

Instructional Program Review

Self-Study Report

January 2003

Journalism

Committee Chair

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Journalism Program Austin Community College

Statement of Purpose

The Unit Purpose on file with the ACC Office of Institutional Effectiveness describes the Austin Community College journalism program's purpose as follows: **"To provide the first two years of a four-year college journalism program, which prepares students for upper division journalism course work in four-year college and university journalism programs."**

The ACC journalism department offers a broad-based media studies course (Comm 1307- Introduction to Mass Communications) that introduces students, many of whom are communications majors, to the basic factors affecting human communication, including theories and models of communication. This introductory course, an elective Communications Core Course and a requirement for journalism majors, is designed to assist students in becoming more enlightened media consumers. It includes an overview of the development, history, new technology and trends in newspapers, radio, television, film, the music industry, books, the Internet, and the related areas of advertising, public relations, media effects on society and individuals, international media, and media law and ethics.

The heart of the journalism department's curriculum is a sequenced series of courses in writing and editing designed to develop students' abilities to produce lengthy, publishable articles in newspaper, newsmagazine, or feature style within a prescribed deadline. The writing and editing courses are the foundation for upper-division communications writing classes.

Students completing the News Reporting I and II and Copy Editing courses should be able to gather material, develop ideas and express them in publishable form. Their writing should be clear, concise and accurate. The journalism department strives to teach students to be conscientious in the selection of material and fair and balanced in its presentation.

Vision Summary

The journalism program at ACC envisions being able to capitalize on an ever-increasing need for understanding of the integrated role of the mass media in our society. As the speed and availability of information from myriad sources continue to grow exponentially throughout the world, colleges will have an indispensable role in educating skilled thinkers to serve as writers and editors.

A. Journalism Classroom/Student Newspaper

In order to fully address this need for educated and skillful media writers, ACC's journalism program would benefit greatly from the development of a technologically appropriate "news" classroom space to be used as a learning center for communications students at the college. The journalism department faculty members envision this communications learning center as the epicenter of campus student information. The journalism department visualizes this as space for production of ACC's student newspaper and other student-generated publications at the college. Student newspaper offices serve as hubs of student life on most campuses and would do so at ACC. The journalism department envisions this student information center as a multi-use room in which student journalists practice the skills they have learned in ACC's classrooms as they plan and produce a regularly published, independent student newspaper. This would mean that the journalism program newsroom facilities would be designed appropriately for the various writing, editing, photographic, distribution, and advertising sales activities that are the heart of the industry. The equipment utilized by students would be up to date and in good working condition with technical support to assist and trouble shoot.

During the autumn semester 2002, the ACC student newspaper posted two of its issues on a web site developed by the staff for this purpose. The journalism department is eager to expand this web site as a news and information source for the college community. The college needs to fund ACC's student newspaper sufficiently to ensure that it can maintain a regular publication schedule, can establish itself as a vehicle for delivering advertising messages to the ACC community (an important component of long-term funding of most college newspapers), can involve visual communications and desktop publishing students in production efforts, and can evolve into a significant communications source of campus news for the college and the Central Texas community that ACC serves.

B. Curriculum

The journalism program is proud of its ITV version of Introduction to Mass Communication. The program is committed to creating and offering journalism courses in multiple distance formats and will continue to develop distance formats that serve the College's students without sacrificing the integrity of the content or skills development essential to continuing success of these courses. The department is looking forward to the addition of proposed distance learning versions of its core writing and editing classes, News Reporting I and Copy Editing I. The department has begun working with ACC's Open Campus staff to evaluate available ITV and other distance learning materials for possible adoption by the journalism program. The faculty members on this committee hope that increased distance learning offerings will become a standard part of the course offerings for the discipline and will serve to increase the student base through increasing enrollment opportunities for students preferring distance learning formats.

The journalism program envisions expansion of the journalism curriculum in the next few years. We have begun the process of increasing our course offerings to include two new courses. The Communications Task Force has approved the addition of two classes -- Critical Thinking for Journalists, and Visual Communications -- to the journalism curriculum as soon as unique numbers for these courses are established. These new courses will need to be scheduled. However, we are concerned with space for the

increased course offerings. The journalism discipline will need a commitment from campus managers and administrators for additional classroom space for the new journalism courses.

ACC's journalism department hopes to add Photography I and II courses, with a journalism emphasis. The addition of these courses is recommended in the Opportunities section of the SWOT report, below. ACC should continue to develop its journalism curriculum, including the addition of sections of most or all of the journalism courses listed in the Texas Coordinating Board's lower-division course listing. (Supplement A, Supplemental Section of Journalism Program Review)

The journalism program review committee envisions the addition of another full-time faculty position in the coming years. The department has had only one full-time faculty member since the college opened in the 1970s. Adjunct faculty teach most of the journalism classes, as they always have, and the department looks forward to the stability of a permanent faculty of more than one faculty member with the ensuing diversity of opinion and enhanced creativity that comes from additional voices. Having at least one additional full-time journalism faculty member is important to better serving student and college needs.

Since the early 1990s, the journalism program has endeavored to ensure that all reporting classes are taught in computer classrooms. We are working to offer copy editing classes in computer classrooms. The department faculty members know the value of offering courses in adequately equipped classrooms. This component of learning is essential for news reporting and editing classes, because the industry demands of our graduates the mastery of the newest technology for gathering, preparing and delivering news and information. The journalism program has requested that the classrooms for Introduction to Mass Communications sections contain a television monitor with VCR, Internet connection, an overhead projector, a lectern, a computer with projector, and audio (CD and tape) equipment. Ideally, one or two classrooms at each campus would be so outfitted and reserved for journalism department use first, other courses second. The teaching of mass communications -- i.e., media studies -- requires the use of multi media to be its most effective.

The program values increased professionalism in our one full-time and adjunct faculty. The fulltime and adjunct journalism plan to create a structure for the sharing of information and teaching strategies among faculty. It is important for ACC's journalism faculty to communicate regularly with each other and as a group to share ideas and teaching strategies. The journalism faculty members bring to the classroom expertise from many mass communication backgrounds (radio and television stations, newspapers, public relations and advertising offices, FCC legal work, book publishing, among others). The sharing of these myriad experiences with faculty colleagues enhances learning opportunities for our students.

