Status: **Reviewed**

Entry #: 289

Date Submitted: 9/14/2020 1:30 PM

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Media Studies

Discipline Name
Journalism (JOUR)

Department Chair Name
Wendy Nelson

Division Name
Arts, Media and Business Administration

Website address for your discipline
https://www2.palomar.edu/pages/journalism/

Discipline 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.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.

Transfer Degree option 1:

Journalism (AA-T)

The Associate in Arts in Journalism for Transfer teaches students the methods and techniques for gathering, processing and delivering news. It prepares students for careers in print and multimedia journalism. It includes instruction in news writing and editing, reporting, multimedia story production, and professional standards and ethics.

Careers in this field include book editor, copywriter, film critic, foreign correspondent, freelance writer, online editor, multimedia story producer, journalist, magazine editor, news anchor, newspaper editor, publicist, sportswriter and technical writer. This major may also lead to many other careers. For additional possibilities, visit the Career Center.

Pursuant to SB 1440, the following completion requirements must be met:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0."

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

AA-T TRANSFER MAJOR

Program Requirements

COMM 100 Introduction to Mass Communication 3

JOUR 101 Multimedia Writing and Reporting 3

JOUR 105 Multimedia News Writing and Production 3

List A - Select 1 course

COMM 104 Introduction to Public Relations 3

JOUR 130 Writing for Online Journalism 3

JOUR 140/

PHOT 140 Photojournalism 3

JOUR 205 Intermediate Multimedia News Writing and Production 3

List B - Select 2 courses

ECON 101 Principles of Economics (Macro) 3

or

ECON 102 Principles of Economics (Micro) 3

ENG 202 Critical Thinking and Composition 4

MATH 120 Elementary Statistics 4

PHIL 200 Critical Thinking 3

PHOT 100 Elementary Film and Darkroom Photography 3

*SPCH 105 Beginning Argumentation and Debate 3

TOTAL UNITS 18 - 19

Transfer Degree option 2:

Multimedia Journalism (AS, CA)

The Journalism program is designed to teach students about working in multiple media genres and prepares them to become critical producers and consumers of mass media content. Students learn how to report, write, design and work in print, web, video, and social media. The students also learn about media ethics and responsibility. The program goal is to make students better able to understand media institutions and how to add their voices to the process of shaping their cultural environment.

A.S. DEGREE MAJOR OR

CERTIFICATE OF ACHIEVEMENT

Program Requirements Units

JOUR 101 Multimedia Writing and Reporting 3

JOUR 105 Multimedia News Writing and Production 3

JOUR 110L Multimedia Journalism Laboratory 1

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/PHOT 140 Photojournalism 3
COMM 100 Introduction to Mass Communication 3
COMM 104 Introduction to Public Relations 3
COMM 105 Race, Gender and Media Effects 3
POSC 101 Introduction to Politics and American Political Institutions 3
TOTAL UNITS 28
Recommended Electives: JOUR 103, JOUR 295
Note: JOUR 105, 205, 210, and 215 may not be taken concurrently.

New Blogging Journalism Degree is currently going through the curriculum process.
It would include

Journalism/Blogging
Core Classes
Class 1:
Jour 101 - 3

Class 2:New Video/Photo - 3

Class 3 Co-op Ed Class - 1

Class 4 Jour 130 - 3

Class 5 Jour 200 - 3

Class 6
Comm 100 - 3
OR
Jour 105 - 3

Please list the names and positions of everyone who helped to complete this document.
Erin Hiro, Journalism Professor
Wendy Nelson, Department Chair
Justin Smiley, AMBA Dean

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access.
Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
1

Full-time Faculty (FTEF)	**Part-time faculty (FTEF)**
.80	.20

Classified and other permanent staff positions that support this discipline
Media Studies ADA Rita Walther provides support.

Additional hourly staff that support this discipline and/or department
None. Our temporary employee -- who worked 20 hours per week supporting the journalism students who are publishing the campus newspaper and magazine -- was laid off Fall 2019.

