

**Entry #:** 48 - Arts, Media and Business Administration**Status:** Submitted**Submitted:** 3/20/2024 2:03 PM

## DRAFT

### 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.

**ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.**

### BASIC PROGRAM INFORMATION

**Division Name**

Arts, Media and Business Administration

**Department Name**

Media Studies

**Microsoft\_List\_ID****Discipline Name**

Journalism (JOUR)

**Department Chair Name**

Scott Klinger

**Department Chair email**

sklinger@palomar.edu

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

Erin Hiro, Journalism Professor

Scott Klinger, Department Chair

Justin Smiley, Dean of AMBA

**Website address for your discipline**<https://www.palomar.edu/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.**

Journalism – AA-T Transfer Major (18 units or more)

Multimedia Journalism – A.S. Degree Major/Cert. Achievement (18 units or more)

**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 links shown in red.

**Enter the number of 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?**

0 - On Sabbatical

**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**

.60

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

ADA Rita Walther. Journalism takes up 10 percent of her time.

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

None

**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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

**COURSE SUCCESS AND RETENTION****Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

Our course success rate improved from 75 percent in Fall 2019 to 86.2 percent success in Fall 2023. This was unexpected. Although we have been working on curriculum development and zero-cost textbooks, we feared a sabbatical of the only full-time journalism professor would hurt our success and retention rates last fall. Happily, we had great quality adjunct professors who keep the success rates high through active teaching, timely feedback and good course design.

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

Increased

**Was this expected? Please explain.**

Our course retention rates increased from 92.3 percent in Fall 2019 to 96.6 percent in Fall 2023. This was not expected as we felt that 92 percent was pretty high and difficult to improve on. We have done a lot of work in implementing new teaching strategies to help students succeed, so perhaps that played a role. We also emphasize constant communication with students so they feel important to us as faculty members. Whether online or in person, we pride ourselves in knowing all of our students.

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

Gender

Ethnicity

Age

**Gender: What did you find and why do you think gender differences exist? How can you close the gap?**

For success rates, the genders were pretty even. They were roughly even in Fall 2019 with 75 percent for women and 77 percent success for men. In Fall 2023, the gap was smaller, with women showing an 86 percent success rate compared to an 85 percent success rate for men. For retention, the sexes were roughly equal in Fall 2019, with women's retention rate at 92 percent and men's at 94 percent. In Fall 2023, men climbed to a 100 percent success rate compare to women's rate of 93 percent.

**Age: What did you find and why do you think age differences exist? What do you need to help close the gap?**

There seems to be a difference in success and retention rates among ages. The data shows that for journalism, younger students (age 19 and younger) were less successful (83 percent) than students ages 20-24 (87 percent success rate). But for retention rates, the opposite was true, with students 19 and younger showing a 100 percent retention rate compared to 93 percent for students 20-24 years old. (No other ages were measured.) In both cases, these age groups were all higher than the institutional average for success (70 percent) and retention (90 percent).

**Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?**

For journalism classes in Fall 2023, only white and Hispanic students were enrolled, according to the data. For success rates, white students showed a 100-percent success rate compared to Hispanic students who reported a 76-percent success rate. It is still higher than the 70-percent success rate average across the institution. In the area of retention, the results were similar, with white students showing 100-percent retention rate. But Hispanic students fared better in retention with a 94-percent retention rate, which is higher than the 90-percent average of the institution.

**Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.**

The data demonstrates that our success and retention rates are excellent but there is always room for improvement.

1. We will look at ways to help men continue to retain high success and retention levels and to help women focus on increasing retention rates in the coming years.
2. We will also explore why the success and retention rates vary with the ages and brainstorm ways to improve those statistics so they are more even among the age groups. We also need to recruit new students to provide a wider variety of ages in our journalism classes.
3. For races, we need to focus on helping Hispanic students in both success and retention rates. We also need to work on recruitment to have a more diverse student population in our journalism classes.

## COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[Jour Course Outcomes.xls](#)  
28 KB



## PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

### 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.

Link: [Program Completions](#)

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline’s degrees and certificates.

Degrees and Certificates Awarded (Count)						
Academic Year	AT	APD	Student Count	Column Labels		
Row Labels	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
AA/AS						
Associate in Arts Degree	1					
Associate in Arts Degree for Transfer	12	7	9	7	6	8
Associate in Science Degree	1	1	1			
AA/AS Total	13	7	10	8	6	9
Certificate						
Certificate of Achievement	1	1	1	2		
Certificate of Proficiency	1	1	1			
Certificate Total	2	1	2	1	2	
Grand Total	15	8	12	9	6	11

## PROGRAM LEARNING OUTCOMES

**Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?**

Yes

**Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").**



[Jour transfer Program Outcomes.xls](#)  
30.5 KB



[Jour Blogging Program Outcomes.xls](#)  
81 KB



## Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.**

The factors that have contributed to the success of the Palomar journalism program are the variety of trainings the journalism faculty has done and the opportunity to take a sabbatical and develop a zero-cost textbook. The training has resulted in better online classes with increasing success and retention rates. The zero-cost textbook has removed a barrier for students struggling financially in college.

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

The factors that have presented a challenge to journalism are twofold:

1. Funding has been inconsistent and unreliable, making it difficult to plan in advance for publications and curriculum changes. We need a consistent source of funding for printing and a part-time designer that is earmarked for journalism and cannot be taken by others.
2. The process of travel is problematic. Adviser/Student travel in journalism is essential as it connects us to new trends in the field, inspires students to take risks or try new projects at Palomar, and connects them to future 4-year schools and employers. The travel increases the chance of student success. But the process is a nightmare for faculty. The process is confusing and unnecessarily long -- often taking two months. That means, we are never able to take advantage of early bird rates, which would save us and the college money.

Also, travel requires faculty to put hundreds of dollars on their personal credit cards and carry the balance until reimbursement. Yes, some items are paid through invoices but many cannot be, putting the onus on the faculty to carry the financial burden. The faculty are also expected to book all travel, which leads to higher prices than if one central person booked travel for all of Palomar and could get better deals. An improved travel process would allow the journalism department to focus on more important elements of education.

## 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 O\*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?**

When searching for the term "journalist" in the [www.onetonline.org](http://www.onetonline.org) website, 20 possible occupations come up. The first is the obvious News Analysts, Reporters, and Journalists category that is directly associated with the major. Others that often are related include broadcasting and photography and are also listed. Beyond that, there are occupations such as accounting and teaching that align with journalism skills of reporting, research, analysis and critical thinking.

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

The knowledge, skills and abilities needed for journalism-related occupations are as follows:

1. Critical thinking skills
2. Research skills
3. Interviewing skills
4. Journalism writing skills
5. Overall communication skills
6. Editing skills
7. General design skills
8. Some multimedia skills
9. Social Media knowledge
10. Media literacy skills

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

The Palomar Journalism helps by focusing on these skills in journalism classes. The classes that address these skills are listed below next to the skill.

1. Critical thinking skills: Jour. 101, Jour 130, Jour 200, Jour. 105, 205, 210, 210
2. Research skills: Jour. 101, Jour 130, Jour 200, Jour. 105, 205, 210, 210
3. Interviewing skills: Jour. 101, Jour 130, Jour. 105, 205, 210, 210
4. Journalism writing skills: Jour. 101, Jour 130, Jour 200, Jour. 105, 205, 210, 210
5. Overall communication skills: Jour. 101, Jour. 105, 205, 210, 210
6. Editing skills: Jour. 101, Jour. 210, 210
7. General design skills: Jour. 105, 205, 210, 210
8. Some multimedia skills Jour 130, Jour 200, Jour. 210, 210
9. Social Media knowledge: Jour 130, Jour 200, Jour. 105, 205,
10. Media literacy skills: Jour. 101, Jour 130, Jour 200, Jour. 105, 205, 210, 210



The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

There is a projected decline in the area of journalism jobs due to corporations buying up media and laying off staff to make money. With the recent sale of the San Diego Union-Tribune and overall financial struggles with the Los Angeles Times, print journalists have been laid off recently in San Diego. Some large newspaper are doing fine but small and median size newspapers are struggling. The outlook for traditional reporters in print media is in decline. There are other opportunities to work in online media and social media as well as using journalism skills in different industries.

