### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Dougan</td>
<td>Team Member</td>
<td><a href="mailto:michael.dougan@marin.edu">michael.dougan@marin.edu</a></td>
<td>415.485-9336</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Dougan</td>
<td>Primary Team Member</td>
<td><a href="mailto:michael.dougan@marin.edu">michael.dougan@marin.edu</a></td>
<td>X7336</td>
<td>All of the journalism program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borenstein</td>
<td>Team Member</td>
<td><a href="mailto:bonnie.borenstein@marin.edu">bonnie.borenstein@marin.edu</a></td>
<td>7435</td>
<td>Chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
</tr>
</tbody>
</table>

### III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
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<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
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</tbody>
</table>

### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Overview—Introduction
Journalism-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

Journalism is a hybrid academic and vocational program that provides lower division requirements and hands-on experience in producing a student publication. Most participants intend to earn four-year journalism or mass communications degrees. Others take the courses for general education requirements or to gain writing skills that they can use in their work and private lives.

II. Program Purpose
Pathway: Transfer
Briefly describe how your program fits into the pathways you have chosen.

The program serves three missions: to provide undergraduate instruction for majors, to train other students in a skill with many valuable applications, and to provide the College of Marin with reliable, unbiased information through the publication of the award-winning student newspaper, the Echo Times.

The journalism program includes two large classes in Mass Communication (an introductory course, and a course on images of women and minorities in the media), as well as three writing-track classes: news writing and reporting and two sections on newspaper production (this is the lab that publishes the Echo Times). Our program review will address, specifically, the strengths, deficits and requirements of the writing-track courses.

The classes are based on a journalism philosophy that emphasizes First Amendment rights and responsibilities, craftsmanship, basic news values, a rigid code of ethics and collegial team-building.

III. Students Served
Briefly outline what students are served in your program.

Most are transfer students, although a significant number of continuing education students also enroll in Journalism 115 and Journalism 122/123. These latter students seek to polish their writing skills for application in their professional lives.

IV. Program History
Briefly outline the recent history of your program.

The history of COM's journalism program has been shaped and marred by the lingering illness and untimely death of the previous instructor. For several years she battled the cancer that finally took her. During this time, she would teach when the tumors were in remission, and take extended sick leaves when it was necessary to devote her time to medical treatment. As a result, the classes were taught by a succession of substitutes. These instructors were competent and dedicated, but the program and the student newspaper suffered from inconsistency and inattention.

The current instructor was hired in Spring 2002 as a temporary fulltime replacement for the teacher who was sick. The student newspaper was understaffed, and the staff that did show up exhibited less interest in the process of journalism than in the final product (seeing their name in print). They had great difficulty working as a team to produce a newspaper, so issues were infrequent and erratic.

Staff and faculty looked upon the Echo Times with disdain. Many would not speak with a student newspaper reporter, for fear of being misquoted. The quality of the printed product was poor. Headlines were sometimes illegible. Campus-wide, COM students took no interest in the paper. They didn't read it, or pick it from the news racks.

The school was not active in the Journalism Association of Community Colleges, a
statewide organization that provides valuable training and encouragement for students through a succession of conferences and competitions. The newsroom walls of the Echo Times were bare of trophies.

Now came a period of rebuilding. Motivated staff members were actively recruited from the news writing class, as well as the two mass communications courses. Lectures on principals and techniques of journalistic practice, as well as photography and page layout, were added to the curriculum. Guest professionals were invited to visit the newsroom and to critique the Echo Times in meetings with the staff. Membership in the JACC was reinstated, and students began to attend at least two conferences a year. The newspaper was placed on a reliable production schedule (every three weeks, or five issues a semester). The printing contract was moved to a new, more professional backshop. An office manager position was created to bring order to our operation. An active effort was made to identify possible student leaders (editors) at least a year in advance, and to groom them for the day they took the helm.

Attachments:

List and briefly describe any attachments
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

Journalism-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills

Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education

Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment

Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning

Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer

Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:

Transfer GE: To a great extent/ a majority of the students
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

For transfer students: To establish fundamentals of journalism that will benefit them in their majors, which are frequently journalism or mass communications. For cultural enrichment and lifelong learning students: To give them new skills to apply to their writing processes that will enable them to become better communicators.

III. How does your program/discipline help students meet these goals?

Through extensive, supervised exercises, one-on-one coaching periods, frequent
opportunities to revise homework assignments, arranged encounters with professional journalists and visits to newspaper newsrooms.

IV. How do you measure your success?

By the work that students do on their exercises, homework assignments and mid-term and final projects. Students are measured on their ability to write clear, concise, story leads; to write in AP style; to employ elements such as attribution, nut graphs, transitions and narrative insertions in their stories; to take accurate notes; to conduct useful interviews and to explain the principles of journalism ethics.

