

JOURNALISM PROGRAM REVIEW SELF-STUDY

Spring 2014

SELF-STUDY

1.1 Introduction

Program Description

Journalism teaches critical thinking and communication skills that enable students to translate events and issues of importance accurately and responsibly. Students who may benefit from the major are those anticipating careers in communications including editing and writing, visual communication and technology, television or film; multimedia production; photojournalism; computer graphics or graphic design; newspapers; advertising or public relations; or media management.

Mission

The mission of the journalism department is to prepare students to acquire entry-level job skills in the communication fields or to transfer to university programs in journalism, public relations, or other communications fields.

Associate in Arts Degree

An Associate in Arts Degree can be obtained upon completion of 60 units, including the required core courses, program electives, and courses in one of four emphasis areas (a total of 24 units); and completion of the general education requirements and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a pass-no pass basis.

Transfer Degree

The Journalism department has added a transfer degree in accordance with SB 1440 that was approved by the curriculum committee in September 2013. Students who successfully complete the degree will receive guaranteed admission with junior status into the CSU system and into a major similar to the one indicated by the AA-T Journalism. Solano students can also receive priority admission to their local CSU, Sacramento State University, which has a high-quality communications program offering a range of journalism-related degrees.

History

The journalism program has existed since 1956, when the Viva Vallejo published its first issue Nov. 7. It was printed on a mimeographed sheet. The class was held in the basement of the Commercial Building. The articles were not bylined. Ralph Hanson was the adviser. The newspaper came out weekly on Fridays. Professor Don Siegel served as adviser from 1968-1998. He had to shave his beard to get the job, but immediately began to regrow it, to the disgust of the superintendent-president. In 1970, Vallejo Junior College became Solano Community College in Suisun. The paper changed its name to The Falcon Press. In 1988, the paper changed its name again, to The Tempest. The student publication faltered briefly in 1999 under a part-time adviser after Siegel retired. No newspaper was published in spring 1999, students working on their own put out three issues in the fall of 1999.* Mary Mazzocco was hired in spring of 2000, and the newspaper resumed publication on a bimonthly schedule, then returned to weekly publication in the fall of 2002. Mazzocco ran the program until the end of 2010.

Source: "Journalism at Solano College" unidentified photocopy of a newspaper article in journalism lab.

The star of the journalism program is the student newspaper, *The Tempest*, and website, SolanoTempest.net. The news publications have been recognized and honored by industry organizations including: The Society of Professional Journalists; the California Newspaper Publishers Association; the California College Media Association; and the Journalism Association of Community Colleges.

Along with a number of individual awards to students for news writing, photography and design, some of the recent awards include:

-Third place, **Best All-Around Non-Daily Student Newspaper** (Medium size)
Society of Professional Journalists Region 11 Mark of Excellence Awards 2012

-**Online General Excellence** - Journalism Association of Community Colleges,
SolanoTempest.net, 2011

Best All-Around Non-Daily Student Newspaper-2 Year/Community College, Society of
Professional Journalists Region 11 Mark of Excellence Awards, 2011

Changes

Since 2010, the journalism program has been in flux, undergoing a series of changes that include staffing, college reorganizations, administrative leadership, economic conditions, state mandates, and drastic changes in the industry.

Staffing/Class offerings: The journalism department had a full-time instructor who left after the fall of 2010. The full-time instructor usually taught a full load of journalism sections, including the student news publications. A part-time instructor was hired as emergency full-time for spring 2011 to teach Journalism 002 (feature writing), Journalism 060 (Publications lab) and Photo 56 (Photojournalism), but since then the program has been staffed entirely by part-time instructors, with just one part-time instructor during the whole of 2012.

The result is that several journalism class sections have been canceled due to lack of staffing and limitations on adjunct loads, including Journalism 011, (Mass Communication) a General Education class. The lack of core classes such as Journalism 001 (News writing) and 011 has caused the student publication classes to suffer from lower enrollment.

Additionally, students enter the publications classes under-prepared, which is detrimental to the learning environment, the overall product, and support from the college as a whole.

Finally, some students have been unable to attain their AA degree, and some have abandoned the major, or even the college, due to lack of class offerings.

In spring 2013, the college hired at least one additional adjunct to teach at least two sections a semester. It is likely that with core classes such as Journalism 001 and 011 offered in fall 2013, and a regular cycle of other classes, that overall enrollment will increase and the program can expand and improve.

Reorganizations: Due to a college reorganization in 2011, Journalism has been integrated into the school of Liberal Arts, so it is now appropriately in the same school as television, photography, English, speech, graphic design and film. Integration with these programs can strengthen the curriculum.

Deans: The program is now being introduced to its fifth dean in less than three years. While most of the classes operate uneventfully as traditional lecture classes, the publications classes can present a learning curve for administrators. For example, common misconceptions about the student media include: instructors are responsible for content; content should not be controversial; content should promote the college. Other challenges for administrators include the complexities of First Amendment protections for students, sunshine laws, and state laws that protect journalism students and their advisers from retaliation.

Economic conditions: Due to severe state budget cuts, the college cut hundreds of class sections in recent years. While the general approach was to cut about 10-20 percent from each department, this resulted in greater cuts to the journalism sections (about 50 percent). Such cuts were devastating to smaller programs such as journalism, resulting in students going elsewhere to fulfill their degree requirements, or giving up on the major.

State mandates regarding class repeatability: *The Tempest* and publications lab classes operate at their academic best with repeating students who progress through a variety of roles, usually in four semesters. The learning environment is enhanced by students who gain new skills as they move forward, and provide support to newer students. A student typically starts out as a writer, moves on to being a section editor, then often becomes a managing editor, developing new skills, gaining knowledge, and building a portfolio through the progression. The system works, as students learn from each other with guidance from an adviser. With recent state mandates prohibiting repetition of certain classes, this natural progression has been articulated in a series of new classes. While the changes can be confusing to students and we generally lack the personnel to handle curriculum changes, they do accommodate the requirements of the transfer degree.

Industry changes: The combination of economic recession, rapid shifts in technology, and a trend toward publicly traded media companies over the last decade has taken a severe toll on the journalism industry. As the nation pulls out of recession, it is still unclear what the long-term effects will be. The industry continues to adapt, consumers continue to seek out news, and journalism continues to be vital to democracy.

1.2 Relationship to College Mission and Strategic Goals.

Table 1. SCC’s Strategic Directions and Goals

<i>Goal 1: Foster Excellence in Learning</i>	<i>Program Evidence</i>
<p><i>Obj. 1.1 Create an environment that is conducive to student learning.</i></p>	<p>By its very nature, journalism encourages diversity, inquisitiveness and an open exchange of ideas. Students are therefore encouraged and taught to express opinions, ask questions, and seek out what is new and different. Faculty work hard to maintain a respectful and open environment and keep students actively engaged. We use a variety of learning styles to play on students’ strengths and to help them improve in areas where they are underprepared. We take students to conferences at least twice a year, where they can exchange ideas, learn new material, network with other students and professionals, and participate in contests.</p>
<p><i>Obj. 1.2 Create an environment that supports quality teaching.</i></p>	<p>As much as possible, faculty use Perkins funding for staff development, faculty attend conferences and Flex sessions, and maintain memberships with several professional organizations that provide resources to faculty, including professional development programs and forums for sharing teaching methods. These include Associated Collegiate Press, California College Media Association, and Journalism Association of Community Colleges.</p>

Obj. 1.3 Optimize student performance on Institutional Core Competencies

Journalism courses address a range of Institutional core competencies.

