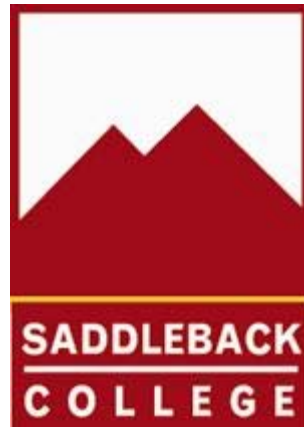


**Student Support and Administrative Services Program
Review Template**

**Saddleback College
Program Review for Journalism**



Submitted Spring 2007

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Program Review Team Members and Approvals

Program Review Team Chair:

J. Michael Reed

Program Review Team Members:

Carol Ziehm

Kathleen Buckner

John Westcott (OC Register)

Approvals:

Division Dean

Program Review Chair

Academic or Classified Senate President

Vice President of Instruction or Student Services

Program Review Checklist

Date Completed	Action
Fall 2005	Contact Program Review Chair for orientation
Fall 2005	Form Program Review Team
Fall 2006	Gather documents (Org Chart/Staffing Profile/AUO Assessment Forms)
Fall 2006	Solicit input from faculty and students
Fall 2006	Determine if additional research is needed
Fall 2006	Contact College Research Analyst if necessary
Spring/Fall 2006	Write Program Review report
Spring 2007	Submit report to Dean or VP and Program Review Chair for approval
Spring 2007	Report submitted to Academic or Classified Senate for approval
Spring 2007	Report submitted to Office of Instruction or Student Services for approval
Spring 2007	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

Section I: Unit Overview

A. The Mission of the Unit and its Link to the College's Mission and Goals

College Mission and Goals:

To provide access to learning opportunities that promote student success; to foster intellectual growth, individual expression, and character development; and to support a dynamic and diverse environment of innovation and collegiality. Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objective and career goals.

Liberal Arts Mission Statement

The Liberal Arts and Learning Resources Division actively supports the vision, mission, and goals of Saddleback College, primarily through its varied curriculum, programs, services, and student enrichment activities. Diversity and inclusion are hallmarks of who we are and what we do.

Saddleback College journalism program goal statement

The Saddleback College journalism program recognizes the significance of the 2005 Carnegie Corporation of New York report "Improving the Education of Tomorrow's Journalists." This report was the culmination of research and interviews with the nation's most prominent publishers, presidents, chairmen, editors, anchors, senior correspondents and producers about the state of journalism education and what journalism schools might do to elevate the profession's standards and status.

These findings and recommendations correspond with research, interviews and evaluation conducted by the Saddleback College program administrative and instructional staff through sabbatical leave research and study, alumni survey and correspondence and student survey and test results the last 20 years.

These findings are reflected in the educational goals of the college journalism program.

1. The SC journalism program recognizes and promotes the fact that it is understood in our country that journalism is central to the strength and vitality of American democracy, the press, an institution outside government was included among the civic organizations and activities to be protected by the Bill of Rights. A free press, the founders believed, was essential to keeping watch on the affairs of government and creating an active, politically informed public.
2. The SC journalism program emphasizes the basics of the journalism craft along with analytical thinking and a strong sense of ethics. This includes the basic writing skills, as well as the paramount importance of getting the facts right. Students need to develop good news judgment and analytical

- skills, including the ability to separate fact from opinion and use statistics correctly. The Saddleback College journalism program helps student reporters understand the importance of developing specialized expertise to enhance their coverage of complex beats from medicine to economics, and help students acquire first-hand knowledge of the societies, languages, religions and cultures of other parts of the world.
3. The Saddleback College journalism program seeks to identify and channel the best writers, the most curious reporters and the most analytical thinkers into the profession of journalism.

B. Historical Background and Unique Characteristics of the Unit

Beginning in the 1980s, the college journalism program included instruction in mass media and society and news writing (one course each). It also included the publication of the college student newspaper, the Lariat and Saddleback Magazine which changed names depending on the wishes of the magazine staff. In 1980, the program began publishing an annual Summer Orientation Issue which was used as a recruiting tool for the program. The publication served also as a public relations tool for the college as it emphasized the unique and exciting educational opportunities offered through the college. During the 1980s the journalism department was gaining state-wide and national recognition for its academic programs and publications.

In 1985, the college offered one daytime mass media course and one evening mass media course. The program featured one news writing course. A public relations course was also offered. **The program had one full-time instructor who received 3 units of release time as the faculty adviser to the college paper and 3 units of release time as the program chair.** In 1985, the college supported one part-time instructional assistant position. Four years later, the program was able to make the instructional assistant position a full-time 10 month position. Between 1985 and present, the college newspaper and magazine have won more than 400 individual and program awards for excellence in college journalism. (All documented in the program's annual awards banquet programs)

In 1994, the college student newspaper was inducted into the Associated Collegiate Press' National Hall of Fame.