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

We have been working with Cooperative Education to offer the internship class. Journalism faculty have also spent time helping students learning Handshake and other job sites. The Journalism Department maintains a LinkedIn site for journalism students and alumni where we post job and internship opportunities and encourage networking.

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

Journalism's last advisory meeting was held in the fall where three different journalists talked about the state of the media.

1. One had served as a wire editor at the San Diego Union-Tribune but had to take a buyout in January. She said her research and writing skills were opening doors to public relations and social media opportunities that she could pursue remotely from San Diego.
2. The second person was an investigative reporter from the San Diego Union-Tribune who spoke about the need for his kind of reporting to hold government leaders accountable. He encouraged students to continue studying in the field as the need is there and the model of news is evolving. He suspected that donation-based news, such as the Voice of San Diego, will continue to thrive. He also said newspapers will survive but evolve to solely digital in the future.
3. The third person was a reporter from the Los Angeles Times who reports on social issues but is worried about losing their job. They do still encourage people to continue pursuing journalism but to focus on the technology advancements to differentiate Palomar students from the pack.

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

There were 10 job openings listed and they were all for television stations, though many of them used print journalism skills. Throughout the state of California, there is projected to be 6,000 jobs in the next 10 years.

## PROGRAM GOALS

**Progress on Prior PRP Goals**

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

**Prior PRP Goals**

**Prior Year PRP Goal 1****Brief Description**

Improve on SLO assessment and connection with curriculum planning.

**Goal Status**

Ongoing

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

We have made some progress in this area as we have created a zero-cost textbook for the foundational course Journalism 101. During the textbook creation process, we updated the curriculum using the SLO assessment. We will continue to do this for the other journalism classes.

**Prior Year PRP Goal 2****Brief Description**

Grow the journalism program and increase the number of completions.

**Goal Status**

Ongoing

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

We are finally beginning to make progress in this area. We noted that our success and retention rates are up and our enrollment is up slightly. We surmise that the higher retention rates will translate into higher completion rates in the coming two years.

What we need now to continue to work toward this goal are two actions by administration.

1. We need the administration to strategically add journalism classes when the numbers support it and actively monitor the waitlist to determine when another section is needed. This strategic and careful enrollment monitoring will help us grow the program and increase the number of completers.
2. Journalism faculty needs access to the emails and phone numbers of students in the major as soon as they enroll. We believe that early contact between students and faculty will help students stay on track to graduate and feel as if someone at Palomar is helping them succeed. There should be someone they can call or email when they have questions about class offerings, schedule planning and transfer goals.



### Prior Year PRP Goal 3

#### Brief Description

Improve diversity of students and curriculum.

#### Goal Status

Ongoing

#### Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We have made good progress on the diversity of journalism curriculum at Palomar College. We have updated our assignments to allow for students to use their culture as part of their work. We have offered assignments where students can choose a person of color who works in the field of journalism. We have offered a variety of diverse speakers at our yearly journalism event.

Palomar Journalism faculty are unsure how to address the goal of diversity of students. We don't feel we have much control over who enrolls in our class. We have tried some recruitment in the local high schools but those classes reflect our current diversity. We will need to brainstorm ways to improve in this area.

#### Describe any changes to your goals or three-year plan as a result of this annual update.

We will continue to work on these three goals as well as a fourth goal, outlined below.