- Communication: students must use reading, (current events) writing, (stories) speaking (interviewing subjects and working with student editors and other student journalists) and listening skills (interviews) as they perform the tasks and assignments of their class.
- Journalism students become outstanding critical thinkers, as they must approach complex issues and learn to explain and express clear and concise opinions through various forms of communication. Naturally, the subject matter they cover is as broad as anything: students may cover topics and issues that are civic, social, legal, scientific, entertainment, local, international, creative, humanitarian, etc. They also must convey the information in a variety of ways, whether through writing, data visualization, art, photography, design or video or audio. Students research and analyze information across a broad range of topics, while learning to be aware and sensitive to their audience.
- Global awareness: Students must keep up on current events and issues, work with a diverse range of subjects, and communicate through a variety of media.
- Students in the journalism program learn self management and real world skills through interaction with a variety of topics and subjects, as well as in the journalism laboratory which operates like a professional newsroom. For example, students must manage several stories at once, learn to seek out appropriate sources who are not always cooperative, learn to balance differing opinions, and behave professionally when subject to adverse conditions and strong criticisms.

Goal 2: Maximize Student Access & Success	Program Evidence
<p><i>Obj. 2.1 Identify and provide appropriate support for underprepared students</i></p>	<ul style="list-style-type: none"> • Journalism courses have prerequisites to help ensure that students are prepared. Some assignment allow students flexibility based on students' interests and skill levels. • Students are paired with other students for support. • Journalism publications courses offer extracurricular and exploration opportunities to new students, and flexibility in learning methods. For example, in the publications courses without prerequisites, students who are underprepared in writing may learn communication through visual or audio methods. • Students in the publications classes are required to read, edit and post calendar items that include items such as Student Success Workshops, mental health counseling, career events, study lab hours, and other support services on campus. Students in journalism courses may also cover some of these in depth. • Faculty refer students to campus support services or to appropriate basic skills courses when necessary.
<p><i>Obj. 2.2 Update and strengthen career/technical curricula</i></p>	<p>Faculty attend industry trainings, where available, including conferences held by the Associated Collegiate Press, Journalism Association of Community Colleges, and Society of Professional Journalists. Faculty members have attended conventions held by the Journalism Association of Community Colleges, as well as the Associated Collegiate Press. Since all of our faculty are currently part-time, we all work in the industry and keep up-to-date on trends, technology, and professional contacts. We recently updated the curriculum to suit the transfer degree, and are working within the School of Liberal Arts to offer multimedia courses to journalism students.</p> <p>Recommended: a regular schedule of classes to allow students to plan for their degree and transfer.</p>

<p><i>Obj. 2.3 Identify and provide appropriate support for transfer students</i></p>	<p>Journalism offers a transfer degree that has been approved by the state. Journalism courses have been updated to meet CI-D requirements. Journalism 011 (Mass Communication) is a general education class that fulfills IGETC Area 4G and CSU GE Area D7. Journalism also offers an AA degree. Many students in the publications classes have won awards in various contests, and these students are assertively recruited by some of the CSU journalism programs.</p>
<p><i>Obj. 2.4 Improve student access to college facilities and services to students</i></p>	<p>Journalism students, through covering the campus community, learn a great deal about the administration, staff, and workings of the college. Journalism students can effect policy change through research and coverage of issues, and are actively engaged in expressing opinions on college policy, facilities, and services. The publications offer a forum for all students to express their ideas on facilities and services. <i>The Tempest</i> serves as an advocate for students.</p>
<p><i>Obj. 2.5 Develop and implement an effective Enrollment Management Plan</i></p>	<p>n/a</p>
<p><i>Goal 3: Strengthen Community Connections</i></p>	<p><i>Program Evidence</i></p>
<p><i>Obj. 3.1 Respond to community needs</i></p>	<p><i>The Tempest</i> newspaper and website serve as a forum for the campus and the nearby community, as well as an advertising medium for local businesses, organizations, as well as campus clubs, events, and services. Students have been hired as temporary or permanent employees in the local media. The publications also offer a calendar of community events and public service announcements.</p>

<p>Obj. 3.2 Expand ties to the community</p>	<p><i>The Tempest</i> newspaper and website serve as a forum for the campus and nearby community, as well as an advertising medium. One industry standard criterion for an excellent student publication is ties to the community, through coverage and local advertising, so this is a motivator for students to reach out to the community. Since 2010, students and faculty have increased their efforts to distribute publications to the local community, such as Travis Air Force Base, the county library, and Rockville. Some students have attempted to solicit advertising in the area, such as a local bakery. <i>The Tempest</i> staff set a goal to increase coverage of the community beyond the campus, and have added local restaurant reviews and stories about events and music venues. Students have added local classified ads to <i>The Tempest</i> website, and have attracted hundreds of followers from the area through social media. See 2.11 for <u>examples</u>. The small size of the program, however, both student and faculty, makes this a challenge, as there are not always enough resources to reach beyond the campus. We are establishing a new advisory committee which will include local professionals.</p>
<p>Goal 4: Optimize Resources</p>	<p>Program Evidence</p>
<p>Obj. 4.1 Develop and manage resources to support institutional effectiveness</p>	<p>Journalism utilizes Perkins funds to help meet students' needs.</p>
<p>Obj. 4.2 Maximize organization efficiency and effectiveness</p>	<p>N/A</p>
<p>Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.</p>	<p>The journalism lab added two new Mac computers with updated photo, video and graphic design software.</p>

1.3 Enrollment.

Without the full-time instructor since January 2011, several journalism class sections have been canceled due to lack of staffing and limitations on adjunct loads, including Journalism 011, a General Education class. The lack of core classes such as Journalism 001, 002, and 011 has caused the remaining student publication classes to suffer from lower enrollment. College-wide cuts and increase in tuition fees has also harmed enrollment. Severe recession and rise in fees may also be factors.

Below are student and section counts.

**Note that Journalism 060 & 062 are cross-listed courses (Publications laboratory). Journalism 062 was introduced in fall of 2011 to replace the one-unit section of 060, which accounts for the drop in the Journalism 060 sections. Overall, enrollment in Publications has increased somewhat.*

Section Counts

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
JOUR 060	3	3	4	4	4	4	2	2	2	2
JOUR 011	1	1	1	1	1	1	0	1	0	1
JOUR 062	0	0	0	0	0	0	2	2	2	1
JOUR 001	1	1	1	0	1	0	1	0	0	0
JOUR 002	0	1	0	1	0	1	0	0	0	0
JOUR 050	0	1	0	0	0	0	0	0	0	0
Total	5	7	6	6	6	6	5	5	4	4

Distinct Enrollments

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
JOUR 001	16	14	27	0	22	0	25	0	0	0
JOUR 002	0	20	0	23	0	13	0	0	0	0
JOUR 011	29	22	28	31	33	33	0	33	0	27
JOUR 050	0	10	0	0	0	0	0	0	0	0
JOUR 060	11	16	17	15	13	14	8	7	9	9
JOUR 062	0	0	0	0	0	0	10	6	10	9
Total	44	62	63	65	61	49	39	45	19	40

WSCH

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
JOUR 001	48.0	42.0	81.0	0.0	63.0	0.0	75.0	0.0	0.0	0.0
JOUR 002	0.0	64.0	0.0	69.0	0.0	39.0	0.0	0.0	0.0	0.0
JOUR 011	87.0	70.4	84.0	90.0	99.0	99.0	0.0	99.0	0.0	81.0
JOUR 050	0.0	9.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JOUR 060	63.7	63.8	75.0	65.0	58.6	71.2	63.0	60.0	75.0	63.0
JOUR 062	0.0	0.0	0.0	0.0	0.0	0.0	30.0	18.0	27.0	27.0
Total	199	249	240	224	221	209	168	177	102	171

FTES

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
JOUR 001	1.6	1.4	2.7	0.0	2.1	0.0	2.5	0.0	0.0	0.0
JOUR 002	0.0	2.1	0.0	2.3	0.0	1.3	0.0	0.0	0.0	0.0
JOUR 011	2.9	2.3	2.8	3.0	3.3	3.3	0.0	3.3	0.0	2.7
JOUR 050	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JOUR 060	2.1	2.1	2.5	2.2	2.0	2.4	2.1	2.0	2.5	2.1
JOUR 062	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.6	0.9	0.9
Total	6.62	8.31	8.00	7.46	7.35	6.97	5.60	5.90	3.40	5.70

1.4 Population Served.

The data below show the journalism student population by gender, ethnicity and age. This data, compared with the overall population of the college, seems to indicate that the journalism program represents accurate cross section of the college.