Unique characteristics: The college publications not only provide a proving ground for future journalists, They also provide a unique service to the college publicizing activities, events and general campus news. They give students a chance to express views on important local, regional, national and world issues and events. The program also sponsors a certificate program for students learning basic entry-level skills journalistic skills that would allow them entry into community-level journalism positions.

Obstacles/Difficulties.

Just as in the last program review, leadership is the key. The college has done a good job upgrading classrooms where mass media courses are taught. We now have computers, VCR/DVD players, overhead projectors that allow instructors opportunities to give students information in formats they are used to in their everyday lives. The college has not been as supportive of production lab space. The administration unilaterally, without consultation with journalism staff, took the photo lab area of the journalism production lab to use as storage space for the Student Services Division. This was an important area for secure storage of journalism past issues and photo equipment.

It is extremely important that we maintain a strong, dedicated, professional journalism faculty who serve as advocates for First Amendment rights on campus. A strong journalism faculty committed to educational excellence and the fact that we are able to roll over advertising revenue have been main factors enabling our production classes to continue to win awards for excellence locally, regionally and nationally. The fact that Saddleback College has been able to maintain a continuous college history through the pages of the Lariat is also important. The informational function of the college paper, advertising and promoting campus activities and events is crucial to maintaining a vibrant, informed and engaged college community.

The main difficulty at this time is the fact that the college is not supporting a full-time instructor for our production class programs; JRN 120 and JRN 125. The college has not restored the release time associated with the full-time publications adviser position.

Competition in the educational marketplace. Our journalism production lab is second to none in the state. It is better than most four-year college labs in the state. Curriculum in mass media and news writing are being evaluated on a semester to semester basis. Feedback from current and former student is important and solicited through email, phone and in-person interviews. Journalism faculty members are constantly upgrading knowledge and skills to stay ahead of constantly changing trends.

C. Progress Since the Last Program Review

Under the projections department we stated that we would try to offer two new courses; one Web-based news writing course and possibly a Web-based feature writing course.

Instead we are offering a distance learning mass media and society course.

Through our program's reputation of excellence (leading to increased enrollments) we have built the program from two mass media and society courses to five (including the distance learning offering). Another major development in the last five years is that, due to increased enrollment, we have

been able to add another news writing section giving us two program offerings in that area.

The instructional staff has evaluated the possibility of a web based or distance learning news writing course and have felt that it would be difficult to maintain the high standard of writing, interviewing, editing and critical thinking skills this course demands in a Web format at this time.

These same standards apply to our feature writing course as well but we set a goal for a longer look at establishing a web-based course in this area for a trial.

After five years of offering our magazine production course one semester, we have again increased interest and enrollment to the point where we are offering the course both fall and spring semesters.

Faculty classified staff, and administrative needs

As far as faculty and staff are concerned, we are back to the position we were in the last century. We have two part-time and one full-time faculty teaching in journalism. The one full-timer is teaching one class in journalism and the rest of her load in English. She was hired in 1999 to advise the college newspaper and teach half of her load in journalism and half in English. We are back to the place we were five years ago with a part-time faculty advising the all-important student publications. This is not an acceptable situation and is something that the college must address. Repeatedly, I have outlined the loading justification for another full-time faculty position in journalism but the issue has not been addressed in the last four years.

One the positive side, we have been able to maintain the full-time journalism instructional assistant position.

Pedagogical changes:

In pedagogical areas, the college has supported in-service training, educational and professional workshops, conferences and faculty sabbaticals. The only program sabbatical project was to contact and report on program alumni who are working in journalism-related professions. This report is updated and kept in the program chair's office.

Since the last program review the program has:

1. Worked with the counseling division to coordinate journalism career workshops.
2. Provided information tables at all college-wide special events.
3. Given special consideration to journalism students attending campus, regional and state job fairs.
4. Given specific assignments in news writing and mass media courses directly related to researching journalism/communication arts careers.
5. Tracked program alumni and invited them to come back to inspire current journalism students with regard to careers in journalism.
6. Developed a journalism-specific internship program. More than 10 students have been placed in internship positions just this year.

In 2000 we indicated that we needed a computer lab with at least 25 stations to teach news writing and feature writing. This goal has not been realized. In the

late 1980s, the journalism program chair served on a committee developing plans for a new Liberal Studies building and in the plans for this building there is a dedicated journalism classroom. The building is still on the college master plan with no immediate plans to fund the building construction.

In 2000 our review noted that the mass media courses were being taught in dingy classrooms designed for 25 students. As of fall '06, we are teaching in nice bright, well-equipped classrooms in the new lower-campus Learning Village. We will soon be moving back into the renovated BGS building. That is a great improvement for our program.

It was interesting to note a comment in the last program review. "Here I teach about the latest world communication technology and I use a chalkboard to do it." Thank goodness we have made some progress in this area.

