Skyline College
Journalism Program
Program Review
Executive Summary

Short Summary of Findings

The Skyline Journalism Program, both an academic and vocational program offering an AA and a certificate, prepares students to enter the workforce in journalism and its related fields and to offer job retraining to matriculated students making a career switch or needing to meet the changing technological demands of the field. The program also prepares students to transfer to four-year institutions as journalism majors and trains students to be media-literate members of the community.

Instruction is supplemented by hands-on experience working for the student newspaper, The Skyline View, a bi-weekly publication, and its online version, The Skyline View Online. Students also attend local and regional conferences and have opportunities to pursue internships and jobs in the field.

The program meets the mission of the college and the students, and is especially successful at incorporating and training students in current technologies related to journalism, as well as emphasizing media literacy skills among its students. Its main product, The Skyline View, has exhibited academic excellence (as evidenced by its myriad awards) and has become a true training ground for future journalists. The program has also excelled at teaching media literacy and critical thinking skills to its students.

The main challenge the program faces is enrollment. Steps are underway to be more aggressive in this regard.

Three Strengths of the Program

- The primary product of the journalism program, The Skyline View, has been highly successful, growing from a newsletter in its first two semesters, to becoming an award-winning tabloid size paper. The paper and its accompanying website has served to inform the campus, document the college's current history and successfully train students.

- The program has been very forward-thinking in its use of convergence technology in the courses and in the production of The Skyline View. It was one of the earlier community college newspapers to begin an online site, and the online version of The Skyline View has been a continual General Excellence award-winner.

- The program has been very successful in providing industry-standard training, as evidenced by its two Chips Quinn Scholars and the numerous students who are now working journalists at papers ranging from The Desert Sun to the Ventura County Star to the San Mateo County Times.

Three Suggestions for Improvement

- **Increase enrollment.** The program needs to experiment and be more aggressive in its recruitment techniques through a variety of methods: 1) better communication with the counseling department, 2) better communication with feeder high schools, 3) an improved web site for the program, 4) more collaboration with other departments, and 5) exploration and expansion of course offerings, including online, hybrid, and short courses and concurrent enrollment opportunities.

- **Increase the number of certificate and AA degree recipients.**

- **Expand The Skyline View media "family" through web radio and a magazine.**
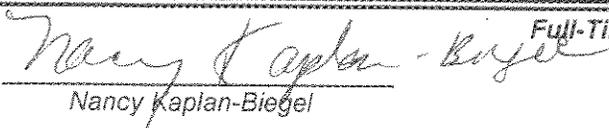
Full-Time Faculty Signatures

Nancy Kaplan-Biegel

Submitted on: April 1, 2008

SKYLINE COLLEGE
PROGRAM REVIEW SELF STUDY
JOURNALISM PROGRAM

PART A: Mission Effectiveness

Overview

1. *State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.*

   The Journalism program prepares students to enter the workforce in journalism and its related fields (such as public relations and advertising) and offers job retraining to matriculated students making a career switch or needing to meet the changing technological demands of the field. The program also prepares students to transfer to four-year institutions as journalism majors and trains students to be media-literate members of the community.

   Instruction is supplemented by hands-on experience working for the student newspaper, The Skyline View, a bi-weekly publication, and its online version, The Skyline View Online. Students also attend local and regional conferences and have opportunities to pursue internships and jobs in the field.

   The program meets both the students' academic and vocational goals. The degree and certificate programs prepare students for such careers as newspaper and magazine reporting, writing, and editing; technical writing; copyediting; advertising; and public relations.

   The Journalism Program contributes to the mission and priorities of the College and District in several ways:

   - **Degree Requirements**—Offers courses which partially satisfy AA/AS degree requirements

   - **Student-Centered Education Leading to Transfer**—Offers courses which meet CSU and /or IGETC transfer requirements

   - **Workforce Development/Career Advancement**—Meets the goal of workforce development and career advancement as shown by the program's inclusion in the district's career development brochure. Several other things contribute to this goal:
     - Provides an AA degree
     - Provides a certificate
     - Offers job retraining for already matriculated students

   - **Critical Thinkers/Users of Technology/Effective Communicators**—Prepares students to be "critical thinkers," through the incorporation of media literacy skills; "proficient users of technology," through the program's extensive incorporation of new technology and media into its courses; and "effective communicators" through the program's emphasis on clear, concise writing, reporting, and publishing.