The following table shows percent enrollment by gender, Journalism:

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Female	50%	69%	56%	62%	52%	55%	46%	53%	37%	58%
Male	50%	29%	41%	37%	46%	43%	49%	44%	63%	40%
Not Reported	0%	2%	3%	2%	2%	2%	5%	2%	0%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

SCC gender overall: Female 57.86%, male: 40.91% (fall 2012, source: CCCCCO datamart)

Since the journalism student body is fairly small, significant trends are difficult to account for.

Percent enrollment by ethnicity, Journalism:

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%
Am. Indian or Alas	0%	0%	0%	0%	0%	2%	3%	0%	5%	3%
Asian or Pacific Isla	25%	23%	14%	17%	21%	20%	10%	16%	11%	23%
Black Non-Hispani	11%	16%	17%	9%	11%	14%	18%	22%	21%	15%
Hispanic	9%	16%	16%	17%	18%	16%	10%	16%	5%	13%
Other	14%	13%	27%	25%	15%	27%	28%	18%	26%	13%
White Non-Hispan	41%	32%	25%	32%	34%	18%	31%	29%	32%	35%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

SCC ethnicity overall: American Indian: 4%, Asian: 5.05%, African American 15.45%, Hispanic: 23.22%, white: 31.55% (Fall 2012, source: CCCCCO datamart)

Percent enrollment by student age, Journalism:

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Less than 18	23%	23%	21%	17%	21%	14%	26%	22%	11%	13%
between 18 and 20	39%	35%	41%	49%	41%	37%	36%	27%	16%	35%
between 20 and 30	36%	32%	25%	26%	33%	39%	26%	38%	58%	40%
Over 30	2%	11%	13%	8%	5%	10%	13%	13%	16%	13%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

SCC age overall: 19 and under: 25.68% 20-30: 49% over 30: 25% (fall 2012 data, source: CCCCCO datamart)

1.5 Status of Progress toward Goals and Recommendations.

Table 2. Educational Master Plan

<i>Educational Master Plan</i>		<i>Status</i>
1.	<i>Explore the potential to provide hybrid and online courses as well as courses at the new Centers</i>	Based on information from other colleges, some courses have potential to be offered online. We continue to explore possibilities of expanding to the centers, but do not have the personnel.
2.	<i>Continue to connect basic news gathering skills to online/digital media outlets</i>	Basic news gathering skills are more strongly connected to online and digital media in all courses.
3.	<i>Add a full-time faculty member to support the administrative needs of the department</i>	The program is currently staffed by part-time faculty only.

Table 3. Program Review Recommendations

<i>Program Review Recommendations (Previous Cycle)*</i>		<i>Status</i>
1.	<i>Better visibility of The Tempest (which was moved from student center to 1800)</i>	<i>The Tempest</i> remains in the 1800 building, somewhat isolated from campus life. New kiosks installed by AdCamp should improve awareness of <i>The Tempest</i> and the journalism program. The auto body department repainted and repaired some of the news boxes. Students and faculty make a continued effort to increase readership, awareness, and participation in <i>The Tempest</i> from faculty, students, and the local community.
2.	<i>Recruitment-increase enrollment</i>	Students and faculty have been aggressive in recruiting students into the program. We attend Preview Day, and work with other departments (photography, art, CIS, film, English), to attract students. We post ads in the paper, website, and social media, and post flyers on campus. We also added a one-unit course to give non-journalism majors a taste of the program, often these students become excited about the program and take more classes. However, personnel are limited. As stated previously, the cuts to core classes in the last two years have been detrimental to enrollment overall.

3.	<i>Keep track of where students are going and what kind of success they are having to have more accurate quantitative proof of our program's viability.</i>	We use social media to help keep track of former students. Faculty keep lists of past students, and stay in contact.
4.	<i>Equipment bought in 2007 will begin to be obsolete in 2010, so we must continue to upgrade on a regular basis.</i>	We bought two new Macintosh computers for the newsroom in fall 2012 to expand the photo, video, and multimedia capabilities. In spring 2013 IT replaced the PCs with newer hand-me-downs from another lab, and upgraded the software in the computer lab (newsroom).

1.6 Future Outlook.

Employment outlook through 2020 for print and broadcast reporters and correspondents is down about 6.5% in California, according to the state EDD, and about 7.5% nationally, according to the U.S. Bureau of Labor Statistics.

While employment in newspapers is projected to decline, the outlook for reporting jobs in other industries, including radio, television, education, cable, self-employment and government is expected to rise, according to outlooks from the BLS.

The media industry entered 2013 with some positive signs but still dealing with difficult economic realities, according to The Pew Research Center's Project for Excellence in Journalism, which does a "State of the Media" report annually. According to the report, while traditional print media (newspapers and magazines) have generally declined in revenue and employment, they have remained stable in circulation, and digital revenue has grown rapidly in recent years.

According to the Pew report:

- In the newspaper industry, companies have started to experiment with a variety of new revenue streams and major organizational changes. They show signs of stabilizing revenue.

- Newspaper pay walls, together with other new revenue streams and added circulation revenues, are rebalancing the industry's portfolio from its historic over-dependence on advertising.

- Digital brings with it a host of novel newsroom job descriptions – aggregator, coordinator of community conversations, technologist, and [social media editor].

- Some argue the new jobs are making news content more relevant and deepening connection with audiences, as preferences change about how to get news, share it and talk about it.

Overall, the industry may still be in too much flux, and still too close on the heels of serious economic recession to clearly project the near future, but the Pew report found that readers are beginning to be aware of the declining quality of news, and seeking out more credible sources. It may be surmised, then, that in time the demand for quality journalism will increase, and a younger, more tech-savvy pool of dogged journalists may find themselves in greater demand. Reporters at local newspapers, large and small,

are still the primary generators of all news that is aggregated by thousands of other news outlets. It is clear to industry professionals that with creative new methods of ownership revenue sources will evolve and drive the continued need for journalistic content. (Pew report)

Other studies indicate promise for the industry and for new graduates. According to an August 2013 article on [CNN Money](#):

“... a new survey from the University of Georgia shows that the tide may be turning for journalism graduates. About 66% of 2012 journalism graduates landed a full-time job roughly six to eight months after graduation, up from 62% in 2011. It was also a big jump from 56% in 2009, during the depths of the recession, when the number of graduates that landed a job was at the lowest point in two decades.”

