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## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

### BASIC PROGRAM INFORMATION

**Academic Year**

2021-2022

**Are you completing a comprehensive or annual PRP?**

Annual

**Division Name**

Arts, Media and Business Administration

**Department Name**

Media Studies

**Department Chair Name**

Candace Rose

**Discipline Name**

Journalism (JOUR)

**Department Chair email**

crose@palomar.edu

**Please list the names and positions of everyone who helped to complete this document.**

Erin Hiro, Professor of Journalism

Candace Rose, Chair of Media Studies

Justin Smiley, Dean of AMBA

**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.**

Degree option #1: State Transfer Degree: Journalism AS-T Transfer

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.

Degree option #2: Degree #2: A.A. Degree Major or Certificate of Achievement. This is the traditional associate's degree for journalism. This can also be modified for a 16-unit certificate.

Degree #3 Journalism/Blogging Certificate of Achievement

This certificate is designed for students or working adults who want to sharpen their skills in journalism writing or blogging. The classes teach journalism/blogging principles with an online focus, showing tools that make online reporting, writing and videography more effective. These courses provide the training needed to get students noticed in a competitive journalism and blogging environment

**BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES**

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

**How many permanent or full-time faculty support your discipline (program)?**

1

**For this past fall semester, what was your Full-time FTEF assigned to teach classes?**

.20 percent

**For this past fall semester, what was your Part-time FTEF assigned to teach classes?**

.60 percent

**List the classified and other permanent staff positions that support this discipline.**

ADA Rita Walther.

**List additional hourly staff that support this discipline and/or department**

None.

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including their program 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?**

The journalism program's learning outcomes are effective at communicating the scope and depth of the degrees and certificates offered because the program goals are expanded versions of the course goals. For example, all courses and programs have a technology goal that focuses on new technology in the field. But some courses' technology goals are narrowly focused for skills application. Other program technology goals are broader, instead focusing on the critical evaluation of technology and its effects on the media. In both cases, these courses lead to an overall meeting and exceeding of program goals.

**How do they align with employer and transfer expectations?**

The program goals do align with employer and transfer expectations. All of the courses build on foundational journalism skills and require students to create well-researched, well-reported, fair and balanced journalism content. The journalism classes require students to include ethical guidelines, writing and editing knowledge and multimedia skills. This training is needed both in the career field and in journalism transfer programs.

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

We are currently assessing program learning outcomes by surveying the classes in our programs and using that information to evaluate whether we met our goals. Since we are a small program with only one full-time and one part-time professor, it is easier for us to get the information we need to make fair assessments of our progress. We assessed all programs during the Fall 2021 semester.

**Summarize the major findings of your program outcomes assessments.**

For the program goal: Reporting -- The student will demonstrate a mastery of reporting, editing or photography skills through a portfolio of at least 10 published clips. We saw a strong success rate of 80 percent or more.

For the program goal: - Evaluating and using technology, we realized we don't spend enough time on this area. While technology was shown to be a part of every class, some dealt with it more than others, and we did not meet the 70 percent goal. We came in at around 60 percent. This is an area we will work on across our classes.

For the program goal: Ethics - This is an area where we have done well. We launched a concerted effort two years ago to establish an ethics lesson plan for all classes. We noticed in our course SLOs that there was a need for more ethics work. We instituted that and are seeing a large increase in our students' ethical knowledge by the end of the program. We noted that across our courses, students earned an 85 percent or more on their ethics self-reflections.

For the program goal: Multimedia - We noted that students earned a grade of 70 percent or more on their multimedia projects across program courses in the last year. We are happy with the results of this goal but want to continue to push to get that percent of success even higher. We will coordinate among classes on the topic of multimedia journalism projects to make sure all courses are able to meet those needs.

For the program goal: Media Ownership - Not every class has this assignment in their curriculum with the disruption of Covid-19. But for the courses that did, about 75 percent of the students earned a 70 percent or more, allowing us to meet that goal for media ownership analysis. The next step is to ensure all courses have an appropriate assignment in this area for the next evaluation cycle.

