the students learn the concepts and apply it. For example, the campus newspaper received a letter from the KKK. Journalism faculty made students discuss it at length and review the ethical obligations of journalists in situations such as these. Since the campus newspaper is student-run and controlled, after the students studied the ethics and the laws, they made the decision to publish it in the newspaper.

There is no need to deactivate any of our program SLOs at this time.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

The Journalism program has historically embraced new technology and the SLOs have supported that tendency. The second program SLO (as well as every course SLO) has a technology assessment as part of the curriculum. All of the SLOs are also worded to allow for changes in new technology. Unlike a history course, our curriculum changes regularly with the field as new equipment and applications change the way professionals report, research and broadcast content. Faculty have been carefully monitoring, researching and learning about new technology and journalism theories through advisories, networking with professional organizations, and twice-yearly conferences. Most recently, faculty spent the summer researching new content for both journalism and public relations, resulting in two new certificates designed to help current working professionals upgrade their skills. The new curriculum is currently going through the review process and we expect to offer the new journalism certificate next fall. The other certificate in public relations falls under the Communication discipline.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

Enrollment challenges have forced us to look comprehensively at our course offerings over the last two years. During Summer 2017 when we revamped our curriculum, we went through our old degrees and updated classes, adding ones that focused on new technology and deactivating courses that were no longer viable. For example, we added an online (digital) journalism class (Journalism 130) as a Distance Education course for this coming spring and deactivated a magazine class (Journalism 120) that was struggling with enrollment. To stay efficient, we channeled the magazine students into our newspaper class (Journalism 105) and added the magazine to the coursework in the spring so that students learn more skills without excess classes. We have also made our classes Distance Education when appropriate and are working on zero and low-cost textbook options now. Lastly, we put together a suggested schedule for students and made sure that each class in the degree is offered enough for students to finish the degree in a timely manner but without overpopulating the offerings and hurting our efficiency.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

Journalism does not have any problematic overlaps. The three potential areas have been worked out and are effective and helpful for departments as well as the students.

Area 1: Journalism's biggest overlap is in the social media field. Three departments (Journalism, Graphics and Business) have worked together to create a Social Media certificate that has Business focusing on the promotion aspect of social media, Graphics concentrating on the design and Journalism teaching students the written content. This collaboration has resulted in a fantastic opportunity for students and working professionals to learn new social media theories with a clear, well-thought-out certificate free of overlap.

The second potential overlap is with English. In the last five years, we started a magazine that is produced in the same spring semester as the English Department's literary journal but they are vastly different publications. The writing style and model are not similar. The English department's focus is on fiction writing, poetry, drawing, etc. and can have submissions from the community and outside students. Journalism's publication, called Impact, is a traditional magazine, which uses a news writing style, objectivity and relies only on the magazine staff for writing, photography and design.

The last potential overlap is with photography and design. The journalism department does need students to help with photos

and design for its publications and has a good system where those students take our 1-unit class (Journalism 110L) that allows them to produce work for the newspaper and magazine. Both Photography and Design have been wonderful partners, helping to recruit their students to work on our publications. For their trouble, the students get their work printed in campus publications and that gives them impressive clips for their portfolios. We even hired one of the design professors to work extra to help the journalism students with designing the magazine. His expertise has made the magazine look incredible.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline’s strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>