   - **Informed Participants of a Democracy**—Makes clear the connection between the practice of journalism and how it—at its best—supports democracy, a core value of every journalism course.

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- **Community and Industry Partnerships**—Connects continually with its industry partners through a variety of methods: industry guest speakers, newspaper tours, additional training at conferences through media professionals, and membership in academic and professional organizations such as the Journalism Association of Community Colleges, ACP, and CNPA. The program also has a newly formed advisory board whose members are industry professionals.

- **Academic Excellence**—Meets the college's mission of academic excellence as evidenced by the myriad awards—including General Excellence--semester after semester for both the print and online newspapers. This excellence also is shown in the fact that two of the program's students have become prestigious <u>Chips Quinns Scholars</u>.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*
   - **AA and Certificate**—One of the most obvious ways that the journalism program interacts with other programs is through its list of electives on the Journalism AA degree and certificate. Currently, the following departments have courses represented on this list: CAOT, English, Art (photography) and others. Journalism courses also appear on at least one other AA, the English degree.

   - **English HBA**—Writing for the college paper is also one of the ways in which students may earn HBA for English courses.

   - **Honors Program**—In Fall 2008, JOUR 110 will be one of the Honors Program course offerings. Other journalism courses can be taken for Honors credit through an Honors contract.

   - **Co-operative Education**—Journalism also periodically offers a cross-listed Jour 670: Co-Op Ed.

   - **Creative Writing and Journalism**—The creative writing and journalism programs have many students in common. For example, Fall 2006 TSV editor-in-chief Kyle Chidester was also a former editor of Talisman. Spring 2007 editor-in-chief Jesus Hills was tapped to co-edit the Honors Program newsletter under the direction of Katharine Harer. These students benefit from learning how to write for two totally different outlets, each with its own guidelines and ethical considerations. Many of these students publish both in the Talisman and The Skyline View.

   - **Collaboration with Other Departments**—Initial contact has been made between journalism and photo and CAOT instructors about collaboration, in terms of providing photo students, on the one hand, with opportunities to train in narrated slideshow software and publish online, and CAOT students (specifically Flash students) the opportunity to develop graphics that could possibly be published in The Skyline View (pending approval from the editors).

3. *Explain how this program meets the needs of our diverse community.*
   - **Program Make-Up:**
     - **Gender Diversity**—The 5-year average of whom the program attracts by gender is split equally between males and females.
     - **Age Diversity**—Eighty percent of the students in the program over a 5-year average are 18-22 years old, double the college average for this same age group.

- o **Ethnic Diversity:** The 5-year average of whom the program attracts by ethnicity is as follows
  - African American   8%
  - Asians   16%
  - Filipino   18%
  - Hispanic   15%
  - White   32%

  This is fairly comparable to the college-wide averages in terms of ethnic diversity, with the program drawing more African Americans and Caucasian students than the college average, and fewer Asian students than the college average.

- **Educational Goal Diversity**—Educationally, the program meets several needs, including for those students who are transferring (through IGETC- and CSU-general education approved JOUR 110), for those who are matriculating with an AA (JOUR 120 on the AA general education list), for those seeking job training (the journalism AA and certificate), and for those seeking job retraining after matriculation (the certificate). Fully 77% of journalism students over the past five years have a goal of transfer. The program also meets the needs of the academically talented student by offering Honors sections of JOUR 110, as well as by welcoming individual Honors contracts for several journalism courses. Beyond this, media literacy and communication skills taught in the various courses are vital to all segments of the community.

- **The Skyline View**—Perhaps the most unique way the program meets the needs of our diverse community is through its main product—the campus newspaper, The Skyline View. Both the print and online versions of the publication meet the needs of the entire community not only by covering the diverse communities that make up this campus, but also by providing a forum through which all shareholders can voice diverse opinions. As an open forum, the paper provides the campus community—not just those on staff—with opportunities to be heard. Additionally, the publication provides the campus with information and serves as a historian of sorts for the college.

- **Chips Quinn Scholars**—Two former journalism students have been recipients of the prestigious Chips Quinn Scholars program which seeks to help newsrooms reflect the diversity of the communities they serve. Both recipients cited their experience in the Skyline Journalism program among their experience and achievements..