For the program goal: Social media promotion - We are almost meeting our goals. We need to work on this area to make sure we are measuring the right part of social media and providing each class with a relevant assignment to measure social media promotion knowledge. We have some work to do here.

**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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

**Copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Row Labels	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
AA/AS						
Associate in Arts Degree	1					
Associate in Arts Degree for Transfer	5	12	7	9	7	6
Associate in Science Degree	1	1				
AA/AS Total	5	13	7	10	8	6
Certificate						
Certificate of Achievement	1	1	1			
Certificate of Proficiency	1	1	1			
Certificate Total	2	1	2	1		
Grand Total	5	15	8	12	9	6

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

Decreased

**What factors have influenced your completion trends?**

I think two factors that have hurt our completion rates.

1. Covid-19 took away the in-person instruction that made journalism classes a fun place to learn with friends. It allowed for us to create a journalism community where students like to hang out in the newsroom even when the work was done. That community helped encouraged more students to apply for the degree instead of just leaving to transfer to a 4-year school. Likely more students would have applied for the degree if they would have continued to meet in person. We need for Palomar to make it easier for students to gather those degrees without a lot of extra work and confusion. Why would a student go through the bureaucracy of applying for a degree when they don't need it for the state's journalism transfer degree? They won't unless Palomar makes degree completion automatic or at least really easy. The pandemic also contributed to an decrease in retention. Journalism experienced more drop-outs over the past two years as students dealt with economic hardships, health scares and anxiety of learning online. We are working on addressing this but expect the return to campus will help in this area.

2. The second factor for decreased program completions was that 2019 layoff of support staff. Losing the only support staff for the campus newspaper and magazine left too much on the one, full-time journalism professor. It is impossible to work on student outreach for program completions when the adviser was left to deliver the newspapers, handle the equipment, check the copyright of thousands of photos and try to find new advertisers during a pandemic. Adding a support staff to this program would allow for more success in degree completions.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

**Program Information Summary**

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

**What factors have contributed to the success of your program(s)? Describe how they have contributed.**

Here are the factors that contributed to the success of the journalism program:

- The campus newspaper, even though it is now online at [www.the-telescope.com](http://www.the-telescope.com), continues to be a valuable tool that trains students on how to be ethical, skilled journalists.
- A instant community of like-minded students who want to make a difference in the world.
- A professor who loves to be innovative and embraces new technology
- The campus magazine, that allows for creativity in writing and design and showcase our talented photojournalists.
- Students who work much harder than they have to because they take their role as media watchdog seriously.
- A Palomar community that has always supported the campus newspaper and magazine.

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

Here are the factors that presented challenges the journalism program:

- A lack of electives in students' schedules to try the extra journalism classes that are offered
- Covid-19/quarantine impacts
- Laying off part-time support staff
- Students seem to work more hours than before, which prevents them from attending classes and also coming to campus to report on campus happenings.
- Cost of gas is making it harder for journalism students to report on campus events because they lack transportation. Some are able to remedy that by attending Zoom events but there are some gaps in this experience.
- Fewer people on campus means fewer events to cover for the campus newspaper
- A lack of money to pay a magazine designer to help students design the campus magazine.

## COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

## COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

### Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/> )

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

75.0%

**Why did you choose this standard?**

After looking at our success rate climb steadily for the last five years from .68 percent to 78 percent, we feel that 75 percent is a solid and obtainable success rate going forward. We hope to keep aiming for higher than that but 75 is a realistic goal for the journalism program.

**What is your stretch goal for course success rates?**

80.0%

**How did you decide upon the goal?**

We are close to the 80 percent stretch goal with a 78.3 percent success rate during 2020, which was obviously a tough year with Covid-19. We are hopeful that consistent faculty training will improve our journalism courses and continue to increase retention rates. We also expect that the gradual reopening of the campus will add to that success as well. Still, the financial effects of Covid-19 cannot be overlooked. It is always a challenge to keep students engaged during a difficult time with health and financial constraints. It might be a tough goal but we welcome the challenge.