<p>Strengths:</p>	<ul style="list-style-type: none"> - Strong, up-to-date curriculum - Technology focus - Fun, ever-evolving curriculum - Opportunity to contribute to two publications that archive the college’s history - Students opportunity to get published work at the end of the semester - Focus on internships and job placement <p>Journalism is an important program that puts the students in the middle of the action. The curriculum is always changing and the publications give the students a connection to the campus and a role in its life. That allows students to form bonds here that help them stay in school and help them as they move on to 4-year programs. This program also has a lot of opportunities for different learning styles. Lastly, it pushes students to get internships and job connections that help them get jobs.</p>
<p>Weaknesses:</p>	<ul style="list-style-type: none"> - Tough career field - Lower wages versus STEM fields - Not traditional transfer classes <p>Journalism is a lot of fun because the job allows its professionals to be where the action is and never have a dull day. There is no sitting behind a desk watching the time pass in Journalism. The students are active and always moving to get the story. Who doesn’t want to get paid to watch a football game and blog about it? But because it can be fun, many people want this job and many will do it for free or low cost. That makes the jobs hard to get and low paying. That is exacerbated by the fact that the journalism industry has not found a sustainable way to get paid for their content online or on social media. That combined with media convergence of the big conglomerates to save money and keep up the high profit margins means that media companies do not pay fair wages for journalists at this time. Journalism professionals and professors are hopeful that the industry will figure out a better system to deal with the funding changes and traditional print journalism changes to meet the changing</p>

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

	<p>technology. Lastly, many of our students who want to be journalists feel forced to take few or none of our classes because they are worried about transferring or running out of financial aid. They are told they can worry about taking journalism classes when they get to a 4-year school and they miss out on the opportunity to be a part of our program. Often, the 4-year schools do not have an active journalism program like Palomar and those students graduated with a bachelor’s degree but no applicable experience doing journalism. Without that experience, they do not get journalism jobs.</p>
<p>Opportunities:</p>	<ul style="list-style-type: none"> - New technology - Social Media - Archival role on the campus - Watchdog for Palomar <p>The Journalism department is always improving and evolving. We have energy, enthusiasm and passion both from our faculty and from our students. Despite the challenges of our industry and our small program, we are lean and effective. We are open to new technology and always trying new things. That means we are well positioned to take advantage of the need for people who are trained in social media and online content creation. That is the future of journalism and our program is working with the Communications Department to develop a Content Creation certificate. The jobs that the Career Center keeps seeing are in the areas of Content Creation and Social Media. Journalism has the classes to support this career training. Along with the new technology, we must remain dedicated to our two essential roles. The Journalism department has produced The Telescope newspaper since shortly after Palomar was founded and it serves as the ONLY archive of the campus. We have continued this tradition for the life of the college and we feel the students provide an important service for the community that must be protected at all cost. Lastly, like media across the world, the newspaper serves as a watchdog of Palomar’s taxpayer money. The newspaper and magazine are student-run and independent from the college, allowing them to hold school officials and faculty accountable for how they manage the school and the public money that funds it.</p>
<p>Threats:</p>	<ul style="list-style-type: none"> - Small program - Enrollment challenges <p>Journalism has shrunk in the last few years because of class cutting and enrollment problems. As discussed before, the fact that our program is not an English-type core transfer class means that students want to take it but don’t have room in their schedule. We are concerned that we are a program that looks easy to cut. But we are determined to protect the program by reminding people why Journalism needs to stay.</p> <ul style="list-style-type: none"> - Fill the role of a new need for internships and jobs in social media and content creation - Archival role of the newspaper and magazine - Service of an active media on campus since the school gets little coverage from professional media - The program is small and low cost, with only one full-time professor, no classified staff and a lot of Distance Education courses.

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year’s Goals: Please list discipline goals from the previous year’s reviews and provide an update by placing an “X” the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
<p>Get Social Media and Online Journalism classes started (enough enrollment) and then grow them into integral parts of our journalism curriculum. STATUS: Both have been offered and now we are focusing on growing them.</p>		<p align="center">X</p>	