- **Diverse Journalism Organizations**—The Journalism program coordinator encourages students to connect to a variety of journalism organizations, many of which serve journalists from diverse backgrounds and are especially well-suited to Skyline's population. These organizations— beside providing mentoring, support, and further training—offer scholarship opportunities and serve as a source of potential guest speakers, both in the classroom and at related conferences. Examples are plentiful:

  - o Asian-American Journalism Association
  - o National Association of Hispanic Journalists
  - o UNITY: Journalists of Color
  - o National Association of Black Journalists (and the Bay Area Black Journalists Association)
  - o National Lesbian and Gay Journalists Association
  - o Native American Journalists Association
  - o Association of Women in Sports Media

o   Center for Integration and Improvement of Journalism (housed at SFSU)

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*
   No previous program review has been completed.

PART B: Student Learning Programs and Services

Overview

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*
   The program has a newly created advisory board of media professionals and educators. This group will serve several functions:
   - Help apprise the program of what industry professionals currently need
   - Provide career guidance to students
   - Provide sources for potential internship and job opportunities
   - Provide potential grant assistance
   - Strengthen connections between the program and its 4-year university counterparts

Several other venues exist for communication through media professionals and Skyline's Journalism program.
   - Several college media groups enable Skyline journalism faculty to engage with faculty at the community college and university levels, namely the **Journalism Association of Community Colleges** and the **Associated Collegiate Press**, both of which have conventions that Skyline students and faculty will attend this spring.
   - Also, Skyline has ties with the **Reinventing Jour 2.0** group, a consortium of community college, university and media professionals, formed to ensure that colleges have training that meets the industry's current needs, especially in regards to technology.
   - Further, The Skyline View is a member of the **California Newspaper Publishers Association**, a professional organization providing support to California's newspapers, including its college papers. CNPA also provides outreach to college and high school journalism programs. In April 2006, Skyline College was honored to host a press conference on behalf of California Senator Leland Yee and the CNPA to announce legislation protecting freedom of speech for college newspapers.

Curriculum

2. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*
   Journalism curriculum has been updated regularly in the 10 years since the program has been revived. This update has helped match the course offerings to the needs of the students, both in terms of meeting transfer and academic goals and in training or retraining students for their vocational goals.

   Specific course offerings are:
   - **Journalism 110: Mass Media and Society**—A general-interest survey course assessing the impact media have on society, examining the rights and responsibilities of the media, and training students to become more discerning and literate media consumers.

- **Journalism 120: Writing and Reporting for the Media**—A fundamental journalism skills course, teaching how to structure basic news stories, develop and interview sources, understand news judgment, write concisely using AP style, and consider legal and ethical issues.
- **Journalism 121: Advanced Writing and Reporting for the Media**—An advanced course that increases reporting skills (including the use of the Web and databases) and prepares students for the convergence of print, broadcast and online journalism by teaching them how to enhance their news writing through combining text, audio, and video.
- **Journalism 300: Newspaper Staff**—Core course that produces the college newspaper.
- **Journalism 301: Online Newspaper Staff**—Comparable course to JOUR 300, but focuses on the online version of The Skyline View, as well as convergence technologies.
- **Journalism 302: Newspaper Workshop**—A by-arrangement course that supports The Skyline View, through a variety of activities such as writing, taking photos or video, blogging, creating podcasts, selling ads, laying out the paper, marketing the paper and journalism program, or participating in any other activity pertinent to the production of the print and online versions of the paper.
- **Journalism 680: Newspaper Editing Skills (along with Journalism 680SA)**—Short course (to be taught in person or online) designed to teach students how to edit newspaper articles for accuracy, clarity, grammatical correctness and AP style conformation.

3. *State how the program has remained current in the discipline(s).*
   The program is staying current in its curriculum, pedagogy, and use of technology.
   - **Curriculum:** As mentioned above, the journalism curriculum has been regularly updated since the program's revival in 1999 in order to fine tune courses to meet the needs of students and the discipline.
     - **New curriculum:** JOUR 301: Online Newspaper Staff; JOUR 121: Advanced Writing and Reporting for the Media; and JOUR 680: Newspaper Editing Skills (including an online version)
     - **Revised Curriculum:** Added HBA hour to JOUR 110: Mass Media & Society; changed name of and expanded content areas to JOUR 120: Writing and Reporting for the Media; converted JOUR 690: Special Study to JOUR 302: Newspaper Workshop.
     - **All courses** have been updated to include SLO's.
   - **Pedagogy:** The Journalism program coordinator communicates regularly with media professionals and journalism educators, through participating in professional organizations, coordinating workshops at Journalism Association of Community Colleges conventions, forming the newly created advisory board, and more. These encounters inform and expand the way she teaches the journalism classes. As always, students are engaged through a variety of activities designed to address different learning styles and backgrounds, as well as meet the needs of the profession and the expectations of transfer institutions.
   - **Technology:** The journalism field is undergoing a sea change, not the least of which is the infusion of multimedia. The Journalism program, therefore, considers it a top priority to stay current technologically.