**COURSE STUDENT LEARNING OUTCOMES (SLOs)****Summarize the major findings of your course level student learning outcomes assessments.**

Ethics: This goal is included in every course in the journalism program because it is so essential in the world of media. Two assessment cycles ago, we were struggling in this area. We made adjustments and our most recent results in 2020 found a much better result. Students are scoring high in ethical assignments because of a renewed focus on this area in the classes. Instead of ethics being taught once at the beginning of the semester as was the practice, it is introduced at the beginning and revisited at least twice more during the course.

News Writing is another area of importance at the course level for journalism. This is a foundational skill for all classes and is taught at every level. We found that students are meeting and exceeding this standard as well. We see these results because the students are consistently working on this skill with every assignment and getting detailed feedback. We feel our curriculum is working well for those students. The only sticking point here is that our focus on this area creates a lot of writing assignments that students complain feels overwhelming with their busy life. We saw some retention issues as students said they have to drop the class because they do not have the time to research, report and write as often as the course requires to meet this goal. We will look into possible solutions for this issue.

Technology: The third major SLO for our courses is technology. It is an essential part of the journalism career because it impacts how content is made and distributed. We have always emphasized technology and made it a part of course curriculum. That benefits students who need those skills and seem to enjoy a different kind of project from other classes. Students scored high above our target goals in the area of using technology but they didn't do as well (just met our standards) in the area of evaluating technologies. Many of the practical CTE classes don't have as much focus on the critical thinking and analysis assignments. Instead, they focus on application as expected in CTE classes. Those classes are too busy using the technology. But our department will work together to tackle this issue.

**Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.**

Yes

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

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**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? If so, how would the new or emerging careers impact your future planning?**

There are several careers available to journalism majors.

Here is a list:

Print/Online/Television reporter

Print/Online Editor

Photojournalism/ Camera operator

Public Relations

Social Media Marketing

Website writing

Technical writing

Grant writing

Creative writers

The jobs that seem to be in high demand are in companies that are looking for writers to update their website or run their social media content. We have added a social media content class as well as an online journalism class that address these two needs. Both classes are doing well in enrollment and have been recently updated. The social media class articulates to SDSU.

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

Some of the main skills they need for most of these jobs are:

- Write commentaries, columns, or scripts, using computers.
- Coordinate and serve as an anchor on news broadcast programs.
- Examine news items of local, national, and international significance to determine topics to address, or obtain assignments from editorial staff members.
- Analyze and interpret news and information received from various sources to broadcast the information.
- Receive assignments or evaluate leads or tips to develop story ideas. See more occupations related to this task.
- Manage tracking and reporting of search-related activities and provide analyses to marketing executives.
- Optimize digital assets, such as text, graphics, or multimedia assets, for search engine optimization (SEO) or for display and usability on internet-connected devices.
- Collect and analyze Web metrics, such as visits, time on site, page views per visit, transaction volume and revenue, traffic mix, click-through rates, conversion rates, cost per acquisition, or cost per click.
- Participate in the development or implementation of online marketing strategy.
- Optimize Web site exposure by analyzing search engine patterns to direct online placement of keywords or other content.

The programs they need to use are:

- Desktop Publishing Systems such as Adobe Suites
- Web design programs such as WordPress
- Video editing programs such as Adobe and Apple
- Design programs such as Photoshop
- Business intelligence and data analysis software — BrightEdge; Conductor Searchlight; IBM Digital Analytics; Searchmetrics
- Data base user interface and query software — Microsoft Access Hot technology ; Microsoft SQL Server Hot technology ; Online databases;

**How does your program help students build these KSA's?**

Our program starts with the foundational writing, research and reporting abilities. Once those are established, it continues to reinforce them but expands to include technology related skills such as video editing, audio editing, and web content creation and design. We have traditionally incorporated Adobe InDesign training to put out the print edition of the newspaper. With the retirement of a professor who specialized in that area, the pandemic and a limited time to focus on InDesign, our emphasis on that has moved more toward web design and social media creation. That was the right move during the pandemic but might be the right path forward after Covid-19 as most journalism jobs center more on digital than print content.