PROGRAM INFORMATION

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
In 2013, we had seven program completions for the year. Five of those were for the certificate and two for the AA/AS. In 2014-15, we only had one student graduate with an AA/AS. In the 2015-16 year, we saw an increase of five students get the AA/AS degree. That coincided with the year the state Transfer degree was first offered. In 2016-17, that number continued to grow to 13 students completing the AA/AS and two completing the certificate. The numbers dropped a little in 2017-18 to 7 students getting the AA/AS and 1 earning a certificate. Last year saw an increase of 10 students earning the AA/AS and two more students leaving Palomar with a journalism certificate.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Increased

What factors have influenced your completion trends?
We think the dip in the number of completers in 2014-15 had to do with two factors. 1. The journalism professor who encourages student to apply for the degree or certificate was on sabbatical. 2. Journalism advisers across the state were creating a new AS-T in journalism that changed some students' plans. They decided to wait for that degree instead of graduating with a traditional degree. Also, students told us that counselors were talking them out of journalism degrees and certificates to transfer more quickly and adhere to stricter financial aid requirements. We remedied that by providing more information on student degree programs through journalism, more recruitment into journalism classes and more journalism advising opportunities to help students get the correct journalism courses needed to get these degrees.

Are the courses in your discipline required for the completion of other degrees/certificates?
No

Do you have programs with 7 or fewer completions in the last 5 years?
No

What is your program standard for program completion?
15

Why did you choose this standard?
The goal of 15 program completions feels realistic in this pandemic online learning year. We have great transfer degrees and certificates but we struggle to motivate students to apply for them. They tell us it is too confusing/hard to apply and they don't need it to transfer to a 4-year college. We hope to eventually get counseling to push journalism and other appropriate majors to our degrees.

What is your Stretch goal for program completion?
25

How did you decide upon your stretch goal?
I would love to see us get to 25 and then continue to grow. I feel we have enough students who declare journalism and communication majors who would benefit from a journalism degree. Now we just have to convince them to apply for them. Most of them already have taken the classes.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your enrollment trend over the last 5 years?
Increased

What was your efficiency trend over the last 5 years?
Increased

Were these trends expected? Please explain.
It was hard to decide if our enrollment has increased or decreased as it has done both. It started at 1 five years ago and got to 15 two years later. But as of last year, it is back down to 9. We need to figure out what happened in 2016-2017 that made the number of degrees go up so drastically.
For efficiency, Journalism classes went from 265 to 375 two years later. Then it dropped gradually to 323 last year. That is well under the college's 525 efficiency goal. Just like with enrollment, 2016-2017 was a good year for us. There is nothing obvious about that year from the point of the Journalism Department but we will study how to replicate it. Journalism has and will always be a small, but important program.

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?
Here are my program outcomes:
1. Structure and craft messages in ways appropriate for specific audiences.
2. Use and evaluate technologies that enhance the communication process.
3. Apply ethical practices in daily work and recognize media roles and responsibilities in society.

Journalism program outcomes accurately reflect the scope and depth of the degrees and certificate because it first focuses on content and getting messages out to the audience or public. Secondly, including a technology goal is essential as technology changes affect the skills needed to get a job in journalism. The third outcome of ethics is always imperative to any journalism program. Also, every student must have a strong ethical knowledge and foundation before entering the job market.

How do they align with employer and transfer expectations?

The program learning outcomes align with employer expectations. Our advisory group tells us they need new journalists who can report and write while understanding the basic journalism ethics. They also express a need for journalists who bring their own following of readers. That means the work we do with new technologies allows our students to have a portfolio of good journalism backed by a solid online presence.

Describe your program's plan for assessing program learning outcomes.

The program's learning outcomes were assessed in October 2019. The outcomes were assessed through portfolios, assignments and test to measure the students knowledge and abilities in the three areas. The program has been assessed every three years and will be assess again in three years, in Fall 2022.

Summarize the major findings of your program outcomes assessments.