“Journalist jobs are picking up” by Wenquian Zhu, Aug. 15, 2013
<http://money.cnn.com/2013/08/15/news/economy/journalist-jobs/index.html>

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1

Table 4. Program Level Outcomes

Program Level Outcomes	ILO (Core 4)	How PLO is assessed
1. <i>Demonstrate the research and critical thinking skills necessary to analyze and interpret current issues in a professional media environment.</i>	I A, IB, IC, ID IIA, IIB, <u>IIC, IID</u> IIIA, IIIB, IIIC IVA, IVB, IVC	Peer and instructor critique of student work. Class assignments (written stories or visual communications) that successfully communicate and analyze information and ideas on current issues on a regular, and increasingly proficient, basis. Exams and quizzes. Publication of an online and print publication with exposure of student work to a wide audience that provides feedback in the form of letters, emails, comments, and readership statistics. An account of transfer students to four-year institutions and employment of students in the field. JOUR 001, 002, 011, 59,60, 61, 62, 64

2.	<p><i>Demonstrate a working knowledge of the written, oral and visual communication skills necessary to analyze, interpret and produce accurate news and editorials across a variety of platforms.</i></p>	<p><u>I A, IB, IC, ID</u> <u>IIA, IIB, IIC, IID</u> <u>IIIA, IIIB, IIIC</u> <u>IVA, IVB, IVC</u></p>	<p>Peer and instructor critique of student work.</p> <p>Class assignments (written stories or visual communications) that successfully communicate and analyze information and ideas on current issues on a regular, and increasingly proficient, basis.</p> <p>Exams and quizzes.</p> <p>Publication of an online and print publication with exposure of student work to a wide audience that provides feedback in the form of letters, emails, comments, and readership statistics.</p> <p>An account of transfer students to four-year institutions and employment of students in the field.</p> <p>JOUR 001, 002, 59,60, 61, 62, 64</p>
3.	<p><i>Understand the legal and ethical aspects of journalism and apply them to individual circumstances.</i></p>	<p><u>I A, IB, IC, ID</u> <u>IIA, IIB, IIC, IID</u> <u>IIIA, IIIB, IIIC</u> <u>IVA, IVB, IVC</u></p>	<p>Peer and instructor critique of student work.</p> <p>Class assignments (written stories or visual communications) that successfully communicate and analyze information and ideas on current issues on a regular, and increasingly proficient, basis.</p> <p>Exams and quizzes.</p> <p>Publication of an online and print publication with exposure of student work to a wide audience that provides feedback in the form of letters, emails, comments, and readership statistics.</p> <p>JOUR 001, 002, 011, 59,60, 61, 62, 64</p>

4	<i>Demonstrate a working knowledge of the fundamental technological applications of media production.</i>	I A, IB, IC, ID IIA, IIB, IIC, IID IIIA, IIIB, IIIC IVA, IVB, IVC	Peer and instructor critique of student work. Publication of an online and print publication with exposure of student work to a wide audience that provides feedback in the form of letters, emails, comments, and readership statistics. An account of transfer students to four-year institutions and employment of students in the field. JOUR 59,60, 61, 62, 64
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2.2 Table 5. Program Courses and Program Level Outcomes

Course	<i>PL01</i> Demonstrate the research and critical thinking skills necessary to analyze and interpret current issues in a professional media environment.	<i>PL02</i> Demonstrate a working knowledge of the written, oral and visual communication skills necessary to analyze, interpret and produce accurate news and editorials across a variety of platforms.	<i>PL03:</i> Understand the legal and ethical aspects of journalism and apply them to individual circumstances.	<i>PL04</i> Demonstrate a working knowledge of the fundamental technological applications of media production.
<i>Journalism 001</i>	I/D	I/D	I/D	
<i>Journalism 002</i>	I/D	I/D	I/D	
<i>Journalism 011</i>	I	I	I	
<i>Journalism 059[^]</i>	I	I	I	I
<i>Journalism 060[*]</i>	I/D	I/D	I/D	I/D
<i>Journalism 061[^]</i>	D	D	D	D
<i>Journalism 062[*]</i>	D/M	D/M	D/M	D/M
<i>Journalism 064[^]</i>	M	M	M	M

I=introduction, D=develop, M=mastery

^{*}course recently rewritten

[^]new course

The publications courses (Journalism 059-064) have recently been rewritten or new courses have been created to show a stronger sequence of skill-building. A student's level in these courses and in the Journalism 001 and 002 depends upon which classes he/she has already taken. For example, a student may start in the program in Journalism 001, (beginning news writing) and then enter Journalism 060 (publications lab) with a greater skill set than a student who starts out in Journalism 059 or 060.

Journalism 062 and/or 064 serve as capstone courses.

2.3

Table 6. Program Level Assessments

Program Level Outcomes	Dates Assessed	Results	Action Plan
<p>1. <i>Demonstrate the research and critical thinking skills necessary to analyze and interpret current issues in a professional media environment.</i> (Journalism 001, 002, 011, 060, 062, 064)</p>	<p>Sp 2013</p>	<p>Most journalism majors showed growth in this area. The level of success is not as high as it should be for a competitive, professional media environment. In Jour 011, students averaged a score of 81% on the advertising journal assignment, in which students had to track, record and analyze ad consumption over a specified period of time.</p> <p>In Jour 011, one class averaged 80% on a paper in which they analyzed trends based on the documentary “What’s Happening In the News?”</p>	<p>Offer a regular schedule of core courses, especially Journalism 001 and 011 to give students a strong knowledge base for practical application in the publications labs.</p>
<p>2. <i>Demonstrate a working knowledge of the written, oral and visual communication skills necessary to analyze, interpret and produce accurate news and editorials across a variety of platforms.</i> (Journalism 001, 002, 060, 061, 062, 064)</p>	<p>Sp 2013</p>	<p>About 75-85% were successful in applicable courses. Some deficiencies seem to be due to lack of equipment and software.</p>	<p>Modify curriculum to allow for more structured skill-building in publications labs with a capstone course. Offer a regular schedule of core courses, especially Journalism 001 and 011</p>

3.	<p><i>Understand the legal and ethical aspects of journalism and apply them to individual circumstances.</i> (Journalism 001, 002, 011, 060, 061, 062, 064)</p>	Sp 2013	<p>Students who have taken the core courses demonstrate this better than those who have not. The complexity and range of possible scenarios is best taught in a lecture course and then applied in lab courses as necessary. Assessment can be difficult if circumstances do not arise.</p> <p>In Jour 060-064, about 60% of students showed improvement in awareness of copyright violation and libelous statements after errors occurred.</p> <p>In Jour 011, one class averaged 87.25% on an essay on privacy/media convergence.</p>	Offer a regular schedule of core courses, especially Journalism 001 and 011.
4	<p><i>Demonstrate a working knowledge of the fundamental technological applications of media production.</i> (Journalism 001, 002, 060, 061, 062,)</p>	Sp 2013	<p>Most students are successful (about 85% scored B or better). Some technology skills cannot be taught or assessed due to lack of resources or deficiencies in curriculum.</p> <p>In Jour 001, students did an in-class exercise covering Obama State of the Union Address — 100% class average.</p>	<p>1. Modify curriculum to allow for more structured skill-building in publications labs with a capstone course. 2. Upgrade lab equipment to include industry standard software and equipment. 3. Coordinate with other programs, such as photography, cinema, graphic arts, TV and communications to better use existing college resources.</p>

Student Learning Outcomes

2.4 Assessment

We assess SLOs on a regular schedule per the School of Liberal Arts. Courses rarely have multiple sections.