Faculty members are committed to teaching journalism students to be competent writers, critical thinkers and media consumers. We value putting students into the community

whenever possible. Such service learning opportunities enhance the student, the college, and the community as a whole. The department works with local media to provide internships to ACC's journalism students.

Finally, we look forward to an even higher percentage of students successfully completing our courses and transferring to four-year institutions and/or enhancing their employment the private sector. OIE does not keep transfer or employment records specifically for former ACC journalism students. However, testimonial evidence from former students leads us to believe that our students are successful in journalism university transfer programs. For example, one of our former students achieved the highest GPA in UT's 2001 School of Communication graduating class.

**Identification of Strengths, Weaknesses, Opportunities and Threats
(SWOT Exercise)**

Journalism

October 18, 2002

Team Members

Sallie Sharp
Jerry White
Michael Jenkins
Anita Howard
Nariman Ahmad
Elizabeth Smith
Cheryl Richards

Chair - Faculty
Adjunct Faculty
Adjunct Faculty
Adjunct Faculty
Accent - Student
Accent - Staff
Student Life

Strengths

Faculty

6 dots

- Instructors with professional experience in field of journalism
- Background/diversity of faculty
- Pool of highly qualified faculty
- Dedication/enthusiasm of faculty members
- Faculty as working journalists or with past experience

Accent

3 dots

- Ability to publish and present student work
- Funding for paid student editorship
- Support from student life office with respect to Accent
- Student interest in working on Accent
- Stable partnership between journalism and student life departments with clearly defined votes for each
- Student newspaper
- Student newspaper
- Strong leadership
- Sallie and faculty with real life journalism experience

Students and community

1 dot

- Opportunities for student internships
- Student interest in communication field
- Austin itself with a varied and abundant media (from newspapers to mock boards)
- Student success

Computer classrooms 1 dot

- Access to computers/lab equipment
- News reporting classes are all taught in computer labs
- Access to technology in classrooms (1 computer per student)

Task force 0 dots

- Classes on several campuses – diversity of students
- Support from comm. Task force – funding and “going to battle”

Weaknesses

Curriculum Development Improvement 6 dots

- No grammar, spelling, punctuation test requirement – class or test
- No advanced Journalism classes at community college level
- No requirement of desktop publishing class
- Different classes on technique: beat reporting, hard news, features, magazine – style, CAR techniques
- Need stronger partnerships with photography department (photo journalism classes)
- Journalism internship class – don’t have one
- Need a class for producing Accent
- ACC journalism program as a 2-year stand alone program – students can get an associate degree
- Lack of basic mechanics for some students – need stronger foundation/prerequisites

Developing program (add classes and sections) 5 dots

- Too few classes and courses
- Need for distance learning for classes with small enrollment like copy editing
- Beginning survey course at all campuses – (intro to mass comm..)

Course scheduling and staffing

- “The computer did it” mentality at HBC
- Schedule development has too much lead time
- Adjunct hiring system – horrible and insulting
- Scheduling of class times
- Meshing schedules with adjunct availability
- Must beg for computer lab space – need something certain

Lack of administrative support and understanding 3 dots

- ACC administration seems clueless regarding needs of academic programs

Accent 2 dots

- Need more funding for Accent – for student stipends, and more frequent publication
- No stipends for Accent staffers
- Need better system for gathering ACC news (i.e. build network of representatives to report on events at various campuses)
- Technical problems in Accent lab – insufficient resources
- Lack of general awareness of student newspaper

- No commission for students selling ads
- Funding/support for Accent
- More frequent publication of Accent
- Accent deadlines vs. class schedules
- No commission for students selling ads
- Uncertain funding for Accent
- Funding for software (copy editing, quark, dreamweaver), MACS

Student needs/accommodation 0 dots

- Lack of software for visually or hearing impaired students

Technology resources for curriculum 0 dots

- No software for editing
- Lack of software

Opportunities

Community partnerships 6 dots

- X-ternships on media – 6 hours weekly 2-4 weeks
- Get associations and state agencies to pay tuition for employers who work on publications ...
- Create partnerships with newspapers/tv etc. to develop internships for credit
- Dialog between ACC paper and local college papers

Offer more classes – curriculum development 5 dots

- Provide “higher learning” courses for students with talent and desire
- Create more classes
- Expand to other campuses where tech is present
- Work with area universities to accept transfer in courses
- Share more resources with DP & GT and VisCom departments
- Expand distance learning

Accent 3 dots

- Offer newspaper production class for credit
- 100 % SLO person assigned to Accent
- Create process to select (competitively) paid full Accent staff in the spring semester
- Create Accent lab
- Production class for Accent
- Create Accent (newspaper) class

Promote program 2 dots

- Journalism brochure
- Interest in field to be mined while hot

- Hy Pe program via flyers
- Advising via journalism faculty

Faculty 1 dot

- Draw from community for adjuncts
- Create faculty journalism position while interest is high

Outreach and recruitment 1 dot

- Get newspapers and TV stations to offer scholarships to ACC for high school editors
- Summer recruiting for minority students

Threats

Faculty e-staffing 3 dots

- Election cycles – hard to hire faculty who are reporters
- E-staffing problems diminishes quality of adjuncts
- Diminishing adjunct enthusiasm due to hiring practices

Curriculum shifts

- “Journalism has changed” ...
- Internet journalism – how do we get students ready for new trends?

Administration/external communication 2 dots

- Board and administrative disconnect
- ACC press coverage – information all bad, no opposing point of view
- Communication between administration and faculty

Program health 2 dots

- Few instructors lead to fewer classes being offered – shut down of program
- Turning away students

Program promotion 2 dots

- Journalism program not attracting top students
- Promotion of what ACC has to offer

Special topics 0 dots

- Special topics courses
- Student life could create special event to discuss/present special topics (lectures/panels)
- Other community colleges coming to market
- Uncertainty of facilities

Journalism

Identification of Strengths, Weaknesses, Opportunities, and Threats (SWOT Exercise) October 18, 2002

Team Members:

Sallie Sharp, ACC Full-Time Faculty, Chair of Journalism Program Review

Anita Howard, ACC Adjunct Faculty, Journalism and English

Michael Jenkins, ACC Adjunct Faculty, Journalism
Broadcast journalist, KVUE

Jerry White, ACC Adjunct Faculty, Journalism

Elizabeth Smith, ACC Student Life Office, Student newspaper Creative Editor

Nariman Ahmed, Full-time ACC Student, Student newspaper editor

Cheryl Richard, Director, ACC Student Life Office

Facilitator:

Christopher Vinger, OIE

STRENGTHS

Faculty

The journalism discipline is fortunate to have a highly talented and experienced faculty. Full-time and adjunct instructors are dedicated to teaching, concerned with the success of their students, easily approachable, and willing to work with individual student needs.