Those portfolio and assessments have shown a general success in meeting the three goals. The students have been showing a positive assessment in generating content, discussing ethics and demonstrating technology skills. We will continue to strive for a goal of 80 percent of the class earning an 80 percent or more in the class. We are currently hitting that goal. We also hope for modest increases in student success each year. An area where we need to work more is retention. The students who are actively participating in the class are successful in reaching these goals. But we have on average 30 percent of students who stop participating for a variety of reasons. Those students are not reaching their goals. We need to increase our retention rates to increase our program outcomes success.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

We are still working on retention. Journalism faculty participated in a Workforce Institute study where we looked at success and retention rates of journalism classes. We found there is some work to do in the success and retention of male student of color. We are working on a department-wide diversity push to recruit and support students of color in Media Studies. We are also including curriculum that supports diverse students, making changes to our syllabus to make it more readable, and incorporating new retention tactics.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- Associate Degree GE Requirements
- CSU GE Requirements
- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. Click here for a link to Palomar's GE/ILOs.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

The GE/ILOs that Journalism Courses support are communication, written, visual and critical thinking. The primary focus of journalism is to teach students how to get accurate information to the public. The students determine what information goes out to the public, using critical thinking skills. The students use communication to research and report on that information. Then the students must write up an interesting and understandable story to disperse that information. Lastly, they are taught to package those stories with an eye-catching visual to get the message to viewers/readers.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

The major findings for journalism is that we are doing a good job of two of the outcomes, crafting messages and applying ethics. We continue to stress those two skills during our courses and our assessment show the students are meeting those outcomes. Of course, the students who stop participating for various reasons don't accomplish those outcomes. That is why we are focusing on retention. As for the last outcome, focusing on technology, we are working on it but have mixed results. We have students who are not interested in learning new technologies. They may not have access but also seem unwilling to pursue avenues to get those technologies. They will reject offers to let them borrow laptops and Ipads, and instead skip turning in the assignment because it feels too hard. We need to figure out how to make new technologies (such as podcasting) exciting and doable for our students.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
Program outcome assessment and completion rates have allowed us to identify problems and make adjustments. For example, noting populations of students who are less likely to success in our classes allows us to focus on those areas.

How have these factors presented challenges for your program(s)?
For enrollment and efficiency, our small program will always struggle more to meet those goals than the larger departments where their classes are required for all transfer degrees. It will also be hard for the Journalism Department to be efficient.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

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

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
We choose this standard because it matches the college standard and provides consistency throughout Palomar.

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

Was this expected? Please explain.
Palomar Journalism's success rate started at 68.4 in Fall 2014 and increased to 75.6 in Fall 2017. It remains at 75.6 for Fall 2019. We are very proud of that success rate. We attribute it to faculty accessibility and outreach. The Journalism faculty are hosting open houses, career events and communicating with students consistently to offer help and guidance.

What is your stretch goal for course success rates?
80.0%

How did you decide upon the goal?
Our previous stretch goal was 75 percent last year. Since we attained that we want to see if we can go further to 80 percent to keep on that forward momentum.

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

Was this expected? Please explain.
Journalism's retention rate started at 89 percent in 2014 and increased to a remarkable 98 percent in 2017. It has dropped slightly since then but is still a respectable 92.3 percent. It was not expected but hoped for as faculty focused on teaching strategies such as active learning and community building to keep students interested and vested in the courses.

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

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

Age: Why do you think age differences exist? What do you need to help close the gap?
The data shows that students in the age range of 20-24 are twice as successful in journalism classes than those who are older and younger. We need to work on strategies to help those students who are at ages where other factors are pulling them away from their studies.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
According to the data, the only two races of students in journalism classes were Hispanic and White. For success rates, the two were pretty close with Hispanic students showing a 77 percent success rate compared to 80 percent for White students. When it comes to retention, the gap was wider. On average, Hispanic students' retention rate was 87 compared to 100 percent for White students.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?
For Special Populations, the data says journalism had none, which I know is not true. For example, we have several students who identified as veterans to the faculty but are not showing up in this data.

