College of San Mateo

**ANNUAL UPDATE
PROGRAM REVIEW &
PLANNING**
Form Approved 9/2/2008:
Governing Council
Revised: 2/14/2012

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

(For information about program review cycles, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:

All *Annual* and *Comprehensive Program Review and Planning* reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*.
 (See: http://collegeofsanmateo.edu/prie/planning.asp)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

James Carranza, Academic Senate President, carranza@smccd.edu
Susan Estes, Vice President of Instruction, estes@smccd.edu
Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu
John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM:

DIVISION:

1. **BRIEF DESCRIPTION OF PROGRAM:**

    CSM Journalism provides an introduction to the field with a collection of transferable classes supporting development of basic skills using a First Amendment newspaper and website as a practicum. These skills include newswriting and reporting, editing, news photography, feature photography, video journalism, page design, web publishing, opinion writing and advertising. Individuals with a background in Journalism have a variety of career opportunities available. These include working for newspapers, news agencies, publishing companies, and radio and television stations, magazines, web sites, advertising agencies and corporate communications divisions. Specific career opportunities include journalist, editor, biographer, columnist, correspondent, copy writer, novelist, photographer, press/public relations officer, proofreader, radio/television announcer or writer, and science, speech, or technical writer, editorial assistant, editorial writer, interviewer, or advertising copy writer.

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

    CSM Journalism students continue to excel in their work, as demonstrated by numerous competitive honors, successful internships and accomplishments by graduates at transfer institutions. However, the challenge of improving enrollment remains in its new home as part of the fledgling Digital Media program.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

    Enrollment still has not met the goal of 20 students per class. One impediment may be the shift to the Digital Media title that may make it more difficult for students to identify those classes offering Journalism studies. This problem does not confront students at the sister program at Skyline College, for example, where classes are clearly labeled and carry the added value of higher transfer and honors values. CSM's creation of honor's classes offers an opportunity for CSM Journalism classes to incorporate these values and enhance their student enrollment.

    The Digital Media program now offers a class called DGME 101 Writing Across the Media that is required for all students seeking Digital Media degrees. CSM Journalism's pre-existing DGME 260 Newswriting and Reporting course is not required. Requiring all Digital Media students to enroll in DGME 260 Newswriting and Reporting would help ease enrollment problems. DGME 101 Writing Across the Media has been described as "redundant" with DGME Newswriting and Reporting, though it produces no First Amendment-based publication and has not proven able to demonstrate real-world journalism results. The Journalism Professor does not believe the two classes are

redundant. The Newswriting and Reporting class (DGME 260) should be required as core curriculum for Digital Media. It can be modified easily to incorporate several writing exercises and guides that could cover the entirety of DGME 101 Writing Across the Media's offerings.

DGME 260 Newswriting and Reporting is a prerequisite for one class, DGME 155 Video Journalism. DGME 155, however, has not yet been offered with this prerequisite in place. It was cancelled for spring 2012 by Dec. 15, 2011, thus preventing an assessment of its efficacy in developing a more robust video program and building enrollment. DGME 155's availability to students should help boost DGME 260 enrollment.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

Our continuing goal is to build enrollment. This has been a primary goal of the administration, especially with the development of the PIV and subsequent creation of DGME. We also continue to seek support for the program. CSM Journalism has enjoyed a corporate subsidy in the form of free printing since fall 1993 from the San Francisco Examiner newspaper. The Examiner maintained this until last year when the ailing economy forced billing to commence at $219 per issue. This remains an extremely low cost for printing the campus publication. A formal calculation in spring 2010 revealed the subsidy had saved CSM $214,880 at that time. CSM Journalism also has been successful in securing grants for equipment from the California Newspaper Publishers Association, a prominent trade group representing publishers statewide.

Continuing subsidies and grants have allowed CSM Journalism to operate on an average budget of $4,600 annually since 1993 while its sister program at Skyline College, for example, is provided at least $16,200 annually.

CSM Journalism also has an opportunity for another corporate arrangement. It involves a company called Adcamp. This company provides distribution kiosks for campus newspapers. The kiosks carry poster-size ads on three sides that generate income. The fourth side has an opening for newspapers. Adcamp installs and maintains the kiosks, providing a clean and modern distribution site. It also directs $50 per month to the host journalism program for each kiosk. Many community college journalism programs use the program, including these in our region: City College of San Francisco, Las Positas College, Diablo Valley College, San Jose City College and De Anza College.