2.5 Assessment timeline

Table 7. SLOs

The journalism department plans to assess SLOs of even-numbered courses in the fall and odd-numbered in the spring, unless the course is taught once a year, in which case it will be assessed at the end of the semester.

Course #	Course Name	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017
Jour 001	<i>News writing and reporting</i>	x		x					
Jour 002	<i>Introduction to feature and magazine writing</i>								
Jour 011	<i>Mass Communication</i>		x		x		x		x
Jour 059	<i>News media lab</i>		x		x		x		x
Jour 060	<i>Publications Lab I</i>	x		x		x		x	
Jour 061	<i>Publications Lab II</i>		x		x		x		x
Jour 062	<i>Publications Lab III</i>	x		x		x		x	
Jour 064	<i>Publications Portfolio</i>	x		x		x		x	

2.6

Courses that have been offered recently have been assessed. We have reviewed the SLOs and PLOs.

2.7

Missing assessments are largely due to classes not being offered. Some part-time instructors no longer teach in the department or at the college.

2.8

Faculty have updated course outlines and SLOs to better reflect current technologies and academic requirements, and industry trends.

Publications courses have been rewritten to offer a sequence of skill-building courses and to accommodate the transfer degree.

Curricular offerings

2.9 Course offerings:

JOUR 001: Newswriting & Reporting

Prerequisite: Eligibility for ENGL 001. This course teaches the theory and practice of writing news stories for the media. The student learns effective writing and interviewing strategies, common story structures, grammar and style rules, libel and privacy laws. Three hours lecture.

JOUR 002: Introduction to Feature and Magazine Writing

Prerequisite: Eligibility for ENGL 001. This class teaches the theory and practice of feature writing, including profiles, critical reviews, opinion columns, travel, news features and trend stories. Students learn research and reporting methods, grammar and style rules, libel and privacy laws, and tools for marketing their stories. Three hours lecture.

JOUR 011: Introduction to Mass Communication

Prerequisite: Eligibility for ENGL 001. Study of the mass media including newspapers, magazines, radio, television, motion pictures and advertising which examines the standards, ethics, and rights of the media and the relationship of government and the public to the various media forms. Emphasis is on the functions, limitations, and responsibilities of the press, as well as the past, present and future impact on society and the individual. Attention will be given to theories of persuasion, the symbolic power and manipulation of images, and the relationship between information and knowledge. Essay examinations and critical papers are required. Three hours lecture.

JOUR 50: Grammar and Style for Media Writers

Prerequisite: Eligibility for Engl 001; Course Advisory: SCC minimum math standard. Intensive review of grammar, word use, spelling, and principles of clear, concise writing for the media. This course is credit/no credit only. Two hours lecture.

JOUR 059: News Media Lab

Course Advisory: Eligibility for ENGL 001. This one-unit laboratory class is intended for non-journalism majors to learn the fundamentals of media reporting while working as a staff member of the student news publications, *The Tempest* newspaper and the SolanoTempest.net website. Students may work in the areas of writing, photography, illustration or multimedia, and will be introduced to: journalistic laws and ethics, opinion and news writing, covering the campus community, working on deadline, visual communication, and working on a team to produce a journalistic product for distribution to a campus-wide audience. Students are limited to four classes within the Publications Laboratory family. Journalism majors should enroll in Journalism 60. Three hours lab.

JOUR 061: Publications Laboratory II

Prerequisite: JOUR 060 with a minimum grade of C or equivalent. Course advisory: Eligibility for English 001. Course Description: Intermediate journalism students will broaden their newsgathering skills while creating content for and producing the student news publications, *The Tempest* newspaper and the SolanoTempest.net website. This is a practical laboratory that produces a journalistic product for distribution to a college-wide audience. Journalistic ethics and legal aspects will be covered. Students will work primarily in two of the following areas: researching, writing and editing articles, taking photographs, creating illustrations, creating multimedia stories, or designing pages and graphics. Students

are limited to four classes within the Publications Laboratory family. Seven hours lab, and two hours activity.

JOUR 062: Publications Laboratory III

Course Advisory: Eligibility for English 001. Course Description: Intermediate journalism students will provide editorial leadership and in-depth coverage for the student news publications, *The Tempest* newspaper and the SolanoTempest.net website, as a practical laboratory that produces a journalistic product for distribution to a college-wide audience. Journalistic ethics and legal aspects will be covered. Students will work primarily in three of the following areas: editorial leadership, in-depth coverage, researching, writing and editing articles, taking photographs, creating illustrations, creating multimedia stories, or designing pages and graphics. Students are limited to four classes within the Publications Laboratory family. Five to seven hours lab, and one to two hours activity.

JOUR 064: Publications Portfolio

Course Advisory: Eligibility for ENGL 001. Course Description: Students with prior instruction in reporting, editing, photography, illustration, design or digital media will integrate their journalism skills to provide editorial leadership and/or create published works for the student news publications, *The Tempest* newspaper and the SolanoTempest.net website, while learning the basic principles of preparing a professional portfolio. An intermediate class for students preparing for employment in journalism and related fields. Students are limited to four classes within the publications family. Three hours lab.

JOUR 099: Journalism Honors: Field Study

Prerequisites: Completion of 24 units of college credit with a minimum GPA of 3.3; a minimum of 5 units in the discipline with a grade of B or better; an ability to work independently; and permission of the Division Dean based on instructor availability. Course Advisories: Eligibility for ENGL 1 and SCC minimum Math standard. Course Description: An independent study class designed for students who have successfully completed at least two journalism classes and wish to do field work. The student works by arrangement with the instructor. Three to nine hours weekly by arrangement.

Since the last review, we have added Journalism 59, 61, 62 and 64.

Rationale for new and modified courses:

-Journalism 059: This one-unit publications class is available to non-journalism majors who want to learn basic journalism skills and improve critical thinking. The class is offered to maintain diversity of voices in the publications classes.

We created a sequence of skill-building courses in the publications lab with Journalism 060-064.

-Journalism 060 was rewritten to accommodate the CI-D descriptors and the transfer degree.

-Journalism 061 was created to follow 060 to accommodate the CI-D descriptors and the transfer degree.

-Journalism 062 was rewritten as a 2-or 3-unit option to allow students to continue to build leadership skills and expand technological and news gathering skills to meet the needs of the industry. This course can also serve as a capstone course.

-Journalism 064 is the capstone course, in which students can create a professional portfolio and gain editorial leadership experience necessary for employment in the current industry.

Vallejo & Vacaville Centers:

Courses have not been offered at the centers because of the skeleton crew of part-time instructors and cutting of sections in recent semesters. Certainly the lecture courses could be offered at the centers, however, *The Tempest* publications laboratory is located on the main campus, and is required for Jour 59, 60, 61, 62 and 64. For the convenience of students, a class such as Journalism 001 (news writing & reporting) is usually scheduled next door to the lab in the hour before *The Tempest* lab opens.

Students and faculty have been working on increasing awareness of *The Tempest* and the journalism program within the centers. At least two students in *The Tempest* are assigned a center as their beat for news coverage, and the mail department faithfully delivers papers to the centers. There is usually at least one student who delivers papers to the Travis center.

We would like to see a rotation of night classes incorporated into the schedule, especially for Journalism 001 and 011. These could certainly be offered at the centers.

Faculty in the journalism department are committed to expanding the program, but it would require a commitment from administration and additional faculty.