     While there are some core elements to journalism education that do not change—good reporting, writing, and story telling— journalism field has been or will be touched by the impact of new technologies. As a result, our students need to leave the program knowing not only how to report and write the news, but also how to blog, podcast, and film it. Our program is expanding to meet this challenge. The most concrete examples of that are the addition of JOUR 301: Online Newspaper Staff and JOUR 121: Advanced Writing and Reporting for the Media, both of which emphasize convergence journalism. The Skyline View—which has maintained an award-winning website for several years—has begun to prioritize breaking stories online and using a

variety of storytelling methods, such as narrated slideshows and video. It is a priority of the program that when our students leave, they will be well trained with marketable skills.

The program is able to provide this training very effectively since moving into its new home in Building 8. There, students have been greeted with state-of-the-art computers (both Mac and PC) and industry-standard software, including Adobe InDesign, Photoshop, Flash, and Final Cut Pro.

4. *If the student population has changed, state how the program is addressing these changes.*
Skyline students, including those in journalism courses, utilize technology naturally, providing an especially good fit for the changes the program has also undergone in terms of technology and multimedia. Nonetheless, despite this ease, these same students still need training in multimedia reporting and storytelling. Therefore, each course builds in some component of training.

Journalism 110: Students produce their own podcast that is published to the college's iTunes U site and gain exposure to blogging. Students are also engaged in class content by the extensive use of the Internet.

Journalism 120 and 121: Students regularly meet in the computer lab, where they create and maintain their own blogs and "publish" to a wiki site created for the course. Students learn a variety of multimedia skills, such as how to create narrated slide shows and podcasts.

Journalism 300, 301, and 302: Newspaper students use digital cameras, camcorders, and voice recorders, as well as a variety of software programs, to create multimedia packages.

Journalism 680: With this course, the program is also beginning to offer online courses to meet the needs of students who cannot attend class face-to-face.

5. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*
All courses have been revised.

6. *If external accreditation or certification is required, please state the certifying agency and status of the program.*
No external accreditation or certification is required. But the program regularly interfaces/confers with media professionals through California Newspaper Publishers Association and other forums.

Student Learning Outcomes & Assessment

7. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

Emergents	Novices	Practitioners	Mentors
• Learning and discovering • Gathering information • Attending workshops	• Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment	• Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications	• Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.

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   |_____|_____X_____|_____|____
Emergents      Novices            Practitioners       Mentors
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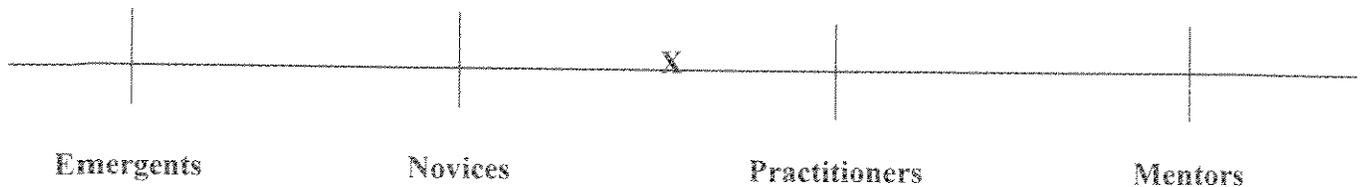
8. *Highlight any major findings and resulting course or program modifications.*
   We have not yet been through the assessment cycle. We anticipate putting the assessment cycle into effect next year.

9. *What additional resources are needed to implement the plan?*
   At this time, no additional resources are necessary.