Are there differences in success/retention between on-campus and online courses?
Yes

Please share any best practice methods you use for online courses.
There is a slight difference in success and retention rates between online and on-campus classes.
According to the data, on-campus class has had steady success rate in the 70 percentile since Fall 2014. Meanwhile, online class started at a 51.7 percent success rate in 2014 but has slowly increased to higher than on-campus (76 to 75.5 percent) in Fall 2019.
For retention rates, online has been slightly behind on-campus for most of the last five years. DE has a 83 percent compared to 94 percent on-campus in 2014 and a 94 percent on-campus retention rate compared to 88 percent DE rate in Fall 2019.

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?
Journalism is so small that there is only one class with more than one section. The two faculty meet and discuss SLOs each year.

How have you improved course-level assessment methods since the last PRP?
We have added assessment quizzes at the beginning and end of our new classes, including Journalism 130 to better assess learning of new curriculum. This will help us monitor and assess whether our courses are successful or whether changes are needed.

Summarize the major findings of your course outcomes assessments.
Throughout our courses, we realized three years ago that we need to focus more on ethics. We have always included ethics at the beginning of the semester but our assessments showed us that that was not enough. We have since started to include ethical discussions throughout the semester and put more emphasis on the rules as part of the curriculum. We continue to see an increase in students' performance in this area but we still have to make more progress. We would like every student to know the ethical standards.
For the second finding, students were successful in writing a hard news story. This is foundational knowledge that our focus groups insist is still relevant. In the past, we have been successful in this area. However, recent assessment has shown some students are struggling to master this area. These students get distracted by the technology elements and don't spend enough time on the foundational writing skills. We also have identified another problem: Students are unwilling to do the interviewing and information gathering work essential to have information to write into a hard new story. We need to focus on information cultivation to help with our writing goals as well. We are at 70 percent but should be higher. We will continue to work in this area.
For the final finding, our goal of technology is on track. The professors are always encouraging students to try new technology such as Hootsuite, Wordpress and new apps. The challenges is always access to equipment that allows them to play with new programs and the fact that some students struggle to embrace new technology. However, we will continue to expose them to new technologies and measure the results. We aim to keep this success rate at 70 percent or higher as well.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?
We have been able to address ethics and foundational writing skills over the last year. We will continue to focus on these areas. We have had to change our technology focus with quarantine. For example, it is not safe to send students out to film a video interview during Covid-19, even though that is essential practice in journalism. But we have been able to switch to safer options such as creating news podcasts during this online year. We also want to add more diversity content to our courses after participating in a study that found we need to better support our BIPOC students. We will continue to work on these areas.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
Improvements we have made to our journalism courses include active learning components for teaching lessons. We have also included more ethics discussions, a diversity assignment and a technology assignment. These assignments directly address our outcome goals.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

We have revised and updated our curriculum often as is necessary in the changing field of journalism. Every time we look at the curriculum, we look at the scheduling. Journalism doesn't have the luxury to be cavalier in our scheduling. We are always worried about maximizing students so we are careful to offer our classes when we know it will work for students and keep them on the degree path. It is hard enough to get students to do the extra work to apply for a journalism degree. We can't afford to make it any harder for them.

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?

We cross-list one class with photography. Photography is part of the Media Studies department so it is easy to work with faculty in that area. We have worked together to hire and evaluate the PT faculty teaching the course and in making curriculum changes.

Are there courses that should be added or removed from your program - please explain?

No. We recently deactivated a magazine and feature writing courses that we loved but never had enough enrollment to be viable long term. We are careful to keep our offerings strong.

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

The course outcomes are subsets of the program outcomes and the two are mapped. The initial journalism classes focus on the foundational journalism skills while the upper level classes focus more on technology skills. All of the courses continue to emphasize ethics.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

Our department strategy is to offer online courses whenever possible. We also have begun using Fast Track options to allow students to squeeze more classes into their schedules and get their degrees finished faster. With the use of Fast Track options and online classes our Journalism CA can be completed in one year.