2.10 Instructional Quality

The passion, commitment and professional experience of the journalism instructors feeds the quality of our instruction. We teach to a variety of learning styles, and provide one-on-one support and individual attention. Classes range in size from 15 to 30. Our part-time faculty are professional journalists who stay up to date on legal issues, technology, and other trends in journalism. We meet regularly to discuss strategies for quality instruction.

2.11 Teaching Methodologies.

We teach to a variety of learning styles, mixing lectures, visuals, discussion, questions, exercises, reading assignments, film and audio, guest speakers, field trips, activities, group activities, exams and quizzes, including examples from different cultural and economic perspectives. Lessons and activities of journalism students frequently extend into the community, as students learn how to cover local events, analyze current events in the local community and beyond, and interact with community members through interviews.

Examples of journalism students' interaction with the community include students covering events, issues, and organizations such as: Walk Against Rape San Francisco, SafeQuest Solano, Suisun Waterfront District, Vacaville Jazz Festival, Vacaville Performing Arts, as well as a variety of local bands, art galleries, and restaurants in Suisun, Vacaville, Vallejo, Benicia, and Fairfield.

2.12 Fill rates/Class size.

Journalism's most efficient course is Jour. 011, Mass Communication, a GE course that fills well. Following that is Jour. 001. Data is incomplete or unavailable for other classes, some of which have not been offered. Jour 11 has increased in efficiency since Fall 2010. It's possible that the

reduction of sections may be a factor, but the class still increased when offered two semesters in a row. We recommend offering this GE class twice a year, with one section at night or at one of the centers to serve a broader base of students.

Average fill rates for Journalism courses:

- Journalism 001: 73.33%
- Journalism 002: 73.33%
- Journalism 011: 84.29%
- Journalism 050: 85%
- Journalism 060: 6.67% (this is a cross-listed course with Jour 62)
- Journalism 062: no data available

The Tempest requires a dedicated lab and newsroom. Jour 001 and 002 need access to a computer lab.

2.13 Course sequencing

An ideal sequence in Journalism would be to start with Journalism 001 and 011, and continue on with 002 and 060. By the third semester, a student who has progressed in this sequence can expand their skills and professional and editorial leadership experience in Journalism 061 and 62, and/or prepare a quality portfolio in Journalism 064 to attain jobs and internships.

Very few students have been able to follow this sequence since 2010, as courses have not been offered.

The following table shows the classes that have been offered since journalism had a full-time faculty member teaching in fall 2010. Before that, Journalism 011, a GE course, was offered every semester, and Journalism 001 and 002 alternated each semester. Students trying to complete their AA degrees have had to appeal to the dean to apply other coursework to fulfill the Journalism 002 requirement.

	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
J 001	X		X				X
J 002		X					
J 011	X	X		X		X	X
J 050	X						
Tempest	X	X	X	X	X	X	X

2.14 Basic Skills

The program does not offer basic skills courses, but students are most successful if their reading and writing is at the college level. Some journalism courses are writing-intensive, and require or recommend eligibility for English 001. In the past it seemed that there should be a publications course without the requirement, as there were several students who wanted to concentrate on visual communication, such as photography, and could be successful without being at the English 001 level. However, this also resulted in students enrolling who were interested only in writing, but had rudimentary reading comprehension and less than basic writing skills. While these students still improved greatly during the class, their learning would have been more accelerated if they had started in the basic skills classes. While there are writing tasks and exercises for these students on *The Tempest*, they need far greater attention than the other students. Curriculum generally rejects cross-discipline prerequisites, and we do not have the staff to make the hurdle. Currently, Jour 060 has the 'eligibility for English 001' prerequisite grandfathered in, so we have recently adjusted the rest of the sequence as follows: 61 will require 60, 62 will require 61, 64 will require 62.

2.15 Student Survey

- The Tempest* is open 11-3p.m. or 4p.m., three days a week, corresponding with the majority of student's desire for midday classes. Other courses are offered usually between 9-noon.
- Journalism courses are offered on the main campus, where the majority of students attend.

2.16 Four-year articulation (if applicable).

See table below.

SCC course	articulation CSU	other
Journalism 001 news writing & reporting	<ul style="list-style-type: none"> -CSU Sacramento Journalism 30 -Cal State East Bay's Comm 2200 -SFSU Jour. 221 -Sonoma State COMS 210 -San Jose State Jour 61 -CSU Chico JOUR 260 -Humboldt State JMC 120 -CSU SLO Journalism 203 -CSU Long Beach Jour. 120 	<p>Transferable for unit credit at all UC campuses if combined with Jour 2</p> <p>This class is part of the transfer degree.</p>
Journalism 002 Intro to feature and magazine writing*		transferable for unit credit at all UC campuses if combined with Jour 1
Journalism 011 Mass Communication	<ul style="list-style-type: none"> -CSU Chico, Jour 101 -CSU Sacramento Journalism 55 -SFSU Jour. 205 -Sonoma State COMS 200 -Humboldt State JMC 116 -Fresno State MJC 1 -CSU Long Beach Jour 110 	<ul style="list-style-type: none"> -fulfills IGETC area 4G and CSU GE area D7 - transferable for unit credit at all UC campuses - satisfies UC Behavioral and Social Sciences transfer requirement -This class is part of the transfer degree.

SCC course	articulation CSU	other
Journalism 060		-This class is part of the transfer degree.

*We are currently working on modifying Jour 002 or adding an intermediate reporting class to comply with the CI-D requirements and the transfer degree.

2.17 High school articulation (if applicable).

We would like to strengthen ties with the local high schools. Faculty have in the past spoken to the Vanden High yearbook class about journalism and photojournalism. We would like to have more resources and support to build the program in this way. Some of the local high schools with journalism clubs or programs include Vanden, Dixon, Will C. Wood, Armijo, Benicia, and Vacaville Christian.

2.18 Distance Education (if applicable).

Distance education sections have not been offered because of our skeleton crew of part-time instructors and limited course offerings. Certainly a lecture course such as Journalism 011 has potential to be offered online. At this point, we do not have the personnel to expand in this area.

2.19 Advisory Boards/Licensing (CTE) (if applicable). Attach minutes from the past two years.

Advisory board meetings were held regularly until 2011, when the full-time instructor left. A new advisory board has been formed. For the spring 2011 semester, we used the advisory board to interview the editor-in-chief candidates for *The Tempest*, to give the students real world experience.

Advisory board, 2013:

Anne Stanley, editor, Dow Jones MarketWatch, San Francisco

Cheryl Hatch, freelance journalist/photographer, currently a visiting professor of journalism at Allegheny College

Miriam Hodgman, writer/photographer, ThisisReno.com

As of Fall 2013, we have a regional advisory committee that serves journalism programs at several Bay Area community colleges. The committee is formed through cooperation with the Journalism Association of Community Colleges.

This committee met Nov. 14 2013 and meets May or June 2014.

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention.

Journalism teaches students to think critically about current issues, trends and events, as well as the media industry itself. Journalism 011 focuses primarily on analyzing various forms of the media using a more traditional lecture format in which students learn communication theory through exploring a range of topics including news, entertainment, and advertising, as well as individual media themselves. Other lecture classes, Jour 001 and 002, offer more participation in the journalistic process, covering and writing stories involving a broad range of topics outside of the media, such as politics and government, science and nature, music and the arts, culture and community.