The program has made some improvement in the instructional equipment area. However, it is important to note that much of the improvement in this area is funded through student solicited advertising funds in the college newspaper. The college did supply the journalism lab with new Macintosh G-5 computers. The journalism program advertising revenue has funded new cameras, computer software, FAX machine, scanners, locking cabinets, news racks and printers. The college has not been as supportive of the journalism instructional needs as it has of other special programs. In fact, the college has not increased its line-item budget commitment to journalism in 20 years.

The college library has been very supportive of our program. Every time I have requested books, tapes, CDs and other support material, the library has found a way to supply them. Thanks for their continued support.

D. Current Strengths, Opportunities, and Challenges

The strengths of the program are in many ways the same as outlined in the last program review.

1. Excellent instructional staff. Full time and associate faculty are dedicated to academic excellence. Instructors exhibit strong teaching skills and the program values those skills.
2. The college newspaper is again recognized as one of the best in the state in general excellence. The magazine journalism program has also received general excellence recognition on the regional and state level.
3. Journalism program students are highly regarded no matter where they transfer. A concerted effort is made by instructors to stay in touch via email with program transfers to receive feedback on what aspects of the Saddleback journalism instructional curriculum have been most valuable at respective four-year institutions. Copies of these emails are on file in the program chair's office.
4. The program enjoys widespread support in the professional community. Dialog with local gatekeepers and working professionals help the program develop a strong, current and relevant course curriculum.

5. Journalism faculty participate in conferences, workshops, competitions and other professional activities to stay current and in many cases contribute to academic development of journalism state wide. Saddleback journalism faculty have played leadership roles in professional organizations locally, regionally and nationally.

Two main goals for the program would be to hire another full-time journalism faculty to specifically serve as adviser to the college newspaper and magazine. This faculty member could also teach news writing and feature writing courses.

Second goal is to make sure that the program obtains a computer lab to teach news writing and feature writing.

Impact of Technology

As noted in the last program review, it is very difficult to envision what the technological needs will be in the next five years. However, it will take administrative foresight to be able to obtain the required funding to make sure our journalism program stays on the cutting edge regarding computer hardware and software. Photo journalism technology advances are, and will continue to be, a top priority for the journalism production classes. If we do not stay current with industry standards, our students will be at a great disadvantage when transferring to four-year colleges and universities or moving into the professional workplace.

The program has been able to keep that competitive edge due to the fact that the students have put out quality publications that bring in advertising revenue.

The college has done very little to help in this area. Thanks to the fact that the program is able to roll over advertising surpluses from year to year has allowed our journalism to give students the highest level of training on updated computers and software.

Section II: Review Report

A. Staffing and Organizational Structure

Though this topic has been covered to a certain extent in a previous section, it will be expanded upon in this section.

The journalism program has one full-time instructor. At this time, this instructor teaches four lecture JRN/CA 1 Mass Media and Society courses and one distance education/TV Mass Media course as a full load. This same instructor teaches one JRN 2 News Writing course and one JRN 105 Feature Writing course as overload. This instructor also serves as the journalism program chair. This has been the standard loading in the program for the last

ten years with the exception of one sabbatical leave and one banked OSH leave taken by this professor.

The program has one full-time instructor in English who also teaches one JRN 2 News Writing course.

At this time we have an associate faculty member teaching the JRN 120 Newspaper Publication course and serving as the faculty adviser to the college newspaper, the Lariat. This same part-time instructor teaches the JRN 125 Magazine Publication class and serves as the faculty adviser to the college magazine, Orange Appeal. In 1999, the college hired a 50 per cent English 50 percent journalism faculty member with the specific job description of faculty adviser to the college newspaper. However, that faculty member was administratively reassigned in 2002 to teach full time in the English department.

The program also has a Journalism Instructional Assistant who provides student supervision and instructional assistance to the student publications faculty adviser. It is imperative that the college hire a full-time faculty member to lead our college student publications instructional program.

Organizational structure at this time would be: The division dean, the journalism program chair, part-time instructors. The faculty adviser to the college publications reports to both the dean directly and when appropriate, to the journalism program chair. The Lariat instructional assistant reports directly to the part-time publications faculty adviser. However, this position has been formally evaluated by the journalism program chair.

The duties of the journalism program chair are extensive. The chair does all program curriculum review and revision. The chair evaluates part-time faculty and staff. The chair is called in to fight fires related to the student newspaper instruction and content. Recently added duties of developing student learning outcomes and evaluating same have greatly added to the time commitment of the position. The new format for conducting program review has also added to the time commitment of the chair. The chair oversees community outreach, communication and public relations. College newspaper budget issues are also part of the program chair's purview. As the only full-time instructor in the program, the duties at times can be demanding. Again, the college has no problem adding to the administrative duties while eliminating the release time to address these educational requirements.

B. Programs and Services

The college journalism program offers a comprehensive **curriculum** leading to transfer to four-year colleges and universities as a communications major. Curriculum is updated on a regular basis as required by the college curriculum committee.