**Work Based Learning**

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world 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?**

We have added a Cooperative Education Course to our program that requires students to have an internship in their desired field. This is a fantastic opportunity for students to apply the skills they learn in our program, get a glimpse of what a job there is actually like, and make good contacts for future employment opportunities. We have been focused mostly on journalism internships since we have contacts in those areas. I hope to work more with Cooperative Education to secure internships in related areas such as social media and website content creation for future semesters.

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**

Work-based learning shows them why the skills they learn in a class are so important. It helps them practice in a real-world environment and often provides better motivation than their class grades can supply. It exposes them to different ways that employers need help and might point out holes in their knowledge that they can correct before graduation.

**How do you engage with the community to keep them apprised of opportunities in your program?**

We keep our website up-to-date and used to attend recruiting events. We also used to send out information to area high schools. Since Covid-19, we haven't been able to keep up those practices. We need to better communicate with the community in the future. We have continued our tradition of hosting a spring Media Days event and a fall Open House. Both of these are advertised to existing and future students as well as the community. The events provide information about our journalism program.

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

According to the state's Employment Development Department, the projected growth of careers stemming from journalism training is mostly positive.

- The projected growth for Media and Communication works is 8 percent in San Diego County.
- The projected growth for Radio Media and Television is -8.3 percent in San Diego County.
- The projected growth for Reporters and Correspondents is -14.3 percent in San Diego County.
- The projected growth for Editors is 1.3 percent in San Diego County.
- The projected growth for Technical Writers is 17 percent in San Diego County.
- The projected growth for advertising, marketing and public relations is 8.3 percent in San Diego County.
- The projected growth for the similar category of public relations and fundraising predicted a 9.1 percent growth.

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

At the program level, there are several things being done to assist students with job placement:

1. The journalism major includes an internship requirement that forces students to gain job experience while in school.
2. The Journalism Department is working with Cooperative Education to increase the number of internships available to students. Both groups are actively working with local media companies to bring internship opportunities to Palomar students.
3. Both journalism professors routinely post new internship and training opportunities in every journalism class and encourage students to apply.
4. We help students make connections in the industry by hosting Media Days each spring. The event invites local media professionals to campus to talk to students about the field.



**When was your program's last advisory meeting held? What significant information was learned from that meeting?**

The Journalism Department's last advisory meeting was held in April on Zoom. We are currently organizing a fall meeting but it will not have taken place before this document is due.

In general though, the advisory meetings had these findings:

1. Students need to consistently read the news.
2. Students need to have solid news writing skills.
3. Students need to understand and use journalism ethics.
4. Students need to be familiar with technology but employers don't mind training them on specific programs.
5. Students should already be using social media to promote themselves and their writing.
6. Students should know how to take decent photos to go along with their stories.
7. It is a bonus if students have video or audio editing experience.
8. It is a bonus if students can product short and effective podcasts.

**What are the San Diego County/Imperial County Job Openings?**

We struggled to find good data on the state website so we went to websites specific to journalism.

According to ZipRecruiter, there are 183 or more journalism jobs in San Diego County and 383 if you included Riverside.

See this link [https://www.ziprecruiter.com/candidate/search?form=jobs-landing&search=Journalist&](https://www.ziprecruiter.com/candidate/search?form=jobs-landing&search=Journalist&location=San+Diego%2C+CA)

[location=San+Diego%2C+CA](https://www.ziprecruiter.com/candidate/search?form=jobs-landing&search=Journalist&location=San+Diego%2C+CA).

The jobs range from data journalist to content writer to television reporter. There are a lot of employment opportunities for journalism students near Palomar College.

## 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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

### Goals

#### Goal 1

##### Brief Description

Improve on SLO assessment and connection with curriculum planning

##### Is this a new or existing goal?

Existing

##### Goal Status

Ongoing

##### How will you complete this goal?

Faculty is currently assessing SLOs and updating curriculum when appropriate. Although we started last year, we still have work to do in this area. We introduced a new blogging/journalism certificate based on that work that was approved and activated in Fall 2020. We just assess those classes and have improved overall in our SLO assessment and curriculum planning but we have more work to do. We also just assessed our programs and added some more tasks from that process. We hope to continue this for another 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. We will track our SLO assessments and link them to curriculum changes over the next two years.

##### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with the department mission statement and Guided Pathway plans by providing curriculum that adequately prepares students for transfer or jobs in journalism. We think this will add to our students' chances of transfer to a 4-year program and ultimately, to a career opportunity.

##### Expected Goal Completion Date

6/1/2023

#### Goal 2

##### Brief Description

Grow the journalism program and increase the number of completions

##### Is this a new or existing goal?

Existing

##### Goal Status

Ongoing

##### How will you complete this goal?

This goal has been modified slightly. The original goal has always been to increase the number of students who participate in the journalism program. But the key to the program's success is to have more students AND more students complete the program. We feel those two goals go hand-in-hand so we need to work on both to successfully improve the number of successful journalism students.

**Outcome(s) expected (qualitative/quantitative)**

We feel there are several ways we can measure the results of this goal.

- The journalism program has good retention and success rates (over 70 percent) and we need to keep those up and try and get them even higher.
- We need to improve our program through cutting-edge curriculum that reflect the changing journalism profession and its new technologies.
- We must continue to promote the journalism program among Palomar students, to counselors and at community events once they return.
- We must make sure to seek out and include special groups of students, such as foster youth, veterans, etc.
- We will continue to organize special events such as Media Days and department open houses
- We must continue with our equity training and new pedagogy that helps at-risk students succeed.
- We must continue to test out new technologies such as HyFlex to make our classes available to more students.

**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**

6/1/2024

**Goal 3****Brief Description**

Improve diversity of students and curriculum

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

Right before Covid-19, the 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.

The pandemic has slowed down our work but not stopped it all together. We are still working on this goal and plan to for the next three years and beyond.

**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**

6/1/2024

## 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 fiscal year 2019, 2020, 2021. 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 Journalism Department needs an employee to help in the newsroom 10-20 hours per week during the fall and spring semesters. The Journalism Department has a newspaper and a magazine and only one, full-time professor. Another set of hands is crucial for the journalism department to continue to support a newspaper and magazine along with the wide range of journalism classes.

## **NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

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

### **Part 4: Facilities Requests**

**Do you have resource needs that require physical space or modification to physical space?**

No

## PART 5: 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?**

Yes

### Requests

#### Item 1

**What are you requesting?**

Speaker Fees for Media Days Event

**Estimated Amount of Request.**

\$5,000.00

**Will you accept partial funding?**

Yes

**Budget Category**

Perkins

**What PRP plan goal/objective does this request align with?**

This money will pay the speaker fees for well-known journalists to attend Media Days at Palomar College.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

2:2

**Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

This money would be used to pay journalism professionals to attend the annual Media Days event. The event is designed to invite journalists to speak in front of Palomar Media Studies students. It shows students what kind of jobs they can get in Media Studies and provides possible connections into the industry. We could get some well-known journalists to attend if we can have money for speaker fees. Those speakers could invigorate and inspire our students to dream big for their futures in journalism.

**Please upload a copy of the quote, if available.**

#### Item 2

**What are you requesting?**

Conference fees and possibly travel

**Estimated Amount of Request.**

\$2,000.00

**Will you accept partial funding?**

Yes

**Budget Category**

Travel Expenses for Faculty

**What PRP plan goal/objective does this request align with?**

This will help faculty stay current in journalism and make connections for students looking for internships and jobs.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

2:2

**Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

It is unclear how many conferences will be held while the Delta variant hangs around, but there have been some online options available that cost money but are held on Zoom. If there are in-person conferences, journalism faculty could re-kindle network relationships stymied by Covid-19. It is important that journalism faculty stay current with new trends in the field as well and maintain connections with other educators and regional journalists.

**Please upload a copy of the quote, if available.**

### **Item 3**

**What are you requesting?**

**Estimated Amount of Request.**

**Will you accept partial funding?**

No

**Budget Category**

**What PRP plan goal/objective does this request align with?**

**What Strategic Plan 2022 Goal/Objective does this request align with?**

**Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

**Please upload a copy of the quote, if available.**

**I confirm that all full-time faculty in this discipline have reviewed the PRP. The form 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