#### Do you have any new goals you would like to add?

Yes

### Establishing New Goals and Strategies for the Next Three Years

#### Goal 1

##### Brief Description

The Journalism classes offered at Palomar College will all use zero-cost textbooks and other resources.

##### How will you complete this goal? Include Strategies and Timeline for Implementation.

Journalism faculty has already completed one textbook for the foundational course, Journalism 101. Next, they will work with a state cohort to determine how to make the entire degree zero-cost. While every single class in the degree may not be able to offer cost-free course materials, we are confident that we can make the journalism offering zero-cost.

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

We expect to make the following courses to become zero-cost textbook and material in the next two years.

1. Journalism 101: Completed
2. Journalism 105: Pending
3. Journalism 130: Not started
4. Journalism 140: Not started
5. Journalism 200: Not started
6. Journalism 205: Pending
7. Journalism 210: Pending
8. Journalism 215: Pending

**How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?**

This aligns with Goal 1: Reimagine and redesign instruction and student services to increase student success. If we can remove the financial barrier of textbook costs for our journalism students, that will give them one more step in the ladder of success.

**Expected Goal Completion Date**

5/22/2026

## 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

### PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

No

**REQUEST FOR ADDITIONAL FULL-TIME FACULTY****Faculty Request 1**

**Title of Full-Time Faculty position you are requesting**

NA

**How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.**

**Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?**

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

**Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.**

**Is your department affected by faculty on reassigned time? If so, please discuss.**

**Are you requesting AA, CAST for Classified Staff?**

No

**PART 2: BUDGET REVIEW**

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

**Do you have any ongoing needs or needs to augment your regular budget?**

Yes

**What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.**

Palomar Journalism has two budget requests:

Based on our advisory board, talks with other journalism programs and curriculum review, we need to make the following changes.

1. We need to print the magazine twice a year instead of just once. Now that the newspaper cannot be printed, having a print magazine each semester allows students the design, editing and reporting skills that strengthen their experience and portfolios. To do this, we need additional funding of about \$6,000 for printing and \$6,000 for a part-time designer to help students design the magazine using Adobe InDesign. Total request: \$12,000

2. We need to use a better program to host the newspaper website. Now that The Telescope is fully online, the Wordpress site attached to Palomar is problematic. It has limited functionality and design and there are ethical issues with the school having access to the independent newspaper. We need to use an outside program. Almost every other community college journalism program uses a site called <https://snosites.com/>. It would cost us about \$1,500 per year for this site but would allow for a better newspaper website that will win more awards and allow students more functionality. It will help them learn the curriculum of managing a news site and incorporating multimedia elements. It will also help them with SEO analysis.

Total request: Ongoing costs of \$1,500.

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTE for additional information.

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

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

## **PART 3: TECHNOLOGY 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?

Travel

#### Provide a detailed description of the the request. Include in your response:

##### a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Many journalism faculty at community colleges around the state travel routinely to conferences to learn new teaching techniques, network with industry professionals and update their journalism technology skills. We have co-curricular money that allows faculty to take students to a conference. There is some money from the PFF for faculty travel but not enough to reach the out-of-state destinations required for many of the faculty-focused conferences.

##### b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

The students will receive better teaching, techniques and technology training if the faculty are able to attend more conferences each year.

##### c. What are the expected outcomes or impacts or implementation?

This money will help faculty improve journalism curriculum, guest speakers and assignments. The students will hopefully improve their work, leading to more journalism awards and better internships and transfers.

##### d. Timeline of implementation

One year.

#### What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

\$2,000

#### Do you already have a budget for this request?

No

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

#### What Educational Vision Plan 2035 Goal/Objective does this request align with?

1:4

1:6

4:2

1:5

1:7

#### If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

**What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?**

None

**Will you accept partial funding?**

Yes

**Budget Category**

Travel Expenses for Faculty

**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

## Feedback and Review

### Department Chair

**I confirm that the PRP is complete.**

Yes

**Department Chair Name**

Scott Klinger

**Date**

4/15/2024