The course curriculum is evaluated by program instructional and support staff on a continuing basis. Representatives from local four-year colleges and universities as well as media professionals give input on a regular basis as well. The program chair and other staff members attend regional, state and national

conferences where important journalism curriculum issues are discussed with other community college instructors and chairs as well as working professionals. Recent sabbatical leaves granted to journalism faculty have focused on curriculum-related issues and are on file in the program office.

The curriculum for the main transfer courses deal with key on-going academic issues in journalism. News writing courses have been revised with an emphasis on input from media gatekeepers locally and regionally.

Curriculum revisions are on file in the division and the program chair office.

The basic transfer courses, CA/JRN 1 Mass Media and Society and JRN 2 News Writing do not have prerequisites. The journalism production classes, JRN 120 Newspaper Publication and JRN 125 Magazine Journalism have recommended courses but not prerequisites.

Again, CA/JRN Mass Media and Society was added to the college general education package in the early 1990s and serves as the main transfer course for journalism majors.

Our program also supports a Journalism Certificate program. That program is reviewed on an annual basis. A vast majority of our journalism students are interested in transferring to a four-year college or university. Only five students in the last ten years have opted for the journalism certificate.

Again, on a periodic basis, the Journalism Vocational Advisory Committee meets on campus to evaluate vocational and academic aspects of the journalism program. At these gatherings, special emphasis is placed on instructional objectives in the journalism publications courses. The program chair is in contact with individual members of the committee on a regular basis to exchange ideas.

The term project required of all CA/JRN 1 students is another way the program stays abreast of vocational developments in the communications field. More than 100 examples of this assignment are on file in the program chair's office.

The appropriateness of the degree program is validated not just through CAN but through the feedback the program receives regarding the preparedness of our transfers from college professors at regional journalism conferences.

From feedback from four-year journalism educators and from former students, the college journalism program is providing courses giving very strong transfer-level (first two years of college) academic preparation to its students.

The program also supports a Journalism Club which is chartered through the Associated Student Government. The club meets on a periodic basis to discuss student journalism issues. The ASG Journalism Club account is used to address student publication special needs.

Recommendations: Continue to emphasize Associated Press Style, strong critical thinking skills and strong interview and writing skills in our JRN 2 News Writing courses.

The curriculum in CA/JRN 1 Mass Media is very strong in the basics; however more emphasis should be put on "new media" as it relates to the Internet. Also more evaluation on the mass media distance learning course needs to be done.

A full-time faculty member to head up the college publications is a MUST. It is also a MUST that the college reinstate the release time originally associated with this important position. The college would not think of having a part-time football coach. In fact, they hired two full-time football coaches at the same time the last time that issue came up.

Due to recent developments in the journalism program, an emphasis must again be placed on the importance of maintaining the full-time (10 month) Instructional Assistant position and having a full-time faculty member to supervise that person.

Instruction:

Goals for student learning outcomes are arrived at by a consensus of journalism faculty. Saddleback faculty also gain valuable information in this regard by attending local, regional and national journalism conferences and discussing SLOs with other journalism faculty.

Direct input on journalism SLOs is received by program instructors through written pre-and post-tests. The results of these written tests are evaluated by the program chair and results are recorded. Actual surveys are kept for one full semester and after that only the results are kept on file.

Right now, due to the fact that the college employs one faculty member whose full-time load is in journalism, the academic integrity of the CA/JRN 1 program can be closely monitored. This is the main introductory-level journalism course. All sections are taught by one professor. Other programs are evaluated and monitored through program staff meetings.

Course outlines, syllabi, and course requirements clearly outline the lectures and assignments supporting the development of writing skills, quantitative reasoning, critical thinking and information competency. The program is especially sensitive to writing and critical thinking skills.

The journalism program is constantly open to the development of innovative teaching methodologies/instructional strategies that involve students in the learning process. The journalism programs's newspaper and magazine production classes give students wide First Amendment forums for student expression. PowerPoint presentations have been developed for journalism course lectures. Student participation and input is a cornerstone of journalism-program instruction. Inquiry methodologies are encouraged.

One of the most significant developments in this area is the publication of the Mass Media and Society Study Guide/Workbook by J. Michael Reed (Kendall/Hunt Publishing Company 2007). This study guide has greatly enhanced the success rate of JRN/CA 1 student learning and retention of the academic lessons they will need as top communications majors at four-year colleges and universities.

The college library has been supportive of software and media presentation program needs. Several relevant and educationally current films with journalism themes have been purchased and are on reserve in the library.