PART C: Resources

Faculty and Staff

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

Professional Development Activities:
- Reinventing Journalism 2.0
- National Collegiate Newspaper Conference
- JACC Faculty Conference
- JACC State and NorCal Conferences
- NewsU.org online training
- Final Cut Pro class at College of Marin
- Various online training videos for a variety of software, including Flash

Major Professional Activities:
- Curricular additions or modifications:
  - Jour 301: Online Newspaper Staff
  - Jour 121: Advanced Writing and Reporting for the Media
  - Jour 302: Newspaper Workshop
  - Jour 680SA: Newspaper Editing Skills online course
- Completion of new journalism lab/newsroom
- Addition of Journalism AA and certificate
- Development of department newsletter, ViewPoints
- Writing for J, the Jewish newsweekly for Northern California
- Securing journalism presenters for the Women on Writing conference
- Workshop coordinator for JACC NorCal Conference for the past two years
- JACC NorCal secretary

- JACC vice-president-elect (functions as regional president) for 2010
- Regular workshop presenter for The Learning Center's Writing and Reading Lab
- Past presenter at Expanding Your Horizons and the 9/11 campus forum
- Advisor to the Journalism Club, which has sponsored college events including collaborating with the Black Student Union to bring sports writer and book author Ron Thomas to campus

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

New adjunct faculty members meet with the division dean to review course guidelines and requirements. Full-time faculty are available to mentor these adjunct. Discipline faculty offer guidance, both formal and informal, on textbook selection and syllabi creation. Adjunct faculty also undergo the evaluation process as outlined by the faculty contract.

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

Should new and diverse faculty be necessary, the following recruitment techniques are suggested:
- Notify area graduate programs, including UC Berkeley's graduate journalism program
- Utilize and post to organizations and web sites that connect journalists and journalism educators of diverse backgrounds with job opportunities.
  - Center for the Integration and Improvement of Journalism (ciij.org)
  - UNITY: Journalists of Color
  - National Newspaper Diversity Job Bank (newsjobs.com)
- Explore job-related social networking sites such as LinkedIn.
- Consult the district application job pool.

Facilities, Equipment, Materials and Maintenance

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

Thanks to bond money, the Journalism program recently moved into a state-of-the-art newsroom with both Macs and PCs, as well as a suite of software that meets industry standards:
- InDesign
- Photoshop
- Illustrator
- Final Cut Pro
- Flash
- Several free or inexpensive programs, including Audacity, Soundslides and Snagit.

The program has received hardware beyond the computers as well, all of which has enabled journalism students to put into practice their emerging multimedia skills:
- Digital camera/camcorders/recorders
- Podcasting microphone
- iPod and accompanying iPod recording microphone
- Three higher-end digital cameras

The breadth of equipment and software available has greatly enhanced the accessibility of needed multimedia skills to the students and will enable newspaper staff to include material online that can

be accessed by hearing- or sight-impaired readers. The inclusion of multimedia skills made possible by the program's equipment and facilities has positively impacted student success by allowing students to directly experience many of the skills they are learning about in class.

The IT department has responded quickly and effectively to any help requests in regards to maintaining the computers, all of which are networked. However, the program has no comprehensive strategy or plan for maintaining and updating the equipment.

2. *List projected needs.*
   Projected needs include the following:
   * A comprehensive and ongoing way to maintain and upgrade equipment, particularly hardware
   * Full-time secure space to house growing equipment base
   * Lab aide to offer technical support
   * Ongoing software training for the instructor
   * Flexible course offerings, such as online and night classes

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*
   A major strength of the Skyline Journalism program is its use of technology, both in its courses and through The Skyline View. For example, the general-education class, **JOUR 110**, incorporates podcasting into the curriculum and introduces students to blogging in the future; within the classroom, the instructor takes advantage of the Internet, PowerPoint presentation, and DVD/video usage. **JOUR 120 and 121** students use the MicroComputer Lab to write on-the-spot news stories and conduct computer-assisted reporting exercises. Both students also use blogging as an integral part of the courses. Students in these two courses also gain skills in multimedia reporting, especially in the advanced class. **JOUR 300, 301, and 302** students learn multimedia enhanced-reporting skills, using a variety of software—such as Soundslides, Snagit, Photoshop, InDesign, and Audacity—and hardware such as digital camcorders and sound recorders to create multimedia packages.

   The Skyline Journalism program is keeping pace with other California Community Colleges in regards to its use of technology, and in some cases, exceeding its sister programs. One such example is The Skyline View's expanding use of video on its online site. According to the Journalism Association of Community Colleges 2007 Snapshot Survey, less than 30 percent of the responding schools use video. This is significant not only in that Skyline Journalism program's use of technology is current as compared to other colleges, but also in that the program has made a commitment to train students in multimedia skills to meet the needs of the industry. The program will redouble its efforts to provide the technological and convergence skills journalism students now need through possible expansion of its media "family" into web radio and a magazine.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*
   One way the program receives support from industry is through our membership with California Newspaper Publishers Association. We also receive informal support from industry professionals as guest speakers and workshop presenters.

