SKYLINE COLLEGE
ANNUAL PROGRAM PLANNING SELF-STUDY

*Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.***

Program Title _____ **Date Submitted** _____

Key Findings:

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List of names and positions:

2. Contact Person (include e-mail and telephone): _____

3. Program Information

A. Program Personnel
Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

FT Faculty: _____ **PT/OL Faculty (FTE):** _____

FT Classified: _____ **PT Classified (FTE):** _____

Volunteers: _____ **Student Workers:** _____

B. Program mission and goals

    State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Address how the program meets the current year's strategic priorities. (200 word limit is recommended.)

4. Program/Service Area Student Learning Outcomes and Program Data

    A. Summarize recent course (for instruction, including student service courses) or program (for student services and every three years, CTE programs) SLO assessment, identify trends and discuss areas in need of improvement. Please attach summary Tracdat reports with assessment and analysis for SLOs evaluated during the last two years (prior to submission deadline of April 1st). (200 word limit is recommended.) Tool: https://sanmateo.tracdat.com/tracdat/

As identified in last year's program review, assessment for JOUR 120 and 121 reveal that students have difficulty with beat reporting, while they are more successful with writing leads or creating and editing audio.

This year's assessment cycle shows that all levels of JOUR 300 are successful in producing content either for their audience or the staff (in the form of a training module). JOUR 320, 330, 340, and 350 had success with content creation and in particular, showing that content creation through an online portfolio.

B. Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes. (200 word limit is recommended.)
Tool: http://www.skylinecollege.edu/prie/programdata.php

C. **Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements etc.)**
(200 word limit is recommended.)

A continuing concern is that the CSU journalism programs closest to the college (SFSU and SJSU) to not accept the AA-T in journalism (although the creation of the AA-T *has* resulted in at least SFSU expanding the number of course and units it's willing to accept from the CCC journalism programs. Also, changes in the journalism field continue to necessitate expanded skills sets for both journalism majors and their instructors.

5. Curricular Offerings

A. Program Curriculum and Courses. If your program does not offer curriculum, please state "N/A". Tools: CurricUNET http://www.curricunet.com/smcccd; https://sanmateo.tracdat.com/tracdat/

Respond to the following:

- What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.

- Note that you've added new courses to the department's three-year calendar of assessment and requested that they be added to TracDat.

- Note that you've done the following for new courses on TracDat:

    o Uploaded SLOs?

    o Mapped course-level SLOs to PSLOs (including relevant interdisciplinary degrees) and ISLOs?

    o Uploaded assessment method(s) (need not be specific)?

B. Identify Patterns of Curriculum Offerings

Respond to the following:

- Identify the planning group's two-year curriculum cycle of course offerings by certificates and degrees.

- Describe the ideal curriculum cycle.

- Discuss any issues.

The program's two-year curriculum cycle of course offerings ensures timely completion of its certificate, degrees, and/or transfer.

--The program now offers two AA degrees (one being the recently approved AA-T) and one certificate, all of which can be completed within a two-year schedule. A recommended course of study is the following:

Semester 1:

JOUR 110: Mass Media and Society

JOUR 120: Writing and Reporting for the Media

JOUR 320: Beginning Newspaper Staff

Semester 2:

JOUR 121: Advanced Writing and Reporting for the Media

JOUR 330: Intermediate Newspaper Staff

Semester 3:

JOUR 340: Intermediate Advanced Newspaper Staff

Elective Course (such as creative writing or photography)

Semester 4:

JOUR 350: Advanced Newspaper Staff

Elective Course (such as a "BCME" or Digital Media course in InDesign)

One issues that faces the curriculum cycle is helping counselors to advise students to take multiple journalism courses at the same time. In particular, students should NOT wait to take JOUR 120 until after taking JOUR 110.

6. Response to Previous Annual Program Plan & Review

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

There were no recommendations from the previous cycle, which was program review.

7. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections. Note: resource requests should be connected to action plans

Respond to the following:

- Describe data and assessment results for SLO assessment on the course level (for instruction, including student service courses) or program level (for student services or every three years, career technical education programs). Analyze and reflect on SLO assessment results and other measures of Program performance.

- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum and pedagogy.

- Identify questions that will serve as a focus of inquiry for next year.

The following questions will serve as additional points of inquiry for the coming year:
How the addition of the 300-level courses has impacted enrollment in the beginning level class?
What are options for new newsroom spaces on campus and/or in division?