V. How do you make sure your students are able to get through your program in a timely fashion?

The program is sufficiently short that a timely completion is not an issue.
Student Access and Success
Journalism-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

No evident barriers influence student access, other than language. It is necessary to have a fair degree of English proficiency in order to write news stories in these classes. That same proficiency, however, is not necessary to perform a number of key functions on the Echo Times (Journalism 122/123), including layout design, Web management and photography.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

A high percentage of students perform well in these classes. No barriers are evident.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

NA

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

☐ Access to student support services (counseling, tutoring, etc.)
☐ Curriculum change
☐ Course scheduling for students needs
☐ New offerings/additional sections
☐ Articulation for transfer or COM GE
☐ Recruitment/outreach
☐ Student/job market demand change
☐ Faculty availability
☐ Facilities & technology
☐ Professional development
Other:
V. Please explain and provide additional details regarding your choices above:

In order to accommodate proposed changes listed under Curriculum, Question 3, the acquisition of basic video news gathering and electronic processing equipment will be required in the next few years.
Facilities Questionnaire
Journalism-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

Student access and success could be improved, moderately, by having each student at a computer station throughout the course.
Curriculum
Journalism-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.
   
   Course outlines are currently undergoing revision.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

   NA

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

   Most educational media literacy specialists, believe that a modern society can only be productive, successful and stable if most its members are functionally literate. For hundreds of years literacy was defined as the ability to write and to read and understand of texts. In today’s world, this definition of literacy is inadequate. Lee Masterman, educational media specialist, suggests that, "...the visual image is arguably more important than the printed word; yet there has been no corresponding focus on reading the meaning of visual images."

   Currently, Frank Crosby and Michael Dugan are beginning the process of developing a Media Studies program for the College of Marin. The College of Marin classroom environment based on learning using print-based materials, the disseminations of information through limited sourced, teacher selected lecturing and students demonstrating the attainment and understanding of knowledge through print-based assignments, verbal analysis and traditional test taking is no longer adequate. We live in a world in which most information is delivered through media and technology. To be functionally literate in today’s world, one must have the media processing and decoding skills. These skills are as important has learning to speak and write English! The influence of media and technology is so powerful that it alters the meaning of information; in addition, most people are being conditioned to use media and technology to receive their information instead of print-based modes. For those who are not media literate, this profoundly limits their access to information and their ability to process and understand it. In education, this creates a learning environment that is not as effective as it should be. If we do not incorporate media and technology literacy into everyday learning environment, we are not providing the type of educational access our students need to achieve and be successful in academia and in life.
To resolve this issue, we are considering the shift of some Communication program current resources to develop media studies program that should be folded into the College general education requirements.

Media Studies curriculum would:

~ improve student access.

~ improve student success.

~ put our transfer students in a better position to succeed at four-year institutions.

~ make workforce development students more successful in their careers.

~ help basic skills students be more successful in school and in life.

The following is an overview of our plan:

2009-2010 School Year

1. Develop and outline plan in program review

2. Request first stage equipment upgrade: modular studio/field video production equip.
3. Conduct general research on media studies program development

2010-2011 School Year

4. Establish minimum media literacy standards

5. Continue general media studies research

6. Request money for second stage equipment upgrade: video cameras & support

7. Begin revising, updating or new course development for media studies program

8. Offer one or two media studies courses

2011-2012 School Year

9. Complete media studies course development

10. Request money for third-stage equipment upgrade if needed: misc. video equipment
11. Develop media studies program best practices

12. Launch media studies program

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

I will be spending the next year on sabbatical, visiting outstanding four-year journalism programs and learn the latest trends in educating journalists in a way that matches dramatic changes in the industry. I will also be speaking to local universities about developing cooperative programs to train journalists. The results of those efforts, combined with the changes recommended under Question 3, will almost certainly result in the development of new curricula. However, it is premature to predict the shape of those changes with any measure of confidence.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

NA

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

NA
Student Learning Outcomes  
Journalism-2009

Five College Learning Outcomes:

1. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

There is no degree in Journalism per se, but students may take an AA in Communications with an option in Mass Comm.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

1) Write and photographically illustrate news and feature stories for print, broadcast and Internet transmission.

2) Interpret financial and budget data of public agencies and corporations in order to answer questions, in reportage, regarding the operation of those entities.

3) Learn how to gather and interpret information in a way that reflects the comparative reliability of various sources, the agendas of information providers, and the way different sources are connected or at odds and how that affects the quality of their information. Also, analyse advertisements and commercials, and to identify specific visual and rhetorical devices employed to influence their audience.

4) Determine ways to overcome barriers to journalistic research, including the development of alternative sources, the legal tools available to force disclosure of information, and knowledge of public records and how to obtain and analyse them.