The journalism faculty has a high degree of camaraderie. Ideas and teaching innovations are shared. The instructors are hard-working individuals who are willing to take on the necessary responsibilities to accomplish a multitude of tasks. The ranks of ACC adjunct journalism faculty come from a community of trained and practicing communications specialists. Most have had a long association with the college. The benefits of having such a talented team of faculty members include a high degree of creativity in the classroom. Our instructors exhibit an array of creative and exciting teaching styles. The instructors are open to new and innovative techniques, such as Instructional Television courses. Most importantly, our instructors know how to teach the information in a way that students can understand it and retain it for use in their professional and personal lives.

Community

Because Austin functions as the political epicenter of the state, many news organizations have local offices here. Opportunities for student internships are widely available.

Active media professionals cooperate with ACC by serving as guest lecturers in journalism classes and by accepting positions as adjunct ACC faculty members.

Curriculum

Although ACC only regularly offers three journalism classes, the college offers one to four sections of various journalism courses each semester, both on-campus and through distance learning. These sections provide students with choices in times and locations for scheduling their courses. The journalism program has implemented a new degree plan that allows students to pursue an associate's degree in journalism, which they can then transfer to four-year institutions. All of the courses in our curriculum are listed in the Coordinating Board's *Lower-Division Academic Course Guide Manual*, to facilitate easy transfer to any four-year institution in the State of Texas.

Student Success

Strong communication and writing communication skills are invaluable to both academic success and professional careers. A good foundation in communication writing is the foundation for further study in the fields of mass communication. The journalism program has a diverse student population with a wide-range of media interests. Students who enroll in journalism courses indicate in faculty evaluations that their ACC journalism classes are some of the most enjoyable classes they take at the college. All students in ACC's reporting classes work as staff writers for ACC's student newspaper, a hands-on experience that helps prepare them for upper-level communication classes and for work in the field of mass communication. Testimonial evidence indicates that our journalism students are successful at their transfer institutions. Students who have completed their first two years of journalism education at ACC and then transferred to four-year-colleges to complete their B.A. degrees report that they have had positions of leadership on college newspapers at their transfer colleges and have graduated at the top of their classes.

Facilities

Because the Northridge and Rio Grande campuses provide computer classrooms for use by the journalism news reporting classes, students in these classes have access to state of the art technology. The classrooms have one computer per students, a situation that mirrors that in the communications industry. The Copy Editing classes traditionally have been taught in conference rooms at the Rio Grande campus. These rooms provide a congenial setting for analyzing and discussion the fine points of editing. ACC offers Introduction to Mass Communications classes in traditional classrooms; most of these are outfitted with video/DVD equipment and television monitors. The college has computer audio/visual equipment available for reserved use on the campuses where journalism classes are offered.

Instructional Support

The journalism program operates within the Communications Task Force, which is also comprised of the English and speech disciplines. The result of this organizational structure is that journalism exists in a huge task force dominated by other disciplines. However, through the leadership and commitment of the Task Force Chairman to the journalism program, the concerns of journalism faculty always receive full and fair attention. The journalism program has been well protected from efforts by ACC upper-level administrators to move it to less appropriate academic areas. English and speech faculty in the Communications Task Force are supportive of the journalism program. The Task Force Chair has had an important role in encouraging the journalism faculty to expand course offerings, to try innovative teaching techniques, and to continue to develop professional excellence -- all with the goal of better serving ACC's students.

Of special importance to the journalism curriculum is the *ACCent*, ACC's student newspaper. Indispensable financial and faculty support for the student newspaper has come from the Communications Task Force. Without this support, ACC's student newspaper would not be published, and journalism students would lose this essential measure of success in the journalism program. Students write most of the news and feature articles in the *ACCent*. This support from the Communications Task Force (and its many predecessors in name) has kept the ACC student newspaper alive during the past decade. ACC's Student Life Office provides staff support for the desktop publishing of the student newspaper. Student interest in writing for the *ACCent* is high. Often, students who have completed their ACC journalism courses, but still are enrolled at ACC, work as volunteer reporters for the newspaper. They seize the opportunity to get their writing published and to begin building a portfolio of their news stories. Access to computer classrooms, technical support from the computer science faculty and staff, media support from the LRS, and opportunities for faculty in instructional development add additional weight to the success in the classroom.

WEAKNESSES

ACC's Administrative Structure

During the weaknesses discussion of the SWOT analysis, one of the adjunct journalism faculty members commented: "ACC's administration seems clueless regarding the needs of academic programs. Don't they realize that a college is about academics, not administration?" Under ACC's current structure, no one is assigned as department chair for journalism (or other departments, for that matter). As a result, journalism faculty must rely on the Communications Task Force's overburdened administrative assistant for help in performing small duties, answering questions, and providing basic supplies such as paper, pens, or staples. On a larger scale, the journalism discipline must cope with an ever changing and confusing administrative structure, which leads to a lack of accountability among most administrative staff. The general impression in the college and the community seems to be that the administration does not support the faculty,

which contributes to low morale among instructors. At the SWOT meeting, the single full-time journalism faculty member and several of the adjunct faculty members reiterated problems they have had with their paychecks, with their grades being inputted into ACC's computer after being submitted by faculty, and with their not textbooks being ordered by the beginning of the semester, among others glitches. The administrative structure does not lend itself to resolving problems like these, and as a result, ACC has lost well-qualified adjunct journalism faculty. The "hassle" factor does not justify low adjunct faculty salaries.

Number of full-time Faculty

ACC has had one permanent full-time instructor in journalism since the college opened more than 25 years ago. Generally, adequate adjunct faculty have been available to teach journalism sections, although during election years, the college has had to cancel classes because of lack of available adjunct faculty. Adjunct faculty pay is low, contributing to the periodic difficulty of maintaining a pool of qualified journalism instructors willing to teach at the college. The benefits from having multiple voices discussing relevant issues are lost when the department is a department of one.