Average success rates, journalism courses

	Sp 2010	F2010	SP 2011	F 2011	Sp 2012	F2012	Sp 2013
Journalism 001		0.68		0.72			
Journalism 002	0.78		0.85				
Journalism 011	0.81	0.79	0.88		0.82		0.74
Journalism 060	0.86	0.92	1.00	1.00	0.86	0.56	0.67
Journalism 062*				0.90	0.83	0.80	0.78

*first offered Fall 2011

Data is limited for some courses due to the lack of course offerings since Fall 2011. It appears that average success rates in the publications courses have dropped since then. This may be due to lack of preparation courses, lower class sizes, and lack of the Eng. 001 eligibility prerequisite for Journalism 062.

Since class sizes are small and data is limited, we looked at success rates of Journalism 011, the largest class for trends. There do not seem to be any strong trends in success rates by gender, age or ethnicity, given the sample size.

3.2 Degrees/Certificates Awarded

	2008/2009	2009/2010	2010/2011	2012/2013
Total	3	4	2	1
Journalism AA	3	4	2	1

The following tables show awards by gender and ethnicity:

Awards by Gender

		2008/2009	2009/2010	2010/2011	2012/2013
Total		3 100.00	4 100.00	2 100.00	1 100.00
Associate in Arts	Female	2 66.67%	4 100.00%	1 50.00%	0 0.00%
	Male	1 33.33%	0 0.00%	1 50.00%	0 0.00%
	Not Reported	0 0.00%	0 0.00%	0 0.00%	1 100.00%

Awards by Ethnicity

		2008/2009	2009/2010	2010/2011	2012/2013
Total		3 100.00	4 100.00	2 100.00	1 100.00
Associate in Arts	African-American Non-Hispanic	1 33.33%	1 25.00%	0 0.00%	0 0.00%
	Decline to state	1 33.33%	0 0.00%	0 0.00%	0 0.00%
	Filipino	0 0.00%	1 25.00%	1 50.00%	0 0.00%
	Other Non-White	0 0.00%	1 25.00%	0 0.00%	0 0.00%
	Unknown	0 0.00%	0 0.00%	0 0.00%	1 100.00%
	White Non-Hispanic	1 33.33%	1 25.00%	1 50.00%	0 0.00%

3.3 Transfer (if applicable).

Since spring of 2011, at least eight journalism students have transferred to Sonoma State University, Chico State, UC Berkeley, San Francisco State, and Sacramento State. (based on anecdotal data.)

We offer an AA degree and the new transfer degree was approved by the curriculum committee in September 2013.

3.5 Career Technical Programs (if applicable).

Curriculum has been rewritten to provide students with a stronger set of skills for employment. Students are required to prepare a portfolio and resume for jobs and internships. We provide students with frequent announcements of local job and internship opportunities, as well as references for the positions.

No quantifiable data was available, however, we have anecdotal data:

Since spring 2011,

- Journalism student Tessa Terrill was hired at the Vacaville Reporter, and did freelance work for Vacaville Magazine. She has transferred to San Jose State.
- Student John Glidden was hired as a newsroom assistant at the Fairfield Daily Republic.
- Another student worked temporarily for the Daily Republic,
- Student Anthony Peters freelanced for the Daily Republic until he transferred to Chico State.
- Sarah Dowling, who received a Jane H. Ford Memorial Scholarship at SCC and transferred to Sonoma State, working for the Rohnert Park Community Voice as a reporter, and has done freelance work for Solano Fit magazine and Local Happenings Magazine.
- Student Sharman Bruni did an internship at the Institute on Political Journalism in Washington D.C.
- We have at least two students who freelanced for Dixon Patch and Suisun Patch.
- Current student Deborah Graham helps fund her education by running several blog sites that produce income.
- Larry Ragland runs his own game review site.
- Vonique Strickland transferred to San Francisco State, and works with Project Censored, a media research, education, and advocacy initiative housed at Sonoma State University.
- Gretchen Smail, who won an award in 2010 for a news story, and Krytan Policarpio both transferred to UC Berkeley,
- Cutter Hicks transferred to Sacramento State.
- Nick Sestanovich transferred to Chico State, and works for The Orion.

PROGRAM RESOURCES

4.1 Human Resources.

Part time faculty:

Samanda Dorger (Jour 59, 60, 61, 62, 64): Samanda is a slideshow editor for DowJones.

Thomas Graham (Jour. 1, fall 2011): Tom teaches at College of Marin and CCSF.

Gabrielle Saveri (Jour 11, Jour. 1): Gabrielle is a freelance journalist.

Adam Wadenius (Jour 11): Adam is an SCC graduate.

Journalism has no full-time instructor.

4.2 Changes

The journalism department had a full-time instructor who left after the fall of 2010. The full-time instructor usually taught a full load of journalism sections, including advising the student news publications. A part-time instructor was hired as emergency full-time for spring 2011 to teach Journalism 002 (feature writing), Journalism 060 (Publications lab) and Photo 56 (Photojournalism), but since then the program has been staffed entirely by part-time instructors, with just one part-time instructor during the whole of 2012.

The result is that several journalism class sections have been canceled due to lack of staffing and limitations on adjunct loads, including Journalism 011, (Mass Communication) a General Education class. The lack of core classes such as Journalism 001 (News writing) and 011 has caused the student publication classes to suffer from lower enrollment.

Additionally, students enter the publications classes less prepared, which is detrimental to the learning environment, the overall product, and support from the college as a whole.

Finally, students have been unable to accomplish their AA degree, and some may have abandoned the major, or even the college, due to lack of class offerings.

In spring 2013, the college hired at least one additional adjunct to teach at least two sections a semester. It is likely that with core classes such as Journalism 001 and 011 offered in fall 2013, and a regular cycle of other classes, that overall enrollment will increase and the program can expand and improve.

A possible alternative to a full-time journalism instructor might be a classified lab technician who is qualified to teach, or a full-time instructor who is qualified to teach in another discipline as well. Many journalism instructors are qualified to teach in English, Photography, or Graphic Arts, for example.

4.3 Equipment.

Most of the college classroom equipment is adequate for lecture classes. The college has 'smart' classrooms for both lecture and lab courses. The journalism lab recently received updated PCs with updated software, passed down from another lab on campus that received new computers. We also bought two new Macs to use for a photo/video station. Using Perkins funds, *The Tempest* also bought a telephoto lens that has allowed students to gain real-life experience shooting sports.

The program as a whole still lacks the necessary equipment to teach video and multimedia technology.

Journalism courses would be more current if they could include more multimedia functions, such as video and digital media. This is most practically applied in the publications labs, but could be used in Journalism 001 and 002 as well. The publications lab needs more Mac computers equipped with photo and video software. We also need at least one quality HD digital video camera, a tripod, and sound recording equipment.

We need software such as FinalCut Pro and AVID, the industry standards for video editing. One issue for Journalism 001 and 002 is need for a computer lab, or regular access to a computer lab for some class meetings. It would be useful to have a large flat screen TV in at least one of the computer labs, as it is currently extremely difficult to see the screen in front of the classroom.

The number of computers also poses a problem for the Jour 60-64 classes, as these cross-listed courses as a group have sometimes exceeded 20. The maximum is 25 but there are only 14 computers. In the past, some one-unit students came at noon and others at 1p.m., but this is no longer the case. So far the lack of computers has usually been resolved when some students bring their own laptops and other students engage in non-computer activities, but it is something that should be considered should fill rates increase.

4.4 Facilities

Currently the journalism courses use a lecture classroom and have been given access to a computer lab for Journalism 001. The journalism publications lab is a dedicated space. *The Tempest* was moved to the 1800 building a few years ago, away from the community center of the college. While the room is larger than the old one, being isolated from the student center contradicts the philosophy of a community newspaper.