Enrollment Trends

As the data regarding CA/JRN 1 in the APPENDIX shows, enrollment in this course has shown a steady growth over the last several years. The charts indicate an excellent retention rate in those classes. It is interesting to note the failure rate in 2003 and 2004 for this course. More than ninety percent of those failures came from the distance learning course. Many of those were students who did not drop the class by the required date and the instructor was obligated to them give them a failing grade. A program inquiry into this issue showed that a high percentage of those who failed the distance learning class returned to take the traditional mass media course and ended up receiving grades of A or B. Evaluation of the distance learning student showed that many of the students enrolling in those classes viewed them as an “easy” way to fulfill a transfer requirement and not attend classes. They found that they did not have the discipline or experience to accept the academic responsibility for independent study at a level that would enable them to pass the course. The fact that the chart on page 6 shows a reduction on the number of failing students is a tribute to teaching strategies developed by instructors in the program to address this issue.

The data in the Journalism Program Review Data Set located in the appendix reflects an increasing interest among students in communication-related majors and careers.

Enrollments in JRN 2 New Writing have increased to the point that, since the last program review, we have added another section. Both those sections fill early in the registration process. The data also shows a very high retention rate for this course. We have noted a drop in interest in the journalism production courses. This is due to an emphasis in the state and reflected through the college counseling division on fulfilling college transfer requirements. The statistical data shows that the magazine journalism program is enjoying a resurgence in interest. This semester, for the first time in years, the program sponsored a fall magazine class.

Research related to the newspaper publication class is mixed. Overall averages for this class are affected by the low enrollment this last summer for the Orientation Issue of the Lariat. We have indicated to the division dean that we will not allow this summer course to be taught with such low enrollment again. There were extenuating circumstances that led to this happening last summer. However, it can be noted that the enrollments in the fall/spring Lariat have reached acceptable levels.

As mentioned before in this report, technological developments in the newspaper and magazine field have dictated the purchase of new production technology in our journalism lab. Updating computers, printers, camera equipment, software and more is key to providing and promoting the high level of educational excellence for which the program is noted.

At this time, the production lab and equipment meet a very high standard as related to the professional workplace. Our lab has to be rated one of the top in the state as far as state-of-the-art production methodologies and supporting technology.

The program was one of the first on campus to develop a distance learning course. That section of the CA/JRN 1 Mass Media course enjoys good enrollments.

Students in the journalism class enjoy many opportunities to extend their learning outside the classroom. Students on the Lariat staff attend regional, state and national conferences. Feature writing students take field trips to gain practical experience writing. News Writing students attend special college events and write news stories for possible publication in the college newspaper.

Recommendations:

The college counseling division needs to encourage students to take advantage of the fantastic practical lab experience available to students in the journalism publication labs. These courses DO transfer although they are electives and not part of the core communications major transfer curriculum like CA/JRN 1 and JRN 2. Activities like serving a semester or two on the college newspaper or magazine are valuable assets to any student planning a career in communications. Feedback from our Vocational Advisory Board overwhelmingly supports the fact that they hold job applicants who have served on staffs of college publications in high regard.

The college community in general and the journalism staff specifically must continue to develop strategies to encourage our best students to become involved with the college newspaper and magazine. Academic release time or FLEX credit should be given for these recruiting efforts.

The program needs to plan for and find funding for a continuing effort to make sure the journalism publication lab remains in the educational forefront with regard to technology.

Computers, printers, camera and other hardware must be updated. Software related to publication must be continually evaluated and updated.

- The program needs to explore a possible hybrid mass media course. A continuing effort must be made to evaluate the distance learning mass media course with special attention to academic integrity and measurement of SLOs.
- The program needs to monitor and develop more strategies to address the attrition rate in the distance learning mass media course.
- Members of the journalism faculty must continue to share teaching strategies and methodologies.
- More funding for staff and student conferences needs to be pursued.

C. Student/Constituency Satisfaction

Again, the CA/JRN 1 Data Set in the APPENDIX shows, the student success rate in CA/JRN 1 is excellent, especially when the distance learning course is not considered. Even the most recent data show a 50 per cent reduction in the attrition rate even in that course. This issue was also addressed in the previous section of this report.

The Journalism Program Review Data Set, April 2007 for all journalism courses shows a high retention rate in all classes. This can be attributed to instructional staff's efforts to retain students. In CA/JRN 1 the mantra is "No Child Left Behind." Clear, concise Power Point lectures, comprehensive outlines for course written assignments and a comprehensive review before all exams, have been a program trademark for assuring student success. The fact that the journalism staff makes themselves readily available for individual student help and counsel is also a factor. Students are comfortable asking for clarification on topics and issues covered in class. Grade data in the APPENDIX shows excellent student success in all journalism courses. The exception is the distance learning mass media course and that issue is addressed with a written evaluation of the course every semester since it has been offered. Those special assessments are available in the program chair office. These assessments have led to many curriculum development strategies and teaching methodologies to increase student success in that course. This last semester showed marked improvement in that regard.

Student learning outcomes are developed by the journalism faculty. They are evaluated and revised as necessary on a semester by semester basis. Written pre tests and post test are used to assess the SLOs. This data is also addressed in other sections of this report.