8. Resource Identification

A. Professional Development needs

The need for ongoing professional development is strong, given the continuing changing face of journalism and journalism education. The areas in which professional development is especially strong are as follows:

--Entrepenurial Journalism: As legacy media outlets continue to lay off employees, individual journalists need to better understand the economic pressures facing the field and need to better prepare for a career that will likely include marketing oneself and imaging standalone products that generate from journalism but provide information or services that an audience will pay for. Entrepenurial journalism course are being added to university journalism programs.

--Data Journalism: The journalism program coordinator continues to take professional development opportunities such as free MOOCs to acquire the skills needed to infuse data journalism and visualization into each journalism writing course. More training opportunities n things like coding--such as half-day workshops at the Online News Association conference--should be supported by the instutition to the best of its abilitiy, as this area holds out the biggest promise of higher salaries.

--Multimedia Jouranlism--This includes training that concentrates on mobile reporting. The program coordinator is currently taking advantage of every free and low-cost training on this specific, burgroning area, but more is needed.

--Magazine Journalism--With the inaugural edition of the magazine launched this semester, more training in producing a magazine is needed, both to better assist the students in producing more magazines, and to better train the instructor with a vision of having a magazine class added to the journalism line up.

B. Office of Planning, Research & Institutional Effectiveness requests

> Actions:
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> - List data requests for the Office of Planning, Research & Institutional Effectiveness.
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> - Explain how the requests will serve the Student/Program/Division/College needs.

The department would like to track the number of AA and certificates it awards every semester and year. We also have an AA-T coming online and would like to track the number of students opting for the traditional AA versus the AA-T in the upcoming semesters. The data will help us to a) understand the population we are serving (i.e. more information about their transfera and matriculation goals), and b) potentially apply more pressure on local CSU journalism programs that do not accept the AA-T at this time.

C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests
Complete the following table:

Annual Program Planning Resource Needs
Program _____   Date_____

	Needs	How does this request align with your assessment of student outcomes	How does this request align with your action plan	Estimated cost for facilities and equipment
Personnel	1. Need a lab assistant. 2. Need one adjunct faculty. 3.	1.The program and SLOs reflect a commitment to multimedia production. This requires additional personnel support to deal with training students and handling equipment. 2. Adding one adjunct will enable us to offer the full range of options to students, thereby allowing us to advance SLOs in each course that is able to be taught.	1. This request aligns with our continued focus on multimedia journalism and training students in audio and video production. 2. This request aligns with a program review goal of offering courses online.	1.This aide would for now at least, be a former Skyline View staffer who has maxed out of the program and could serve in a paid position to assist students with training and equipment.Perhaps this could be a work-study situation. 2. The hourly cost of adjunct.
Equipment	1. The Skyline View is going to need some new cameras at some point. 2. These don't need to be brand new. 3. The program also needs to add some computers to the newsroom. 4.	Equipment requests align with SLOs that discuss convergence journalism.	Again, both equipment requests allows us to continue to offer industry-standard training in multimedia journalism.	The cameras (used) would be approximately $800 each. Computer would be about $1000 for each one, and we could probably use about 3 more.
Facilities	1. The program is outgrowing its newsroom again. With the addition of a news program involving a permanent green screen, and the addition of a magazine, the students are running out of space to operate in the currrent room.	This request aligns with the SLO and PSLO of effectively communicating through a variety of platforms. As the students continue to expand the number of platforms through which to reach the audience, the expansion has put additional challenges on the amount of space in the newsroom.	This request aligns with our goals of continuing to explore ways to increase enrollment in the 300-level series, which would necessitate more space in the room.	The estimated cost is unknown and would be dependent on whether a space was built or whether another spot on campus was refurbished.

APPENDIX A

VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE
Please check current catalog for most recent goal statements.

Vision Statement
Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Mission Statement
To empower and transform a global community of learners.

Values Statement
Education is the foundation of our civilized democratic society.
Thus:

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Shared Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

Definition of Terms

WSCH: Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census

FTE: The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.

LOAD: Teaching Load is taken as the ratio of WSCH to FTE

N GRADES: The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W)

RETENTION: The sum of all non-W grades divided by N grades times 100, expressed as %

SUCCESS: A+B+C+CR grades divided by N grades times 100, expressed as %