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Establish a strong, continually updated alumni database that can help current and former students get jobs and get connected in this industry. STATUS: A closed Facebook page has been established and populated with Palomar Journalism alumni. This page is continually updated.		X	
Begin archiving the print edition of the campus newspaper, which has spanned over 69 years. If we could start the process of creating a searchable, digital database, then we could provide a valuable resource to Palomar students, staff and community at large. STATUS: Should be complete by June 2018		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	To consistently be the top journalism program in the county.
Strategies for implementation	Continue with rigorous curriculum Attend yearly conferences to learn new theories and and skills Update curriculum and activities each year Participate in countywide contents and awards Routinely bring in guest speakers
Timeline for implementation	Three years
Outcome(s) expected (qualitative/quantitative)	Enter student work and win in various journalism award contests around San Diego County.
Goal #2	
Program or discipline goal	Improve on SLO assessment and connection with curriculum planning
Strategies for implementation	Faculty need to check in with SLO assessment and planning more often and update SLOs as need to reflect changing curriculum
Timeline for implementation	Three years
Outcome(s) expected (qualitative/quantitative)	A better connection between SLO assessment and curriculum planning for both the program and courses in Journalism.
Goal #3	
Program or discipline goal	Make entire program zero cost textbook
Strategies for implementation	Secure grants to help with the creation of online textbooks and the compilation of online resources for each class.
Timeline for implementation	Three years
Outcome(s) expected (qualitative/quantitative)	All journalism offerings will have zero-cost textbooks instead of traditional, expensive ones.
Goal #4	
Program or discipline goal	Grow the program
Strategies for implementation	Continue to improve curriculum

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

	Continue promotion Focus on the special groups, such as foster youth, veterans, etc. Organize special events Work with counselors Better communication with potential students
Timeline for implementation	Three years
Outcome(s) expected (qualitative/quantitative)	To see a 10 enrollment growth in three years
Goal #5	
Program or discipline goal	Explore new avenues in Journalism
Strategies for implementation	Our primary research already shows a need in the industry for people with the skills for Content Creation. Blogging is another unexplored area for our department. We need to explore these areas and see if offering new classes here would help with our enrollment and Palomar’s budget woes.
Timeline for implementation	Three years
Outcome(s) expected (qualitative/quantitative)	We will have at least one new course that will reflect what skills are needed by students to succeed in the local workforce.

3. How do your goals align with your discipline’s mission statement?

Palomar Journalism’s mission is to mold our students into inquisitive, hard-working, critically thinking journalists who have the skills, passion and the contacts to thrive in the field of journalism.

Our courses already teach students how to work hard and be inquisitive when they put together the student newspaper, magazine or websites on tough deadlines. We tackle critical thinking with our weekly discussions on ethics and current events. We tackle the ever-evolving area of skills by updating our curriculum and responding to employers’ needs every year. We hope to instill passion in students by teaching them about the importance of media to a free society. Lastly, we work on contacts by participating in professional organizations such as San Diego Press Club and the Society of Professional Journalists’ San Diego Chapter.

4. How do your goals align with the College’s Strategic Plan Goals?

Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.

The Journalism department works toward Goal 1 of the College’s Strategic Plan by working with other departments to provide classes and certificates that help students. An example is the Social Media Certificate that was created through a partnership with Business, Graphics and Journalism. That certificate allows current students and working professionals to get skills that help employers through various fields. Most businesses need some sort of social media presence and those skills make Palomar students highly marketable to companies.

Goal 2: Strengthen efforts to improve outreach, persistence, and student success.

The Journalism department works toward Goal 2 of the College’s Strategic Plan by creating open house and speaker events about the journalism field for current and future students. The department has also extended speaking offers to all area high schools. Only Ramona responded. The faculty have also gone out of their way to offer their advice and help to Palomar students, both through faculty advising, recruiting in transfer classes and increased email communication.

Goal 3: Strengthen the college’s message to our community.

The Journalism department works toward Goal 3 of the College’s Strategic Plan by giving the college community a regular campus newspaper and a yearly campus magazine. These two publications are the only consistent media coverage that the campus sees and are very important to sharing information about Palomar College. The publications also have active web and social media sites that reach people all over the world. The awards that these two publications win throughout the year also make Palomar look good.

Goal 4: Maintain and support a diverse workforce.

The Journalism department works toward Goal 4 of the College’s Strategic Plan by providing an accepting and open environment in every classroom. Also, we have set a new goal to target special populations of students who might benefit from our program. We know that students who are foster youth or veterans could bring new perspectives into our classes and our campus publications.