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

We will continue to need to stay current in terms of the software and hardware we use. We also may grow past the boundaries of our new lab which was created with 15 work stations. We would like to add a full-time lab tech person with a design and computer background. Our printing budget should reflect any price increases from our printing company.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

Potentially, a lab technician could be shared with another department. This might particularly be useful with a department that also seeks to incorporate blogging, web design, desktop publishing, etc. into its courses.

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

The program coordinator and only full-time journalism faculty, Nancy Kaplan-Biegel, was a part of the Accreditation Steering Committee in the highly involved role of self-study editor. She was also recently a BSI project team leader. She has served as chair of the Language Arts Tenure Review and Regular Faculty Peer Review committees, as well as been on the Professional Personnel Committee. She has spoken before the Board in favor of sabbaticals on behalf of the union as well. Kaplan-Biegel also conducts adjunct faculty evaluations and represents the department at division meetings, as well as revises and creates curriculum. She is advisor to the Journalism Club.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

The Accreditation Steering Committee and process was a model of shared governance, as were the BSI project and Professional Personnel experiences. On the division level, serving as chair of the Tenure Committee and Peer Review Committee have also provided chances for the instructor to participate in the shared governance process. Kaplan-Biegel also supports the shared-governance process as adviser to The Skyline View which helps keep the campus community informed and serves as an open-forum, essential aids to the shared governance processes.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

As the department's only full-time faculty member, Nancy Kaplan-Biegel exercises initiative in improving practices and services related to the program in several ways. First, she has promoted both department and campus-wide events to add value to the student experience in the program. For example, students take tours of the San Francisco Chronicle and welcome guest speakers into the classroom and the campus. Second, course offerings are continually improved and updated. And third, the instructor has embarked on a commitment to develop increased cooperation with counseling to get the word out about Journalism course offerings and how they relate to media literacy.

PART E: Action Plan

1. *Describe the program's plan for addressing areas of improvement.*
   - Enrollment

- Offer Jour 680SA: Newspaper Editing Skills as an online course during Fall 2009 and explore the viability of offering other journalism courses online, including a hybrid course targeted to the area's high school students
- Explore concurrent enrollment possibilities
- Offer more sections of Jour 110: Mass Media and Society, including an Honors section in Fall 2008.
- Increase connection with Learning Communities
- Forge closer alliances with photography, CAOT, English, business, and other related departments.
- Continue to enhance the redesign of the Journalism Department Web page by adding features such as interviews with alumni now working in the field
- Increase the number of AA and certificates granted.
- Integrate Web radio and student magazine into The Skyline View media family.

Skyline College Program Review
Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2004	2005	2006
WSCH	297	341	236

Please comment on program enrollment and expected trends.

Program enrollment is a challenge for the department, as it is for the majority of community college journalism programs statewide. For example, according to a Journalism Association of Community Colleges 2007 Snapshot Survey, more than 60 percent of respondents reported Mass Media classes with 30 students or fewer. Fully 42.9 percent of schools report that their newswriting courses have 20 students or fewer. Another 64 percent of the respondents reported 20 or fewer students in the newspaper classes.

Nonetheless, the department is continuing to explore ways to attract more students while retaining the standards and expectations of the industry. Some ways the department has done this are to a) revise old classes to better reflect the industry's new expectations, b) add new classes that meet the needs of the industry, and c) increase the use of technology to better engage students and prepare them for new media.

FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	2004	2005	2006
FTE	.60	.90	.60
WSCH/FTE	495	379	394

Please comment on the comparison of this program to College trends.

The department is looking into way to increase its productivity, including offering courses through a variety of formats—online, short term, by arrangement hours—in an effort to attract more students and be more efficient. That being said, like its sister programs across the state, the department will likely never be as productive as other

departments; the trade-off, however, is that this small program truly serves the campus community through its main product, the campus newspaper and companion web site.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

	2004	2005	2006
Retention	91	86	78
Success	68	69	62

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

College retention rates for same period are 84, 84, 83. Department retention rates have consistently matched those for the college at large, except for 2006. College success rates for the same period are 69, 68 and 68. During Fall 2006, journalism courses had a lower retention rate than the college. It is not clear why, though the drop in success rates seems to have followed the drop in retention rate as well. This appears to be an anomaly, and with the Early Warning Alert option, hopefully success numbers will again be comparable to the college at large.