The program assesses course offerings and course scheduling issues on a regular basis.

The program added a 7:30 a.m. Mass Media course to help make better use of classroom space and give an option to students who do not like to fight for a parking space. Due to a demand from students coming home for the summer from four-year institutions who are looking to fulfill basic journalism pre-requisites we offered a section of CA/JRN1 Mass Media and Society distance learning course. The program is working to develop a hybrid course offering for mass media.

As stated before, the data shows an increasing interest in journalism transfer courses.

Recommendations:

Again, work to build interest and enrollment in journalism publication courses. The program has a reputation of working well with DSPS, EOPS, Early Alert, LAP and other study opportunities. The program needs to be open and encourage cooperation with leaders in these programs. Student cooperative learning opportunities are encouraged and efforts are made to get students to work and study together, especially for midterm and final exams.

The program needs to explore scheduling a JRN 2 News Writing course in the evening to accommodate students who work in the daytime. To mitigate this issue, we offer a course from noon-1:30 p.m. on Tuesday/Thursday and students are encouraged to seek support for a long lunch from their employers to help in this regard. The program may at some point want to offer a JRN 2 course in the summer.

Another full-time journalism instructor in charge of publications would greatly enhance non-class student contact hours in the journalism program.

D. Facilities, Technical Infrastructure, and Resources

Projection of space/facility needs:

In the space/facility section of the previous program review, it was stated that the journalism production lab is excellent. It has served our student publication staffs well since 1990. We have made major upgrades in equipment and we still have one of the best community college publication laboratories in the state. The classroom situation has improved as well as noted above. The program still needs a dedicated room with at least 25 computers to more effectively teach news writing and feature writing courses.

As noted in the previous study, we should continue to shoot for the construction of the new Liberal Studies Building.

However, the journalism program is being allocated space in the new library renovation plan. We have been assured that our proposed move to the library building will provide equivalent square footage to the SCC production lab. The new library journalism plan also provides dedicated journalism offices and classrooms planned adjacent to the production lab. It is very important that the journalism faculty and staff be included at every stage of the planning for this new location and facility.

We need to continue supporting faculty offices for the program chair and the faculty adviser to the student publications.

Maintenance of space/facility to maintain future needs:

We continue to reorganize the instructional lab space in the SSC publication lab to meet the changing needs of the students and new technology. The journalism program has recently addressed the need for new newspaper display racks. The journalism lab has also recently acquired locking cabinets to store valuable camera and other equipment. The program needs to develop an effective check-out and tracking program for all journalism equipment.

Special attention needs to be taken to plan for these needs in the design of the new facility in the new library plan. Special care must be taken in the design of the new facility to address the maintenance, security and space needs of a best-in-the-state journalism production lab.

Improvements to existing space/facility:

The college has done an excellent job addressing the space needs outlined in the previous program review. Mass media courses are now taught in classrooms with adequate student seating and advanced technology. Rooms are equipped with computers, VHS and DVD players and other enhancements that made the facilities more instructor/student friendly.

We have received assurances from administration regarding the lab/instructional space, storage space, security and equipment needs when the program moves from its production lab in the SSC Building to the renovated Library Building. We have been assured of the same square footage in the new production lab as well as added adjacent dedicated classrooms and offices.

E. Outreach and Collaboration

Community Outreach and Articulation:

The journalism program chair has been a guest speaker at numerous community functions and special interest groups. A stipend is requested of \$100 and that money is donated to the journalism program in the form of scholarships presented at the Lariat Awards Banquet held at the end of the spring semester. The Lariat adviser and instructional assistant visit local high schools to talk about the excellent educational opportunities available at Saddleback College. They use these opportunities to recruit students to the publications program. Faculty and staff participate in special college events where recruitment is a possibility.

Again, full documentation of Lariat and Saddleback Magazine publicity, outreach and awards are published each spring in the Lariat Awards Banquet program. Lariat Awards Banquet is open to the community. Special invitations go out to college board members, district and college administration, college faculty, staff and parents of students.

Documentation of faculty recognition is also available in the program chair's office.

Recommendations:

Continue and redouble efforts to reach out to top high schools students. Something we have not done but will try is contacting local ROP administrators and instructors to see if we can enhance each other's respective programs.

Other Major Recommendations:

Top priority: Hire a full-time journalism faculty whose main responsibility would be the college publications. This would include the restoration of the 3 units of release time originally associated with the faculty newspaper adviser position.

Second: To better mirror four-year colleges and university communications programs, the college needs to establish a division-level program in communications which would include: advertising, news and feature writing, editing, public relations, radio, television, Web design and publications.

Section III: Needs Assessment

A. Human Resource Needs

Again, as emphasized throughout this document, the college must hire a full-time publications adviser for the program. This person would be responsible for advising the college newspaper and magazine. The person would also teach news writing and feature writing courses. This person would be able to expand program offerings and allow the program to reinstate courses in editing and publications layout and design with an emphasis on digital publication strategies. The college needs to expand in the area of Web offerings of our college publications and this position would greatly enhance the human resources needed to accomplish this task.