Additionally, the single full-time faculty member has the ultimate responsibility for all administrative tasks related to journalism, except for those completed by the Task Force Chair. Thus, the outcome of having only one full-time faculty member is that this individual faculty member often is overburdened in terms of administrative and student-related tasks, because he or she must fulfill duties that can be done by many more people in larger disciplines. Both the full-time and the adjunct faculty report a lack of communication within the journalism discipline. Once adjuncts are hired, they have little contact with the single full-time instructor, unless the full-time instructor is at the same campus as the adjunct or is the adjunct's mentor. The single journalism faculty member is on the hiring committee that hired most adjuncts, but this often is the only time the adjuncts and the full-time faculty communicate. The full-time instructor must evaluate the adjuncts without any real knowledge of the adjuncts' abilities or teaching skills. Adjunct faculty members describe confusion about where to take their questions and concerns; adjunct faculty report that they do not know whom their supervisor is under the current administrative structure. As a result, many feel that their views are not important, and they do not participate in decisions made at the discipline level.

Scheduling

Adjunct faculty members complain bitterly that the adjunct staffing system is "horrible and insulting." They blame e-staffing for long-term adjunct faculty not being hired for classes they have taught for many years. Last minute hiring also contributes to low morale among adjunct faculty. The scheduling and selection of courses has been a problem for both full-time and adjunct faculty. Every semester the full-time journalism professor submits a request for when and where courses should be offered. These requests usually are heeded, but if, when the final schedule is released, it includes

modifications in the original request, the mentality is that "even mistakes cannot be corrected." The underlying problem may be that too many people outside the discipline are involved with scheduling classes. Adjunct faculty members complain that schedule development occurs too far in advance. In addition to these inappropriate times, many sections of the same course are scheduled on the same campus, while other campuses may have only one section of that particular course. Further, two sections of a particular journalism course often are scheduled concurrently. This creates problems for both students and faculty. When asked to select their schedules for the coming semester, many adjunct faculty members find that they cannot create a schedule that would allow them to teach all sections at a single campus, even on the same day. They must drive from one campus to another, wasting time and gas. The worst aspect of this situation is that faculty members often are not as available to their students as they could be because they must rush off to another campus rather than attend to their students' needs.

Curriculum

ACC should expand its curriculum, as discussed in the Opportunities section, below. Although ACC lists four journalism courses in the college catalog, only three have been offered within the past decade: Introduction to Mass Communications, News Reporting I, Copy Editing. Although News Reporting II (the fourth journalism course listed in ACC's catalog) is described as a lower-division academic course in the Texas Coordinating Board's Lower-Division Academic Course Guide Manual, frequently four-year colleges and universities around the state offer it as a junior or senior level class. When ACC has offered this class, enrollment has been extremely low, with fewer than a dozen students enrolling. Students frequently email and telephone asking about the possibility that ACC will expand its offerings in journalism. The Coordinating Board lists five lower-division journalism classes that ACC could and should incorporate into its curriculum. Additionally, the University of Texas, Southwest Texas State University, and Texas A & M each require several other lower-division classes for journalism majors that ACC could offer as unique needs classes. For example, the University of Texas requires all journalism majors to complete a "critical thinking for journalists" course during their first two years in the UT program.

ACC only offers one journalism distance-learning course, Introduction to Mass Communications. Although the journalism discipline head and the college distance learning staff have discussed offering News Reporting I and Copy Editing I sections in distance learning formats, materials on these classes have not been provided by the OPC staff for review by journalism faculty, despite several requests over the past few semesters for review materials. Students frequently contact the discipline head to inquire about news reporting and copy editing opportunities in the OPC program. The Open Campus program has been in a state of flux for the past two years due to changes in leadership at the top; journalism faculty members are hopeful that stable leadership in the OPC program will help the journalism discipline broaden its distance learning opportunities for ACC students.

Until the mid 1990s, ACC offered journalism classes on all major campuses. One of the college's administrative overhauls and restructurings mandated that journalism course

offerings be restricted to the RGC and NRG campuses, and journalism enrollment opportunities at RVS, PIN and EVC were lost. The journalism program gradually should be re-established on all major campuses to meet student needs.

A different curriculum weakness relates to student preparation for journalism writing classes at ACC and at transfer institutions. ACC does not have a required grammar, spelling and punctuation examination or class. Most journalism programs in Texas have such examinations, required prior to enrollment in journalism writing classes. Other journalism programs require all mass communication students to complete successfully a one-credit, nine-week grammar, spelling and punctuation course. Many other journalism programs require journalism students to complete at least one desktop publishing class. ACC does not require any courses in desktop publishing, an important job skill for entry-level journalists.

Other curriculum weaknesses identified by the SWOT team were:

1. ACC journalism program does not have a separate course for production of the student newspaper. The Coordinating Board describes just such a class, which ACC should add to its curriculum.
2. ACC's journalism program should incorporate some type of internship into its curriculum.
3. The journalism program needs to develop a partnership with ACC's photography classes.
4. The journalism program does not have software for visually or hearing impaired students.
5. The journalism program does not have specific software for news reporting and copy editing classes.

Support for ACCent

Although the Task Force has provided generous financial and faculty support for the ***ACCent***, the college administration has not provided funding for almost 10 years. By the early 1990s, the student newspaper had a history of being a designated and funded expense in the Student Activities Office (now Student Life Office) budget. In the early 1900s, the student newspaper publication budget was \$10,000. This college financial support disappeared in the mid-1990s and from that time forward, the ***ACCent*** has not been properly funded. The Communications Task Force provides faculty time to supervise the student newspaper and monies to help cover the costs of an hourly desktop publishing specialist. The Student Life Office provides several hours per week of professional time for an SLO staff member to help with the publication effort. The entire student newspaper publication operation lurches along uncertainly. Because advertisers cannot be certain that their ads will be published, advertising has not been a reliable income source. The college has no mechanism to sell or collect for ads published in the student newspaper.

Facilities

Because the Northridge and Rio Grande campuses provide computer classrooms for use by the journalism news reporting classes, students in these classes have access to excellent technology. The classrooms have one computer per student, a situation that mirrors that in the communications industry. However, the journalism program must compete with other programs for computer classrooms and thus is vulnerable because of its tenuous claim to computer space. The Copy Editing classes have not been taught in computer classrooms, and the college needs to change this immediately. Because Copy Editing is a craft performed on computers, ACC students will not be prepared adequately if they do not learn computer copyediting.