How do you work with other departments that require your course(s) for program completion?

We don't have many departments who require our courses but we do check in with the few that do to make sure they are happy with the offerings. For example, we are involved in a joint social media certificate with Business and Graphics. We meet yearly to make changes and talk about scheduling.

Does your discipline offer cross-listed courses?

Yes

Are there curriculum concerns that need to be resolved in your department? What are they?

How is the potential need for program/course deactivation addressed by the department?

Since there is only one, full-time faculty member in journalism, she works closely with the department chair to determine deactivation based on enrollment and curriculum planning.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?
We are considering partnerships. One of our new goals will be to explore if a partnership with another discipline or department could provide more certificates that would help students get a variety of skills needed in the journalism and communications fields.

Click here for information about Noncredit and Community Education

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
A majority of our journalism classes are online. We try to offer the two core classes -- Journalism 101 and Journalism 105 -- on campus at least once each year. But the enrollment tells us that the majority of our students prefer online courses.

Describe other data and/or information that you have considered as part of the evaluation of your program
We consider labor statistics, job postings, industry information and advisory board feedback when forming curriculum and offering classes.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- LaunchBoard
- LaunchBoard Resource Library
- Chancellor's Office Data Mart
- Career Coach-San Diego Workforce Partnership
- EDD Labor Market Info
- Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
For Journalism, the kinds of jobs that available are the following:
1. Reporters and Correspondents - Collect and analyze facts about newsworthy events by interview, investigation, or observation. Report and write stories for newspaper, news magazine, radio, or television.
Sample of reported job titles: Anchor, General Assignment Reporter, News Director, News Reporter, Reporter, Sports Writer, Staff Writer, Television News Anchor (TV News Anchor), Television News Reporter, Television Reporter (TV Reporter)

2. Proofreaders and Copy Markers - Read transcript or proof type setup to detect and mark for correction any grammatical, typographical, or compositional errors.
Sample of reported job titles: Content Editor, Copy Chief, Copy Editor, Copyholder, Desk Editor, Editorial Assistant, News Copy Editor, Proofer, Proofreader, Typesetter

NOTE: Some job are open to people with an associate's degree or certificate, but most require a bachelor's degree along with journalism training.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Knowledge skills for Reporters:

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.See more occupations related to this knowledge.

Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.See more occupations related to this knowledge.

Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.See more occupations related to this knowledge.

Telecommunications — Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems

Data base user interface and query software — FileMaker Pro; Microsoft Access Hot technology ; Microsoft SQL Server Hot technology ; Online databasesSee more occupations related to this technology.

Desktop publishing software — Adobe Systems Adobe InDesign Hot technology ; Microsoft Publisher; Quark XpressSee more occupations related to this technology.

Map creation software — ESRI ArcView; Mapping softwareSee more occupations related to this technology.

Video creation and editing software — Adobe Systems Adobe AfterEffects Hot technology ; Apple Final Cut Pro; Video editing software; YouTube Hot technologySee more occupations related to this technology.

Web page creation and editing software — Facebook Hot technology ; Social media sites Hot technology ; Social media software

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.See more occupations related to this skill.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.See more occupations related to this skill.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.See more occupations related to this skill.

Speaking — Talking to others to convey information effectively.See more occupations related to this skill.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Proofreaders:

Data base user interface and query software — FileMaker Pro; Microsoft Access Hot technology ; Style guide databasesSee more occupations related to this technology.

Desktop publishing software — Adobe Systems Adobe FrameMaker; Adobe Systems Adobe InDesign Hot technology ; Quark XpressSee more occupations related to this technology.

Graphics or photo imaging software — Adobe Systems Adobe Illustrator Hot technology ; Adobe Systems Adobe Photoshop Hot technology ; Microsoft Visio Hot technologySee more occupations related to this technology.

Video creation and editing software — Adobe Systems Adobe After Effects; Apple Final Cut Pro X; Avid Technology Media ComposerSee more occupations related to this technology.