What student populations are disproportionately underperforming? Has the department done anything to address these students' needs? If so, what does the department plan to do?

In two out of the three semesters, African American students were underperforming. In all three sample semesters, Hispanics were another group underperforming. One goal of the program is to better connect with Learning Communities such as ASTEP and Puente, something which may help give these underperforming students better support.

Program Review – Resource Needs Summary Table

Program ___Journalism___

	Needs	Notes
Personnel	1. Lab aide for journalism newsroom/lab 2. Ongoing software training for journalism instructor(s) 3. 4.	1. As the convergence and multimedia become more important, the need for someone who can provide tech support grows. The students now use a variety of software and hardware (camcorders, digital cameras, etc.) to report and produce the news. 2. As industry standard software changes, the journalism instructor must continually update her computer skills.
Equipment	1. Institutionalized way to maintain and upgrade all computer hard and software on a regular, ongoing basis 2. Continued funding for equipment upgrades and supplements, such as digital cameras, camcorders, and sound recorders 3. 4.	1. Currently, journalism has a very up-to-date lab, with both Macs and PCs. But this hardware will need updating in the future. 2. The same holds true for the supporting hardware. The department increasingly relies on equipment such as digital cameras, camcorders, and sound recorders; this equipment will need updating in the future.

Program Review – Resource Needs Summary Table

Program ___Journalism___

	Needs	Notes
Facilities	1. Ability to grow beyond the confines of the current journalism newsroom 2. 3. 4.	1. Should recruitment efforts be successful, it's conceivable that the Journalism Department and The Skyline View could outgrow its current space that provides for 15 work stations.

Program Review
Course Outline & Prerequisite Checklist

Discipline: Journalism   Semester: Spring 2008

> ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. *Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format*. Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (http://www.smccd.net/accounts/skycurr/).

List all the courses in your *discipline* on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

Column 1:   What is the course prefix and number?
Column 2:   What is the course title?
Column 3:   What date was the course outline last reviewed or updated?
Column 4:   If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
Column 5:   If this course satisfies a GE (General Education) requirement, place a check mark in the column.
Column 6:   Please list all course prerequisites, corequisites, and/or recommendations.
Column 7:   Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
Column 8:   Does the course have SLOs on the official course outline of record?
Column 9:   Does the course have assessment plans?
Column 10:   Has the course implemented their assessment plans?
Column 11:   When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	Transfer 4		5	6	Validated 7	8	9	10	11
Prefix & Number	Title	Review Date	CSU	UC & CSU	G.E.	Prerequisites, Corequisites, Recommendations		SLOs	Assessment Plans	Implemen- tation	Reviewed
Jour 110	Mass Media & Society	March 2008		X	X	Prerequisite: Eligibility for ENGL 836 or ESOL 400 or the equivalent.	X	X			
Jour 120	Writing & Reporting for the Media	Sept. 2007		X	X	Prerequisite: Eligibility for ENGL 100/105 or the equivalent.	X	X			
Jour 121	Advanced Writing & Reporting for the Media	Sept. 2007		X	X	Prerequisite: Completion of JOUR 120 with a C or better.	X	X			
Jour 300	Newspaper Staff	March 2008	X			Prerequisite: Eligibility for ENGL 836 or ESOL 400 or the equivalent. Recommendation: Completion of or concurrent enrollment in JOUR 120.	X	X			
Jour 301	Online Newspaper Staff	March 2008	X			Prerequisite: Eligibility for ENGL 836 or ESOL 400 or the equivalent. Recommendation: Completion of or concurrent enrollment in Jour 120.	X	X			
Jour 302	Newspaper Workshop	March 2008	X			Prerequisite: Eligibility for ENGL 836 or ESOL 400 or equivalent. Recommendation: Completion of or concurrent enrollment in JOUR 120 or JOUR 121.	X	X			
Jour 680	Newspaper Editing Skills	March 2008	X			Prerequisite: Eligibility for ENGL 836 or ESOL 400 or the equivalent. Recommendation: Completion of or concurrent enrollment in JOUR 120.	X	X			

Skyline College Program Review
Certification of Course Outline & Prerequisite Review

Faculty Signatures

Nancy Kaplan-Biegel

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Date Submitted: April 1, 2008

Division Dean: *Connie Beringer*

Skyline
COLLEGE