OPPORTUNITIES

Curriculum

The number of journalism sections offered has remained the same for many years, although the field of mass communications has exploded with new technology, services, and innovations. The journalism program has proposed and gained approval at the Task Force level for the addition of two new courses--critical thinking for journalists and visual communications. These courses are unique needs courses that are taught at nearby four-year colleges and will better serve ACC and area students by offering them a wider variety of journalism courses from which to choose. Until uncertainty in the academic journalism community about changes being considered by the Coordinating Board is resolved, ACC has tabled efforts to introduce these classes.

Currently, the Coordinating Board lists these courses that ACC could phase in to its journalism program immediately, based on the college's assessment of student needs:

1. **Comm 1316, Comm 1316:** News Photography I and News Photography II-- "Problems and practices of photography for newspapers. Includes instruction in camera equipment operation and maintenance, film and plate developing, and printing media."
2. **Comm 1318:** Photography I (1st semester, journalism emphasis)-- "Introduction to the basics of photography. Includes camera operation, techniques, knowledge of chemistry, and presentation skills. Emphasis on design, history, and contemporary trends as a means of developing an understanding of photographic aesthetics."
3. **Comm 1319:** Photography II (2nd semester, journalism emphasis) -- "Extends the students' knowledge of technique and guides them in developing personal outlooks toward specific applications of the photographic process."
4. **Comm 1129-2130:** News Publications I - IV-- "Work on the staff of one of the college publications. Students are required to work on the staff of at least one of the official college publications for prescribed periods under faculty supervision."
5. **Comm 2309, 2310:** News Editing and Copy Reading I and II-- "Copy editing for errors of fact and interpretation of English. Includes newspaper style, headline writing, proofreading and page makeup."

(Coordinating Board "*Lower Division Academic Course Guide Manual*," revised January 2002, pages 33-36)

The addition of new courses to the curriculum, along with the expanded offerings of existing courses, could create an opportunity for growth in our department. The journalism faculty have expressed the hope that one outcome of this growth will be the need to hire more full-time faculty.

ACCent

The college immediately should incorporate into its curriculum Comm 1129-2130 (News Publications I - IV--"Work on the staff of one of the college publications. Students are required to work on the staff of at least one of the official college publications for prescribed periods under faculty supervision."). Student interest indicates that many of our students would enroll in the class repeatedly in order to have the chance to write for the student newspaper.

ACC needs to resolve the funding problems that plaque the student newspaper publication efforts. The college should assign and provide funds for a full time staff/classified person from the SLO as the liaison to students and as the desktop publishing expert for the paper. The college should create a process for selecting the student editor and should pay the editor a stipend or hourly wage. Monies for publishing costs and photography should be listed in the journalism department's or SLO's annual budget. This past fall, the student editor reported that the printer had telephoned her because the college had not paid for printing of the three autumn issues.

Distance Learning

The journalism program offers one section of one distance learning class. The expansion of distance learning opportunities needs to be explored and implemented.

As the enrollment for the distance learning courses continues to grow, more of our faculty members should be trained in how to teach using the newest distance learning technology. The journalism instructors who teach the distance learning courses are constantly looking for ways to make the distance learning experience more effective and the college should continue offering professional development opportunities to this end.

Task Force

Although the journalism program operates under a complex organizational structure, we are fortunate to work under the leadership of a highly competent and supportive Task Force Chair. The Dean of Communications also has been a strong supporter of the journalism discipline.

Student Experiences

Opportunities should be explored within the Central Texas area for journalism students to engage in educational partnerships with area media and media professionals. Stronger

relationships with area media professionals and media outlets could be developed to develop internships and apprenticeships.

THREATS

Administration

The current administration has thrown all academic departments at ACC into a state of perpetual chaos through a series of organizational changes. Journalism is no exception. The constant mandates handed down by the administration have led to a lack of accountability at the upper levels of administration. At the faculty level, instructors find themselves with too many administrative directives and duties, with the unfortunate result being that classroom teaching ultimately suffers. The administration does not seem to realize that the real problem with the endless restructuring is that students are not served well.

The unresponsive nature of the administration has created an adversarial relationship between the faculty and administration. As a result of poor support and perceptions of administrators as indifferent and incompetent spendthrifts, the journalism faculty members have lost confidence that the administration can effectively run the college.

Department Growth

The Academic Master Plan imposed by the administration also contributes to low morale among journalism faculty, primarily because the plan does not allow for an increase in full-time faculty hiring. During some semesters, the journalism discipline does not have enough adjunct faculty members available to teach all courses. Adjunct salaries are too low in this volatile job market to keep people in the adjunct pool. Those adjuncts that are available often do not want to teach sections during the times they are offered or at remote campus locations. This has resulted in understaffing of sections and ultimately to the cancellation of sections, in past semesters.

Faculty e-staffing and payroll

Adjunct faculty members have complained repeatedly about problems with electronic staffing. Being treated as fungible items to be slotted by a computer demoralizes them. A common scenario is that an adjunct who has taught a particular journalism section for almost 10 years is not offered a contract for that section because "the computer spat out someone else's name." This cavalier treatment of dedicated adjunct faculty members results in many of them determining not to teach at ACC again. On several occasions, the college has telephoned adjuncts passed over by e-staffing and implored them to again teach the classes they had taught for years, but had not been e-staffed to teach. These last minute requests have been made a day or so before classes are scheduled to begin.

The ACC payroll office has been grossly inept at serving employees. One of the journalism program's most loyal and qualified adjunct faculty members, a veteran of the Associated Press, declined to teach after repeated glitches with his paycheck.

When faculty members have called the payroll office to inquire about their paychecks, they are treated coldly as if they are bothering the payroll office with some trivial matter. Frequently, faculty members report that their requests for assistance with payroll questions result in their being transferred to countless extensions to talk to people who cannot answer their questions or quickly resolve payroll glitches. E-mail messages go unanswered. Faculty members are demoralized when they cannot count on an accurate distribution of their livelihood.