Word processing software — Adobe Systems Adobe InCopy; Microsoft Word Hot technology ; Serenity Software Editor; Whitesmoke

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.See more occupations related to this knowledge.

Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.See more occupations related to this knowledge.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.See more occupations related to this skill.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.See more occupations related to this skill.

Speaking — Talking to others to convey information effectively.See more occupations related to this skill.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.See more occupations related to this skill.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

How does your program help students build these KSA's?
Our program helps students build these KSAs through learning the theories of writing, observing, active listening etc in the foundational course Journalism 101. We then review those journalism fundamentals and apply them through writing for the newspaper in Journalism 105-215. We also use those same foundational lessons and expand on them in online journalism (Journalism 130) and social media writing (Journalism 200). Those courses leave students with two years of experience in applying those skills as well as a strong portfolio to show examples of their work.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
Yes

What have you done to integrate work-based learning?
Palomar Journalism has added the Cooperative Education 150 class into our journalism/blogging certificate. This requires students to work for a real newspaper or as an editor in the campus newspaper or magazine. Those positions require students to practice journalism in the real world, where their work is published and consumed by the public. In addition, students in the journalism program have been working in internships for years as this is an important element to success in journalism.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
The work-based learning helps students learn the following:
- Coming up with story ideas
- Learning how to research beyond Google
- Interviewing real people
- Reviewing and understanding data and public records
- Writing in a news format
- Editing news writing
- Publishing journalism articles
- Promoting journalism articles.
- Understanding and using journalism ethics in news writing
- Adding multimedia elements to journalistic writing.

How do you engage with the community to keep them apprised of opportunities in your program?
Palomar Journalism engages with the community by creating fliers and marketing materials that we then distribute through outreach to local high schools, hosting open houses in the fall semester and a media speaking event in the spring. The department are also members of local and state and local journalism and academic journalism associations. We network with them through email and in person when the budget allows for it.

What is the regional three-year projected occupational growth for your program(s)?
For Reporters, the projected growth nationally is down to minus 12 percent. For California, the growth projection is 3 percent. But also included in this category is the skill of social media, which is a "Hot Technology" skill often found in job postings. So a student who has a journalism degree will often find their reporting skills are needed beyond media employers. For Proofreaders, the national employment projected growth is 4 percent on average. In the state of California, the projected growth is 6 percent.

What is being done at the program level to assist students with job placement and workforce preparedness?
At the program level of Palomar Journalism, the faculty are assisting students on an as-needed basis with their career needs. For example, one student needed a recommendation for an internship application, while the other student is about to graduate from our program and is seeking a job in broadcast journalism. Both asked faculty for help and faculty responded with guidance. The one student has landed and is working in the internship while the other has signed up for an event with a journalist organization and NBC News. We hope that will lead him to the opening he needs to begin his career. For other students, we are helping them apply to SDSU and other 4-year journalism programs. The journalism discipline also participates in Media Days each year where we invite local journalists to meet with our students.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
Our last advisory meeting was supposed to be in March 2020 as part of our annual Media Days. The CoronaVirus pandemic forced us to cancel our in-person event but we have been corresponding with our advisory committee via email. They said although the pandemic has dampened in-person internships in the short term, the foundational journalism skills and multimedia knowledge is still needed for new journalists. They also urged us to focus on digital news reporting and social media promotion as those skills are needed in the changing media environment.

What are the San Diego County/Imperial County Job Openings?
For the job category of reporters, there is 93 job openings within 100 miles of Palomar College. The jobs range from print reporters to broadcast reporters to communication writers. For Copyeditors, there were two jobs. A similar job term is Editor, which has 82 job openings. There is often multiple terms for jobs that need editors with solid writing and grammar skills.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Get Social Media and Online Journalism classes started (enough enrollment) and then grow them into integral parts of our journalism curriculum.