Special attention must be given to maintain the level of support in the journalism lab with the retention of the Lariat Instructional Assistant position. This 10-month full-time (40 hrs per week) position is essential to the security of facilities and equipment as well as to the instructional excellence of the program.

Having just one full-time journalism professor to handle expanding mass media course demand, teach news writing and feature writing courses and serve as program chair can be daunting at times.

Release time for both publications advisers and program chair must be a top priority.

B. Instructional/Service Needs

Again, the addition of another full-time professor in journalism would help with the ongoing evaluation of curriculum, development of new courses and review and selection of textbooks. It would also allow for more coordination of curriculum and development for SLOs especially in the JRN 2 News Writing courses. The college provides a fine In-Service faculty development program. The college also makes funding available for faculty conferences. The journalism faculty have availed themselves of sabbatical leaves, local, regional and national conferences and workshops, memberships in professional organizations and more. Several journalism faculty have held various positions of leadership in the Journalism Association of Community Colleges (JACC).

The awards won by the college publications and students enrolled in those programs are well documented and available in the program chair's office. In 1994 the journalism program chair was named the "Community College Educator of the Year" by the California Newspaper Publishers Association. Other journalism faculty have distinguished themselves by serving on important regional and state conference planning committees.

We need to work more closely with the counseling division and the English department to recruit more outstanding students to our core courses and our production programs.

- We need to work on developing new courses and then recruiting the enrollment to justify them.
- We need to work to increase enrollments in all publications course including the summer class.
- We need to work on new strategies to retain students in the distance learning mass media course.
- We need more associate faculty input on curriculum needs.
- We need to encourage journalism faculty to be involved in regional and state journalism organizations.

C. Research Needs

The addition of a college-level support person in charge of developing and disseminating relevant course-related statistics has been very beneficial to program chairs. Of special significance are the statistics related to course retention and success. Continued coordination between this function and the academic chairs will benefit all programs.

The college library has been an excellent support for the journalism program. The purchase of journalism DVDs, books and other resources has been excellent.

We do need more support in the area of making copies of certain DVDs to make available to students who miss class sessions where these videos provide support to academic issues discussed.

D. Technical, Equipment and Other Resource Needs

This is an area of great concern in the journalism program. Technology in the journalism publication arena changes at a rapid pace. The college has not been overly supportive in this area. Much of the needed digital camera equipment and upgraded printers have been purchased through the efforts of the students to sell more advertising. The purchase of FAX machines and scanners were also made possible through student ad funds, not college equipment support funds. The college did purchase new Mac G-4 computers after a contingent of students protested to the district trustees about lack of college support in this area. Part of the “deal” to move to the new journalism facility in the planned renovation of the college library carries a promise of upgraded computers and other related equipment.

E. Facilities Needs

The Student Service Center journalism lab is one of the finest community college production facilities in the state. The only need I can see is to regain the darkroom designed for the lab that is now used to store files for the counseling division. It must be noted that any plan to move the program to a new facility in the renovated library must fulfill promises made by the administration regarding space, new equipment, security, classroom, office, storage and other program needs that will continue to assure that our facilities are still the envy of the state.

The college has done an excellent job of providing classrooms for mass media courses that include overhead projection systems linked to computers and video equipment. The addition of Power Point presentations to lecture, text, video, and study guide components of the class has greatly enhanced the educational experience for instructors and students.

It would be nice to have a dedicated computer lab where news writing students input stories on more realistic in-class deadlines. Ideally this lab would have 25-30 computers with desk space next to each for note taking.

F. Marketing and Outreach Needs

The program faculty and staff need to avail themselves of more of the marketing opportunities provided to the college.

We currently advertise journalism classes in the college summer edition of the Lariat. We also put promo ads in the college magazine.

We also have a journalism ad in the college schedule of classes.

We need to approach the marketing director to write press releases when the college paper and magazine win awards. In the past, the Lariat adviser and/or instructional assistant wrote the press releases and sent them to local media.

We need to make sure to participate in college-wide events like Parents Night, Career Day and Senior Day.

The college needs to re-institute the speakers bureau. More effort needs to go into networking with local special interest groups to encourage these groups to bring in faculty members to speak.

A recent program (suggested by the journalism program chair, who also serves on the college Marketing Committee) was to give college faculty in-service credit for speaking at local high schools. This program has yet to be promoted enough but it is a good way of spreading the message about the great educational opportunities at Saddleback College.

We need to have more support for the director of marketing to push these innovative programs.

G. Retention Needs

This is a real challenge at the community college level. Students realize that they have not really invested much money in their courses and when other priorities present themselves student sometimes will opt out of their classes. Through the statistical data now provided through the Program Review Data Sets, we are better able to assess both our program needs, student retention and success. This ability has given program chairs a valuable resource in this regard.