Facilities

The uncertainty of computer classroom space made available to the journalism program makes the program's hold on excellence a tenuous one. A scheduling error could put a reporting class into a traditional classroom where students would not learn the skills needed for upper-division journalism classes. When Introduction to Mass Communications classes are not scheduled in technologically-outfitted classrooms, the instructors cannot teach the high tech of media studies as well as they should. Media studies, a course that looks at cutting-edge, forward-looking media technology, thus, occasionally ends up being taught with chalk on a blackboard.

ACC has no designated space for the student newspaper staff and supervisor. For the past two years, the *ACCent* editor has had a borrowed computer set up in the journalism discipline head's office. During the autumn of 2002, the SLO office designated an empty storage room at RGC to serve as the *ACCent* office. Students flocked there to work in the midst of stacks of SLO banners, go-cups, and t-shirts; coffee service supplies; and discarded chairs and computer cords. For the *ACCent*, the most basic supplies and equipment are not available. The computer used for *ACCent* story preparation is an old Macintosh with software that does not mesh with that of the newspaper's printer, Texas Student Publications. When this outdated software disappeared from the computer's hard drive in November 2002, no funds were available to replace it. The *ACCent* must go begging during the spring semester 2003 to borrow publications software to install on its computer, so student newspaper production can continue. ACC students repeatedly have demonstrated their interest in student newspaper production, and the administration has offered little assistance, both in terms of monies or staff support. The *ACCent* is a pieced-together publication that only is able to stay afloat due to extraordinary student interest and generous support from the SLO head and the Communications Task Force.

The equipment needs for journalism mass communications courses are minimal. The teaching of Comm 1307 requires a standard classroom with a lectern, movable desks, an overhead projector, and a television monitor with VCR or DVD. Many of the classrooms do not even have chalk, or classrooms with erasable marker boards do not have dry erase markers available.

Every semester journalism classes are scheduled in classrooms that do not contain a VCR or DVD player and monitor. With the emphasis that ACC places on technology, it is unacceptable that even the most basic classroom equipment is not available for some sections of Comm 1307. Introduction to Mass Communications classes are, in essence, advanced media studies classes. The college should ensure that these classes are in media-equipped rooms.

Budget

Threats to the journalism program relate to the budget process or the availability of funds and are ongoing, as in many other areas at the college. Many of the threats identified by the SWOT team stem from budgetary problems at the college.

Summary Analysis of the Core Indicators of Effectiveness

I. Need

ACC's journalism courses are required lower-division courses in most mass communications programs in the state. Testimonial evidence from University of Texas and Southwest Texas State University journalism undergraduate advisors indicates that the lower-division course offerings at their respective campuses cannot accommodate all of the students admitted into their colleges of communication. Although the University of Texas does not permit co-enrollment, Southwest Texas does, and ACC always has many Southwest Texas students enrolled in its journalism classes. ACC's summer journalism students primarily are transfers from the University of Texas and Southwest Texas.

Enrollment in ACC's journalism classes has remained steady, although it has fluctuated occasionally, as Table 1 indicates. Journalism enrollment figures are affected by class size, which can vary a great deal, depending upon the classroom in which a section is offered. For example, when News Reporting I is offered at Northridge, if the class is held in Room 4209, the class limit is 12; if the class is held in Room 4207, the class limit is 22; if it is offered in PB1, the class limit is 28. All news reporting sections are taught in computer classrooms, and the availability of space varies from semester to semester.

Table 1: Enrollment Trends

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
Enrollment	388	351	330	406	363
Section count	23	21	21	22	20
Contact Hours	18,912	17,152	16,096	19,792	17,696

Most students enroll in News Reporting I and Copy Editing classes for transfer credit, as part of the lower-division course requirements for communications' majors. Students

enrolling in Introduction to Mass Communications often are not communications majors; they take the class as a communications or humanities elective, for transfer credit. Enrollment in the Journalism Department's open campus class, Introduction to Mass Communications, ITV, has fluctuated since its inception, but is stable. See Table 2, below. The Spring 2003 ITV section was full, as of January 8, 2003. The Journalism Department anticipates that the proposed news reporting and editing journalism distance learning courses will be popular, especially with students from universities like Southwest Texas, which do not offer enough sections of their classes for their journalism students.

Table 2. Enrollment in Journalism Distance Learning Classes

<u>1999</u>	<u>2000</u>			<u>2001</u>			<u>2002</u>
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
20	19	19	14	11	25	15	17

II. Cost

A. Journalism Budget

The Journalism Program's costs per contact hour (provided by OIE) are within college norms compared to other programs and disciplines. The journalism budget has included approximately \$6,000 in hourly salaries for publishing the ACC student newspaper. The Journalism Department does not have its own supply budget other than duplication. Table 3 describes the program's budget increases over the past two years.

Table 3. Journalism Program Budget

EXPENDITURE	FY 2001	FY 2002
F-T Faculty Salary	53,602	57,758
Adjunct Faculty Salaries	26,746	32,746
Hourly Salary	6,298	6,298
Employee Benefits Pool	2,859	2,904
Supplies Pool	500	0
Duplication	1,000	1,000
Telephone	200	200
Non-Capitalized	100	0
Totals	91,353	100,906

The review committee feels that the cost of the program is justified within the context of the college mission. The budget allowances for hourly salary enable journalism students to prepare their written work for publication and then to see it published. The review committee feels that student newspaper experience is arguably the most significant and meaningful component of any journalism undergraduate training program.

B. Student Newspaper Production

The Journalism Department has been responsible for supervising ACC's student newspaper for the past 7 years. Before that time, the publication (called "***The Portfolio***") was not a student newspaper, but was an outlet for student art, poetry, writing and photography. ***The Portfolio*** was published by the Student Activities Office (now the Student Life Office), which had a publication budget of \$10,000 and had a professional journalist devoting 20 hours weekly to the project. This money was not used during the final year of former ACC President Bill Segura's tenure and was absorbed that year into other projects by the staff in the Student Activities Office. The monies never have been in an ACC budget since that time.