Is this a new or existing goal?	**Goal Status**
Existing	Completed

How will you complete this goal?
We have successfully integrated Journalism 130 and Journalism 200 into our curriculum and they have become popular classes that filled and increased our overall enrollment and completion rates. Last fall, we updated Journalism 130 to be more relevant to our students and proposed a new 16-unit certificate that includes both of these new classes. The certificate began in Fall 2020.These two classes have become the future of the program and we need to continue to make sure they are exceptional.

Outcome(s) expected (qualitative/quantitative)
Journalism 200 is offered and quickly fills twice per year and Journalism 130 successfully fills once per year. They both add currency to our journalism curriculum.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Successfully integrating new courses that update students skills aligns with Palomar's goal of student success. Also, it increases enrollment, which helps the college bring in more students and more FTEFs.

Expected Goal Completion Date
10/5/2020

Goal 2

Brief Description
Improve on SLO assessment and connection with curriculum planning

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
Faculty is currently assessing SLOs and updating curriculum when appropriate. We introduced a new blogging/journalism certificate based on that work that was approved and activated in the fall. Now we have the hard work of assessing those classes and program SLOs over the next two years.

Outcome(s) expected (qualitative/quantitative)
The outcome is the journalism curriculum will always be up-to-date and evolving to reflect industry standards and the challenges and needs of students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Providing curriculum that adequately prepares students for transfer or jobs in journalism will directly contribute to student success.

Expected Goal Completion Date
5/23/2022

Goal 3

Brief Description
Grow the program

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?
Continue to improve curriculum
Continue promotion
Focus on the special groups, such as foster youth, veterans, etc.
Organize special events
Work with counselors
Better communication with potential students

Outcome(s) expected (qualitative/quantitative)
We are updating curriculum annually.
We will continue to promote the program among Palomar students, to counselors and at community events.
We will look for ways to focus on the special groups, such as foster youth, veterans, etc.
We will continue to organize special events such as Media Days. We have an open house this fall and a Media Days set for Spring 2020.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
If we can increase the number of journalism students, we will increase the diversity of our group. Increasing the diversity not only helps address at-risk groups such as foster youth, but it allows for a richer classroom experience. All of those elements expand the learning experience for our students and will help them when transferring to a 4-year school or when looking for a job.

Expected Goal Completion Date
5/22/2020

Goal 4

Brief Description
Improve diversity of students and curriculum

Is this a new or existing goal?

New

How will you complete this goal?
Palomar Journalism faculty were part of a Strong WorkForce Institute grant that allowed them to study the success and retention rates of students. We found that student of color and males particularly struggle with retention and success in our classes. As part of that grant, journalism joined with its Media Studies department colleagues to enact the following changes.
- Adding diversity curriculum into the class. For example, require students to complete a report on a journalist of color as part of the course assignments.
- Launching a Media Studies campaign to recruit and retain students of color
- Making changes in the course and syllabus that will help students of color succeed in the class.

Outcome(s) expected (qualitative/quantitative)
We hope to see the following at the conclusion of this goal:
- Every journalism class will have one at least one diversity project or assignment as part of its curriculum
- Three years of active participation in the Media Studies campaign to recruit and retain students of color
- Every journalism class will have a syllabus that is more understandable and equitable for all students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal aligns with Palomar Journalism's mission statement and the goals of the college because its aim is to help more students find the program and succeed in it. The point of the goal is to find and help those students who may be struggling in school. We hope that with proper support and resources, Palomar Journalism will be able to recruit, support and graduate more students of color.

Expected Goal Completion Date
5/29/2023

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

The main budget considerations for the Palomar Journalism department are the following:

- We would like to maintain our pre-Covid printing budget of $16,000. The Palomar Journalism department has always had a cashflow problem. We would like to continue the practice of borrowing $16,000 per year to print the newspapers and magazine and paying it slowly back over the year with the $450 monthly revenue from the kiosks.

- We would like to bring back the roughly $9,000 we had each year to pay $14 an hour for a person to work 20 hours for 16 weeks each semester. That person is important to help manage the newsroom duties and design needs for the campus newspaper and magazine. For comparison purposes, consider that Bravura, the literary magazine that comes out once per year, has two faculty members. The Journalism Department puts out 14 print newspapers and one magazine with one professor each year. Journalism needs more staff support to continue its history of achievement.