The data shows that the journalism program is actually doing an excellent job in this area with the exception of the distance learning program. This issue is addressed each semester leading to more strategies to keep these students engaged. These strategies include posting of "hot tips" for student success prior to midterm and final exam. It also includes the posting of PowerPoint

presentation used in traditional lecture classes that relate directly to DL exam requirements. The results look promising.

The 7:30 a.m. mass media course has more of a retention issue than courses meeting later. Incentives for coming to class on time in this course include more class participation points and sometimes special “tips” for the exams. It seems that an important part of the instructional lesson at the community college level is the importance of meeting deadlines and accepting responsibility to come to class prepared and show it.

Retention is an important issue and teaching/motivational strategies are a key component in the journalism program’s retention efforts.

Section IV: Appendices

A. Unit Organizational Chart

Division Dean - Journalism program chair – Associate journalism faculty/ Faculty adviser to the college newspaper, the Lariat – Lariat instructional assistant

B. Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2001	2002	2003	2004	2005	
Administration	1	1	1	1	1	
Bargaining Classified Staff FT	1	1	1	1	1	
Bargaining Classified Staff PT	0	0	0	0	0	
Non-bargaining Classified Staff FT	0	0	0	0	0	
Non-bargaining Classified Staff PT	0	0	0	0	0	
Student Workers	1	1	1	1	1	
Faculty FT	1	1	1	1	1	
Faculty PT	2	2	2	2	2	

C. AUO Assessment Forms

Journalism Program Spring 2007

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>Provide a comprehensive broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals.</p> <p>The Saddleback College journalism program provides a comprehensive broad range of academic classes leading to successful transfer to four-year colleges and universities as communication majors. The program also seeks to provide course instruction</p>	<p>1. Students will know the four freedoms guaranteed by the First Amendment to the U.S. Constitution and assess the impact of this Amendment on our free and democratic society.</p>	<p>1. On a written pre-test (second week of class) five percent of the students will be able to list the four freedoms guaranteed by the First Amendment to the U.S. Constitution and explain their significance to a democratic society. On a written post test (last week of class) 85 percent of the students will be able to correctly list the freedoms guaranteed by the First</p>	<p>Fall 2006 1. Results in all Mass Media courses showed 84.5 % of the students met the projected objective for SLO #1</p>	<p>1. We have evaluated the results for SLO # 1 and have already decided to keep it for the fall '07 semester. Pre test results have fallen within the 5% predicted range. We are working to achieve our 85 % overall level of mastery. To help in this regard, we will expand our assessment of this SLO this next year to include the evaluation of related embedded final exam</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>leading to entry-level jobs in the journalism profession.</p>	<p>2. Students will learn to identify elements of Associated Press style. (JRN-2 courses only)</p>	<p>Amendment. Students will also write a one paragraph explanation of the Amendments ' (assessed with a criteria guide sheet) significance to a democratic society.</p> <p>2. On the final exam, using embedded questions, 75 percent of the students will demonstrate the ability to identify and correct errors in AP style.</p>	<p>2, Results in the two News Writing courses showed 74% of the students were able to identify and correct all the related AP style errors on the related final exam questions.</p>	<p>questions.</p> <p>2. We are doing a good job with the AP style in our news writing courses but we may change some of the embedded "error" sentences on the final exams this spring to make sure past students do not influence possible outcomes.</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
	<p>3. Students will be able to define libel. Students will list the four best defenses in a libel case.</p>	<p>3. From written pre-test to written post test, 80 percent of the students will correctly define libel and list the four best defenses in a libel case</p>	<p>3. 94 % of the students were able to meet the required standard for SLO #3 in all classes as demonstrated on the written post test.</p>	<p>3. We are doing an outstanding job in all journalism courses with regard to SLO #3. Episodes related to the college newspaper make this SLO MANDATORY for all of our journalism students. The outstanding results in this area are encouraging. We will keep this SLO probably on a permanent basis.</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results

D. Supporting Data

See Attached Program Review Sets
(Evaluation in body of review)

E. Other: List of Lariat Advisers

Mel Mitchell

Jim Hines

Lee Walker 19970-78

Larry Knuth 1978-84

Bruce Haggerty/ Mike Reed 1984-85

Mike Reed 1985 to spring 89

(Reed served one year as Interim Dean of Student Development)

Carol Ziehm Fall '89- Spring 90
(Served as Interim Faculty Adviser to the Lariat)
Mike Reed Fall 1990-95
Kathleen Dorantes 1995-97 (Associate Faculty)
Lee Walker 1997-99
Carol Ziehm 1999-2002
Scott Hays 2002-2003 (Associate Faculty)
Kathleen Buckner 2003 to present (Associate Faculty)
*This list is presented as best as Mike Reed and Carol Ziehm
can document at this time.