For the past 7 years, Journalism Department faculty have served as copy editors, city editors, ad editors, photographers, legal advisors, and the like while the Student Life Office has provided staff time (10 percent of one staff person this autumn, not nearly enough) to help with student newspaper production. The Journalism Department and this committee support the continued publication of a student newspaper at ACC. In the words of one adjunct, "Every classroom experience pales in comparison to the benefits to students of working on a regularly-published student newspaper. It's the real world." However, the Journalism Department cannot guarantee continued publication of a student-produced newspaper at ACC; funding and staffing are always uncertain. During the spring 2000 semester, the SLO staffed each of four issues of the newspaper with a different person. This staffing fiasco was the result of low hourly monies and long hours; the person responsible for putting the student newspaper into the computer and on the ACC web site had too little money, too much stress, and clocked many night and weekend hours without any compensation

The learning curve for desktop publishing is steep, and the ACC student newspaper, like other publication endeavors, needs staff stability and an assured source of funds.

The Communications Task Force's contribution of approximately \$6000 each year for hour salaries has kept the student newspaper from going under. The SLO does not have funds, nor does it have staff experienced in desktop publishing. The SLO coordinator, Cheryl Richard, has been an ardent supporter of ACC's student newspaper, but is strapped for staff and money. Ms. Richard generously has provided space to the newspaper and permits her staff to help with advertisement sales. Perhaps the student newspaper could support itself with advertisement sales, but no system is in place for ad sales and collections. When ACC funded ***The Portfolio***, the publication had an established calendar of deadlines and publication dates. Local, regional and national businesses were eager to advertise. Since the college's funding has been eliminated, the

publication schedule has been uncertain and advertising revenues have fallen off and do not provide enough money for a regular publication schedule. Additionally, the student newspaper has no system in place for soliciting advertisements, communicating with prospective or current advertisers, or collecting ad revenues.

C. Donated Time

The program costs listed in Table 3 do not reflect donated time, space, computers, computer classroom supplies, and computer tech support. As noted above, the student newspaper effort depends upon generous contributions of time from many quarters. It easily could disappear without a trace, without clearer administrative support. Such support would increase the costs of ACC's journalism program, but would benefit the program's students and the ACC community.

An expense that also has been underwritten has been computer space and computer tech support at the Northridge campus. At the Northridge campus, the journalism program has utilized computer classrooms free of charge for several years. The computer science lab staff members have assisted with technical questions; the ink, paper and electricity have been freely shared with the journalism faculty and students. Were the program paying for the use of the space and the computer support, the journalism program costs presumably would be higher.

III. Program Effectiveness

A. Student Achievement

Most of the students enrolling in journalism writing courses are communications majors, taking part of their required lower-division course load to transfer to four-year colleges. A four-year bachelor's degree is required for entry-level jobs in the communications industry. Few of these students graduate from ACC with an associate's degree in journalism; most transfer to a four-year college as soon as they are able to do so. Additionally, many of the students enrolling in ACC's journalism classes are college graduates wanting to learn to write for publication. Because these students are enrolling in journalism courses for a specific type of knowledge or skill, rather than for an associate's degree, their graduation rate is limited.

Data summarizing course achievement rates for the three journalism classes is shown in Table 4. Mastery of the course applies to students making a 70 or better in the Introduction to Mass Communications course. In the News Reporting I course, mastery applies to students making a 75 or better in the course and producing for publication, within a deadline, a properly written and edited news story that is publishable in the ACC student newspaper. The non-mastery levels in journalism are slightly elevated, the committee feels, because most of the journalism faculty members do not withdraw students who are not attending classes or who are failing. Students are required to initiate their own withdrawals, even though they often fail to do so.

Table 4. Instructional Area Mastery

Course	Term/Year	Mastery	Non-Mastery	Other
Comm 1307	Fall 1999	70.9%	29.1%	0%
	Spring 2000	67.3%	32.7%	0%
	Summer 2000	72.7%	27.3%	0%
	Fall 2000	75.2%	24.8%	0%
	Spring 2001	72.8%	27.2%	0%
	Summer 2001	64.0%	36%	0%
	Fall 2001	72.8%	27.2%	0%
	Spring 2002	78.8%	20.2%	1.1%
	Average	71.8%	28.2%	
Comm 2305	Fall 1999	75.0%	25.0%	0%
	Spring 2000	100.0%	0%	0%
	Fall 2000	77.8%	22.2%	0%
	Spring 2001	87.5%	12.5%	0%
	Spring 2002	92.9%	7.1%	0%
	Average	86.6%	13.4%	
Comm 2311	Fall 1999	61.8%	38.2%	0%
	Spring 2000	64.1%	35.9%	0%
	Summer 2000	76.7%	23.2%	0%
	Fall 2000	83.3%	16.7%	0%
	Spring 2001	69.2%	30.8%	0%
	Summer 2001	86.7%	13.3%	0%
	Fall 2001	77.8%	20.0%	2.2%
	Spring 2002	65.0%	35.0%	0%
	Average	73.1%	26.9	

The average rates of mastery in each of the above-referenced courses meet the Journalism Department's unit effectiveness goals. The variations for Comm 1307 and Comm 2305 are not explained by examining the semester a course was offered, but a pattern of lower levels of mastery is seen in the mastery numbers for Comm 2311 during spring terms. The Journalism faculty members should examine this trend and take remedial action to ensure consistent levels of mastery.

B. Student Retention

The Journalism Program's withdrawal rates have dropped, according to the Office of Institutional reports. Journalism withdrawal rates for the Fall of 1997 totaled 18.8 percent; this number had dropped to 17.5 percent for the Fall 2001 reporting period. Withdrawal rates in distance learning classes have been a continuing problem, but withdrawal rates are stable for the single journalism class offered via open campus. The review committee expects that journalism class withdrawal rates will increase when additional distance learning classes are added to the curriculum, but hopes that these, too, will stabilize after the new open campus courses become established.

C. Student Outcomes

The Texas Coordinating Board's Automated Student and Adult Learner Follow-Up System (ASALFS) combines transfer and employment data for journalism, speech, and creative writing courses. This information does not pinpoint the numbers of former ACC journalism students in terms of which ones have enrolled at another higher education institution or who have sought employment. Former students' testimonial evidence indicates that our former students are successful at transfer colleges and universities.

D. Access

Journalism classes are offered at two campuses, Northridge and Rio Grande, and one section is offer via open campus. Until the mid 1990s, ACC offered journalism classes at the Pinnacle, Riverside and Eastside campuses, but an administrative directive resulted in the program's being restricted to the two campuses where it now offers classes. The review committee feels that the College should begin phasing in journalism classes at Riverside and Eastview campuses, locations especially convenient for students from Southwest Texas University. The Journalism Program turns away students, as Table 5 indicates.