4.5 Budget/Fiscal Profile.

The overall budget for journalism has dropped by more than half, from \$83,000 in 2009 to \$38,000 in 2013, largely due to the reduction in academic salaries.

The School of Liberal Arts provides around \$5,000 annually for the printing of the student newspaper. This is a reduced amount from previous years before 2008 (unknown). Due to the reduction, in approximately 2009, the student publication was compelled to find a cheaper printer and reduce both the paper size and frequency. The newspaper used to be a weekly and now prints just seven times per semester. A weekly publication is considerably more demanding on students, and is more beneficial as a learning experience. Weeklies also generate more advertising revenue.

Currently, the cost of printing the publication is about \$7,500 per academic year, so *The Tempest* student fund makes up the difference. (About \$2,500.) No college funds are offered for the website, so the student fund pays for this as well.

Perkins funds have diminished since 2011, when Journalism received about \$2,000 which was used for the telephoto lens, membership dues to the Journalism Association of Community Colleges, and the registration fee for a faculty member to attend a conference with students (professional development). Since then we have received about \$500 a year, which covers the JACC membership fee.

Academic salaries from 2008-11	\$47,250	(numbers are averaged)
Benefits:	\$20,000	
Totaling	\$67,250	

Academic salaries from 2012-13	\$27,000
benefits:	\$3,400
total:	\$30,400

The Tempest fund: The advertising revenue from *The Tempest* is deposited into a student club fund. The balance is approximately \$30,000. Since about 2009, we have been using these funds to print the student paper after the money from the college runs out.

Advertising revenue for the last five semesters was:

Spring 2011:	\$3,673
Fall 2011:	\$2,243
Spring 2012:	\$6,792
Fall 2012:	\$3,217
Spring 2013	\$2,757

In addition to printing expenses, the student funds are also used for website hosting (\$350/year,) sending students to conferences at least twice a year, paying membership dues and contest fees, and purchasing supplies for the newsroom. (Batteries, reference books, etc.)

PROGRAMMATIC

5.1 ACCOMPLISHMENTS

Since 2008:

-We have updated the SLOs for each class and the PLOs.

-We have added a transfer degree to the program.

-We have rewritten the Publications lab courses into a sequence to reflect a hierarchy of skill-building SLOs to better prepare students for a professional environment.

-Students in the journalism program have attended conferences each semester held by the Journalism Association of Community Colleges (JACC). Since 2011, we have also sent student representatives to the Associated Collegiate Press convention in San Francisco and the Society of Professional Journalists conference in Las Vegas.

-We have increased our presence in student and professional organizations. In 2011 *The Tempest* joined the California College Media Association and the Associated Collegiate Press, in addition to its ongoing memberships with the California Newspaper Publishers Assn. and the JACC, and began regularly entering contests with those organizations as well as the Society of Professional Journalists.

-We have entered into a contract with AdCamp, a company that provides and maintains attractive newspaper kiosks on campus and revenue to *The Tempest*.

-Students and faculty regularly participate in Career Education Day and Preview Day.

The Tempest and several journalism students have been recognized for their work by:

- The Society of Professional Journalists
 - The Associated Collegiate Press
 - The California Newspaper Publishers Association
 - The California College Media Association
 - The Journalism Association of Community Colleges
- Journalism has won two national awards since 2011, one for editorial cartooning and one for photography.

Awards include:

2011

Society of Professional Journalists Region 11 Mark of Excellence Awards:

- Best All-Around Non-Daily Student Newspaper-2 Year/Community College was awarded to the entire *Tempest* staff.
- Phillip Temple placed in the Editorial Cartooning-2 Year/Community College category.

California College Media Association

- Best Breaking News Story (Deborah Graham)
- Best Personal Opinion Column (Nick Sestanovich)
- Best Arts & Entertainment Story (Nick Sestanovich)
- Best Cartoon (Phillip Temple)

Journalism Association of Community Colleges

- Phillip Temple won second place in the on-the-spot competition for his cartoon on state workers.
- Nick Sestanovich won an Honorable Mention in the copy editing contest,
- Ben Gogna took an Honorable Mention in the news photo competition.

2012

Society of Professional Journalists Region 11 Mark of Excellence Awards

- Third place, Best All-Around Non-Daily Student Newspaper (Medium size)
- Second place, Editorial Cartooning, Phillip Temple

CNPA Better Newspapers Contest/Campus Excellence in Journalism

- Best Sports Photo, Tim Hosford

Journalism Association of Community Colleges:

- First place, Editorial Cartoon, Phillip Temple
- Second place, photo essay, Tim Hosford & Ben Gogna

- NEWS PHOTO - First place, Ben Gogna
- FRONT PAGE LAYOUT —TABLOID- First place: Sharman Bruni, Anthony Gutierrez and Phillip Temple
- EDITORIAL CARTOON-- First place and HM: Phillip Temple
- PHOTO STORY/ESSAY -- Second place: Tim Hosford
- EDITORIAL WRITING -- Third place: Sharman Bruni and Deborah Graham
- NEWS STORY--Third and fourth place: John Glidden
- INSIDE PAGE LAYOUT - TABLOID- Third place: Camille Levasseur, Nick Sestanovich
- BRING-IN PHOTO -- Fourth place: Ben Gogna
- COLUMN WRITING -- HM: Sam Zaghloul

2013 Associated Collegiate Press

Finalist, feature photography, Erin Marie Fritz

5.2 GOALS

Table 8. Short-Term Goals, Long-Term Goals and Recommendations*

<i>Short-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
1. Promote the new transfer degree	Add AA-T to catalog, advertise/publicize	Fall 2014	Samanda Dorger/staff	DB
2. Add a second-semester news writing class to fit into the transfer degree or modify existing course	modify existing Jour 002	Fall 2014	Dorger	DB
5. Buy audio and video equipment for journalism lab	Write proposal		Dorger	SP/P
<i>Long Term Goals*</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
(see recommendations)				

"SP" for Strategic Proposals, "DP" Department Budget, "P" Perkins "NR" No Additional Resources Needed

***Recommendations: (due to the fact that there are no full-time faculty to execute long-term goals, we are providing recommendations in lieu of the long term goals.)**

- 1. Hire full-time instructor** qualified in two areas to run the program and carry out long-term goals.
- 2. Add online and hybrid offerings.**
- 3. Improve integration of program** with photography, TV/cinema and graphic arts, English: The program needs to utilize existing campus resources in the departments of

broadcasting, cinema, photography, communications, CIS, and graphic arts. Journalists today need to be diverse in their skills, as most platforms have converged. It is rarely beneficial for a graduate, as in the past, to specialize in an area such as TV, radio, print, or digital media. Students should learn the fundamentals of news gathering and reporting, but should be able to apply them to multiple platforms, such as TV, radio, print, podcasts, social media, journalistic blogs, and other digital media.

4. Strengthen ties with local high schools: To improve enrollement, increase awareness of program with journalism/yearbook instructors at local high schools.

5. Incorporate lecture component into publications classes: A small lecture component, such as 30 minutes a week, would allow students to get credit for work done outside the class. Some lecture is necessary in the courses, and currently lab time has to be used.

4. Develop a multimedia course.

5. Explore the potential of a special topics class. It might be a good idea to offer some electives in journalism or a special topics class, such as: Environmental Journalism, Wine and Food Reporting/Journalism, Travel Reporting, Science Journalism, or Business Journalism. There are developing markets in all of these fields, so perhaps it might be a way to draw some new people into the program or expand students' skills.

6. Add a student TA to the publication lab.

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