The number of kiosks is based on campus population. CSM could be provided with four kiosks, resulting in a revenue stream of at least $200 monthly to CSM Journalism. This would deliver $2,400 annually, helping CSM Journalism maintain student resources such as conference and contest participation. The proposal has rested with the administration since spring 2011 and awaits approval.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Low enrollments continue to loom as a critical issue. They will be addressed on several fronts:

• Seek approval for DGME 260 Newswriting and Reporting as a core Digital Media class and maintain its prerequisite status for DGME 155 Video Journalism
• Elevate transfer values and add honors credit for Journalism courses
• Finalize Journalism classes to conform to the new state SB1440 plan for Journalism. CSM Journalism classes already are in near-perfect alignment with the SB1440 plan.

6.   STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

a.   Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

DGME 265: Newspaper and Online News Production —

• SLO: Produce and edit news and feature stories, columns, opinion stories, photos, headlines, page layouts and/or web pages for publication under deadline

This SLO targets the vital area for journalism training of practical application of skills. These are addressed by making note of initial student work to establish a base for assessing demonstrated progress. The newspaper and website, under the immediate direction of student editors, are based on course standards that are outlined and evaluated for individual performance and as a total product. Post-distribution critiquing is an important part of this process. Students are advised about how to proceed properly before publication, then their work is judged for efficacy and adherence to established standards. Each student also maintains a portfolio, called a "stringbook" in journalese, that is part of the culminating assessment process. This continuous process of assessment helps identify students with specific difficulties who can be targeted for further coaching.

b.   Student services areas: TBD

7.   SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS
(Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

a.   In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None	N/A	N/A

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None	N/A	N/A

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Our current budget of about $4,600 per year more than covers operating costs as long as corporate subsidies continue. Additional funds may be needed for participation in journalism conferences and contests. The costs cannot be calculated precisely at this time but should not exceed $1,500. Adoption of the Adcamp program addresses this need for additional funds. **Item:** N/A **Number:** N/A **Vendor:** N/A **Unit price:** N/A **Total Cost:** N/A **Status*:** N/A	N/A	N/A

**Status* = New, Upgrade, Replacement, Maintenance or Repair.*

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team <ins>as appropriate:</ins>

Primary program contact person: Ed Remitz
Phone and email address: 650-574-6558; remitz@smccd.edu
Full-time faculty: Ed Remitz
Part-time faculty: None
Administrators: Kevin Henson, Dean
Classified staff: Vijiyalakshmi Raman, Division Assistant
Students: None

Primary Program Contact Person's Signature	*Date*
Full-time Faculty's Signature	*Date*
Part-time Faculty's Signature **(as appropriate)**	*Date*
Classified Staff Person's Signature **(as appropriate)**	*Date*
Student's Signature **(as appropriate)**	*Date*
Dean's Signature	*Date*

Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

Academic Senate
http://www.collegeofsanmateo.edu/academicsenate/
Contact: csmacademicsenate@smccd.edu
James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

College Catalogs and College Class Schedules are archived online:
http://collegeofsanmateo.edu/schedule/archive.asp

Course Outlines are found at:
http://collegeofsanmateo.edu/articulation/outlines.asp

Committee on Instruction
http://collegeofsanmateo.edu/committeeoninstruction/
Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)
Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we makes the transition to a new site:
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (See links for *"Quantitative Data for Instructional Programs")*
Distance Education Program Review Data
Glossary of Terms for Program Review
Listing of Programs Receiving Program Review Data from PRIE
Rotation Schedule for Instructional Program Review, 2008-2014
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)
(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)
http://collegeofsanmateo.edu/prie/
Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196
Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website
College Index, 2008/9-2011/12,
http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp
Educational Master Plan, 2008, http://collegeofsanmateo.edu/prie/planningdocs.asp
Educational Master Plan, Data Updates, 2011-12
http://collegeofsanmateo.edu/institutionalresearch/
Institutional Priorities, 2008-2011
http://collegeofsanmateo.edu/prie/planningdocs.asp
Five in Five College Strategies, http://collegeofsanmateo.edu/prie/planningdocs.asp

Student Learning Outcomes (SLOs) website:
http://www.collegeofsanmateo.edu/sloac/
Contact: David Locke, SLO Coordinator, Locke@smccd.edu,(650)574-6624
Also see PRIE site for SLO assessments' support: http://collegeofsanmateo.edu/prie/slos.asp