- $5,000 in travel. The field of colleges with respected college journalism programs is vast and they all get together in person twice a year to network and learn from each other. While the pandemic has put that on hold temporarily, that practice will resume. It would help our program to allow the Journalism Professor to travel at least once a year to conferences of journalism faculty to learn and network. That would also allow faculty to travel with student journalists if the co-curricular travel money comes back to The Telescope.

- $5,000 in speaker fees. We host a Media Days event every spring. We invite local journalists but there are many excellent journalists in Los Angeles and other parts of California that would improve the event. To get those journalists down to San Marcos, we need to offer a speakers fee for their time and travel. This money would allow us to market the event to the community at large.

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
ehiro@palomar.edu

Review

Chair Review

Chair Comments
Great work, Erin. I added some information and made a few edits.

Chair Name
Wendy Nelson

Chair Sign Date
10/29/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
•Great work! It is clear that you are dedicated to the program, your students, and constantly striving to keep the journalism program targeted to provide our students with the technology skills to meet the ever-changing needs of employers.
•Good completion numbers for the AA-T.
•The new journalism/blogging certificate is exciting. It is focused to provide a gap in KSAs that traditional journalism programs and/or students looking to become more marketable.
•Good success rate improvement trend!
•Very good retention! It demonstrates that the program creates a strong sense of belonging by instilling teamwork and using the newspaper room as a hub for Journalism students. No doubt this contributes to the success and retention of students in the program.

Areas of Concern, if any:
There has only been one AA and CA degree awarded in the last 6 years. It might be a good time to examine how we could revitalize this degree.

Recommendations for improvement:
None.

Dean Name
Justin Smiley

Dean Sign Date
11/6/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:
The PRP was thorough, the team did a good job at identifying and analyzing problem areas while establishing improvement goals. All goals strengthen the direction of the program. These goals in combination lead to a well-rounded program design that regularly evolves resulting from input from advisory team comments.

Areas of Concern, if any:
We are in agreement with Dean Smiley in evaluating possible changes to increase the number of AA and CA degrees awarded.

Recommendations for improvement:
Resources: The budget review mentions the need for a short-term hourly however, it is not requested in the staffing needs section. We recommend including this need in the appropriate section so that it can be included in the new prioritization process.

Program Learning Outcomes: Would like to see brief examples of retention tactics planned/suggested.

IPC Reviewer(s)
Sarah De Simone and Patricia Menchaca

IPC Review Date
11/24/2020

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
work done with advisory group to inform outcomes; use of portfolios; use of outcomes to identify and address issues; WBL; Media Days

Areas of Concern, if any:
1. retention of men of color -- i wonder if this isn't beginning to shift in the industry -- how to connect to our students?
2. making new technology exciting for students -- this is surprising...is remote access available? maybe it's about intentional use of new technology in a project to at least see that they are aware and knowledgeable...
3. having students apply for program completion
4. growing the program
5. budget

Recommendations for improvement:
1. some disciplines are taking students through the degree or certificate application process in capstone class; consider that as a possibility. French has done this consistently through the years and consistently had the highest completers in their department.
2. take a look at the new Program Development, Revitalization, and Deactivation policy for possible ideas re: revitalization. It seems that growing the program would involve more preliminary steps in terms of identifying possible careers/employers involved locally and quizzing them on what types of curriculum could be useful in providing them with students ready for employability. You may have done some of this with Wendy already but happy to talk through possible steps involved with you.
3. Is there a way to collaborate with Bravura/Creative Writing -- maybe to provide the regular publication of work through the paper/magazine within Journalism but to showcase in Bravura? Might be worth brainstorming with deans of AMBA and LL but also with Stacy and Claire (ENG faculty in charge of Bravura...)

Vice President Name
Shayla Sivert

Vice President Sign Date
1/3/2021