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

The Journalism department works toward Goal 5 of the College’s Strategic Plan by constantly improving our curriculum so that it is among the best in the county. That helps grow Palomar’s reputation as a whole. Next, we are constantly promoting our program to current and new students through events, promotion and targeted advertising. Lastly, we are promoting Palomar by our association and relationships with media organizations all over the county.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Wendy Nelson
Date	11/19/17

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean

Reviewer(s)	Norma Miyamoto
Date	Nov. 26, 2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Thank you for providing a strong analysis of your discipline’s data. You have already engaged in a thorough, comprehensive review of your curriculum and have made some adjustments. This, of course, needs to be an ongoing exercise. One of the greatest strengths of this program is the full-time faculty member who leads it. Prof. Hiro is committed to providing journalism training pertinent to today’s needs. Her

2. Areas of Concern, if any:

Stated goals are excellent . . . but perhaps too many to accomplish. Also, please include the ongoing goals from last year in the list for this year. (These need to be re-stated.)

3. Recommendations for improvement:

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Nick Vallone, Monica Galindo, Barb Kelber, Shayla Sivert
Date	12/10/17
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
The PRP suggests ongoing critical self-reflection involving the status and needs of the Journalism program. It is clear that the faculty are able to identify issues and provide solutions to address them.	
2. Areas of Concern, if any:	
The sharp drop in enrollment and the lack of completion; success rates	
3. Recommendations for improvement:	
Success rates broken down by ethnicity show a significant range; it might be worthwhile to look at English 100 completion to see if there is any correlation between that and success. That data can then be broken down by ethnicity to see if that might help to explain the differences. Online success rates might be addressed as follows: Consider linking to Palomar's online education page, which helps students to think a little more critically about their readiness to take an online course. Also, encourage them to use online tutoring before they begin to struggle. Also, do you have relationships with Journalism departments at local universities? Are your classes aligned with theirs and with those in high schools?	
4. Recommended Next Steps:	
x	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn Ph.D.
Date	1/12/2018
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
<ol style="list-style-type: none"> 1. Nice succinct mission statement 2. What an interesting idea to actually put info on the certificates (units etc.) in the PRP- creative 3. Really appreciate the analysis and understanding in enrollment section 4. Wsch/ftcf info is correct- makes good sense and you are right with smaller courses this discipline won't achieve 525 5. Really interesting analysis in success rates and always raises the issue for me of how to better support the DE courses etc. 6. Would love to look into recruitment or analysis of why women are not as interested at Palomar which is an atypical trend— campaign maybe? 7. Any thoughts on why Hispanics might struggle with this discipline? Any partnering we can do around that? 8. I really enjoyed the thoughtful analysis of disaggregated course rates etc. very well done 9. Good rationale for success rates 10. Solutions to transfer/completers make good sense- we could also keep our own internal data if that makes sense— we are measured by how external folks evaluate us- we could track course completion and transfer without the award etc. – would be tough but worth looking into (institutionally actually) 11. Good LMI information and good to see 12. Curriculum discussion is so informative (and inspiring-I'd like to share this). Really really great and interesting. You have worked really hard to make improvements and I know are continually doing so. 	

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

- 13. SWOT is also incredibly well done, insightful, honest, and great analysis.
- 14. Goals look great also (love zero-cost textbook!)
- 15. Sorry to keep repeating this- I really appreciate how much time went into this- it has really helped me learn some valuable things about your program as well.
- 16. Please see comments of reviewers who also were impressed with this well done, thoughtful, critical and wonderful example of program review

2. Areas of Concern, if any:

- a. Great discussion in fill-rates but next time please list the actual percent based on cap (78% full etc)
 - b. SLO discussion is great but really looking for one step more- some data on the results of your review
- Ex. did not do well on the written test to assess for Program SLO #1. (what was the actual result- go one more step please)

3. Recommendations for improvement:

4. Recommended Next Steps:

X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.