5) Students can describe the basic history of technology of each type of mass media, and how its current content has been shaped by that history and technology. They can explain the content, also, in terms of the medium's economic profile. They can deconstruct advertising, and identify specific components of a feature film (plot points, mise en scene, three-act structure, etc.) They can demonstrate the basic skills involved in print, broadcast and Web journalism, constructing an advertising and/or public relations campaign, publishing a book or magazine, operating a commercial radio station and conducting a survey measuring public attitudes toward media.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. **Written, Oral and Visual Communication**

   By writing stories in both the news writing and newspaper production courses, and taking photographs in the newspaper production courses.

ii. **Scientific and Quantitative Reasoning**
By demonstrating these skills during in-class exercises, and by deconstructing both
print and television advertisements for a mid-term research project.

iii. Critical Thinking

By researching and writing stories for both the news writing and newspaper production
classes. Also, by deconstructing print and TV ads.

iv. Problem Solving

By researching articles for the news writing and newspaper production classes.

v. Information Literacy

By writing analytical essays regarding each medium, by deconstructing a film as a
class project (and also in extra credit poapers) and by conducting group research
projects into the operations of each mediam and presenting their experiences and
findings to the entire class.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning
Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
   ii. Scientific and Quantitative Reasoning
   iii. Critical Thinking
   iv. Problem Solving
   v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising
   them?

   They are either included or undergoing current revision.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

   100 percent

3. Assessment:
   i. How often do you assess these SLOs?

   Every 5 years.

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome
   #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your
course outlines over the last year? If so, please summarize the results.

   No.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

   NA

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?
NA
Instructional Equipment
Journalism-2009

This section will be filled out by faculty and reviewed by the Department Chair, the AREA Dean, the Instructional Equipment Committee, IPC and Budget. Please enter items that will be used over a period of semesters BY STUDENTS..(Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests". Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>2 Classes</td>
<td>Over $200 Each</td>
<td>Journalism</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
This is a note in support of a request included in Franc Cosby's program review for a Sony "studio-in-a-box" switching system, which would serve a combined journalism/broadcasting "Media Literacy" program as outlined under Curriculum, Question 3. This equipment would enable us to create a converged newsroom that could, for example, include an "Echo Times on the Air" telecast to be streamed onto the Internet or broadcast on Comcast's educational channel.

<table>
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<th>Qty.</th>
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<th>Tax:</th>
<th>Shipping:</th>
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<td>$0.00</td>
<td>$0.00</td>
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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment?

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Additional Justification for this item:
II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
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<tr>
<th>Category</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Dues/Membership</td>
<td>Previously funded with cost increase</td>
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</table>

**Description and part number for ordering:**
Membership in the Journalism Association of Community Colleges

**Annual Cost** | **Previous Cost**
--- | ---
800.0 | 0.0

**Justification**
Please comment on request in terms of how it benefits your program, faculty and/or students:
This organization sponsors conferences and training opportunities of considerable benefit to news writing and newspaper production students, as well as competitions in which Echo Times students have performed well in the past, providing excellent reinforcement and reward for their efforts.

---

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
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<tr>
<th>Category</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Service Contracts</td>
<td>Previously funded with cost increase</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**
Printing services for the Echo Times student newspaper.

**Annual Cost** | **Previous Cost**
--- | ---
9000.0 | 0.0

**Justification**
Please comment on request in terms of how it benefits your program, faculty and/or students:
This will pay for 11 12-page issues of the Echo Times per semester, printing 1,000 copies per issue, at our current print shop, Marin Sun of San Anselmo. An increase in average pages, or in circulation (to 1,500) would break this budget, but neither are anticipated.
Faculty Members
Journalism-2009

I. Program Faculty
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
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<tbody>
<tr>
<td>Dougan</td>
<td>Michael J</td>
<td>J</td>
<td></td>
</tr>
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Status: Full-time, tenured No

Shared W/other program(s):

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total) |
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<tr>
<td>15.25</td>
<td>15.25</td>
<td>00.000</td>
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Years of Service: 8
Specialty: Journalism and mass communications

Leadership: List involvement in committees or other service
Academic Senate, College Council, Governance Review Council, Curriculum Committee, Equity and Diversity Committee

Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.
8. **Current of forthcoming changes** that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. **Program Review Findings:** Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. **Other considerations:** Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. **Shared Resources:** If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Program Summary
Journalism-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Journalism program includes three courses: Journalism 115 (News Writing and Reporting), Journalism 122 and Journalism 123 (Newspaper Writing and Production). The single faculty member is a former professional journalist with a background in both newspapers, broadcast journalism and documentary production. Students are encouraged to seek out individual coaching sessions from the faculty, and to spend as much time as possible interacting with faculty and with each other in the office of the Echo Times, the student newspaper. In addition, they are encouraged (and given financial assistance when needed) to attend one or two intercollegiate journalism training conferences a year. Diversity is not a problematic issue, other than the matter of English proficiency, which is addressed in the newspaper production classes by training students not yet proficient in English to perform important non-writing tasks, such as layout design, Web management and photography.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

VI. Other concluding remarks.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

   The Journalism program needs to be updated and brought into the 21st Century, but this cannot happen unless we get 21st Century equipment that will allow students the opportunity of working in a converged newsroom.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

   Equipment necessary to make broadcast a possibility.

3. Please comment on the faculty and staff sections.

   no comment

4. Other comments