Table 5 Campus High Demand Report - Students Turned Away

<u>Fall 2001</u>		<u>Found Another ACC Class</u>	<u>Did Not Find Another</u>
Comm 2311	2	0	2
Comm 1307	24	10	14
<u>Spring 2002</u>		<u>Found Another ACC Class</u>	<u>Did Not Find Another</u>
Comm 2311(NRG) 10:35-11:50 AM	3		
Comm 2311(RGC) 1:25-2:40 PM	8		
Status:		0	9
Comm 1307(NRG) 9:10-10:25 AM	2		
Comm 1307(RGC) 12-1:15 PM	30		
1:25-2:40 PM	15		
Status:		8	28
<u>Summer 2002</u>		<u>Found Another ACC Class</u>	<u>Did Not Find Another</u>
Comm 2311	41	9	27
Comm 1307 (ITV)	5	0	5

Fall 2002		<u>Found Another ACC Class</u>	<u>Did Not Find Another</u>
Comm 2311(NRG)	10		
9:10-10:25 AM			
Comm 2311 (RGC)	16		
12-1:15 PM			
Status:		2	17
Comm 1307(NRG)	11		
10:35-11:50 AM			
Comm 1307(RGC)	17		
10:35-11:50 AM			
Status:		7	17

Campus high demand reports indicate that the demand for journalism classes is steady. The program is one of the College's smallest ones, and the numbers of students unable to enroll in their choice of journalism classes is not large, in comparison to ACC's largest programs, such as English. Nonetheless, the review committee feels that the program would benefit from establishing a system for contacting students who could not enroll in the class of their choice to inform them about sections with space. Additionally, because enrollment numbers indicate that scheduling appears as a major indicator of whether journalism classes fill to capacity, ACC should endeavor to accommodate these student preferences when class schedules are planned.

Table 6- Number of Canceled Journalism Sections by Term, Location and Course

<u>Term</u>	<u>Course</u>	<u>NRG</u>	<u>RGC</u>	<u>Group Total</u>
Fall 2000	Comm 2311	1	0	1
Sum. 2001	Comm 1307	0	1	1
Fall 2001	Comm 2305	0	1	
	Comm 2311	2	0	3
Spring 2002	Comm 1307	1	0	
	Comm 2311	1	0	2
Table Total		5	2	7

Journalism classes are offered primarily during the morning through early afternoon class periods. The College usually schedules one evening journalism section per semester.

Despite turning away students attempting to enroll in journalism classes, the college has cancelled at least one, and often two, sections of journalism classes each term because of low enrollment. See Table 6. As noted above, the review committee attributes this apparent inconsistency to student preferences for particular times, days or campuses. OIE statistics indicate that when students are turned away from a particular section, they are not enrolling in another section that has room for them. ACC also has canceled classes because of lack of availability of adjunct faculty to teach specific sections.

F. Technology

The importance of appropriate technology to the Journalism Department cannot be over emphasized. The media business is technology driven. The Journalism Department schedules all News Reporting I classes in computer labs, offering students the opportunity to complete their assignments in a "newsroom equivalent" setting. The department requests that Introduction to Mass Communications classes be scheduled in rooms with the latest audio/visual/computer equipment installed as permanent fixtures in the classrooms; the various campus managers usually meet these requests. Copy editing classes have not been offered in computer classrooms; the review committee hopes that the copy editing classes all will be assigned computer rooms beginning in the Spring of 2004.

Journalism distance learning classes rely on technology for delivery of course content and for communication among students and faculty. Especially sophisticated delivery and evaluation technology for News Reporting I and Copy Editing I will be required, should they be added to the distance learning journalism curriculum as proposed by journalism faculty.

G. Faculty

All journalism faculty members meet SACS requirements and are approved by the Communications Task Force hiring committee and Task Force Chairman. The faculty committee interviews all eligible candidates. Measuring adjunct satisfaction is difficult because there is very little contact between full-time and adjunct faculty, as noted in the SWOT section of this report. These groups would benefit from a regularly scheduled system of interaction.

Diversity of faculty in the adjunct pool varies from semester to semester. The hiring committee hires qualified applicants, without regard to ethnicity, handicap, gender and/or other prohibited categories. The Journalism Department's full-time instructor is a White female. OIE figures for ethnicity and gender distinctions indicate that ACC has only four adjunct faculty in the Journalism Department adjunct pool. These numbers are inaccurate, thus an analysis of faculty diversity cannot be included in this report. The hiring committee does not hire on the basis of race, gender, handicap or any other prohibited categories. All qualified applicants are added to the adjunct pool.

X. Diversity

Students taking courses in journalism are representative of those in the college as a whole. Table 18 compares the diversity averages of journalism students with all ACC students.

Table 18. Diversity of Journalism vs. All ACC Students

	White	American Indian	Black	Asian/Pacific Island	Hispanic	Other	Male	Female
Journalism	72.3%	0.02%	5.4%	0.02%	17.9%	0.019%	39%	61%
ACC-2001	66.5%	0.7%	5.9%	5.9%	19.6%	1.2%	46.6%	53.4%

The diversity of students enrolled in journalism courses is in line with the college as a whole.

I. Student Satisfaction

For purposes of this report, the Journalism Program received no survey data on student evaluations.

Average Grade Distributions

The grade distributions for the Fall 1999-Spring 2002 are reflected in Table X, which follows:

	A	B	C	D	F	W	TOTAL
COMM 1307	251	159	95	14	44	133	696
COMM 2305	25	11	7	1	2	4	50
COMM 2311	108	82	33	6	13	63	305

Grade Percentages for Students Completing Journalism Courses

	A	B	C	D	F	W	TOTAL
COMM 1307	251	159	95	14	44	133	100%
COMM 2305	25	11	7	1	2	4	100%
COMM 2311	108	82	33	6	13	63	100%

J. Transfer Institution Satisfaction

The journalism program does not currently have a mechanism in place to track the progress of students who transfer to four-year institutions. We need a reliable system for tracking these students.

K. Institutional Effectiveness Measures

As noted in the SWOT report, journalism has functioned with only one full-time faculty members since the college opened its doors in the 1970s. The adjunct pool varies in size and competency to teach particular courses. The e-staffing often results in ACC's failing to re-hire a particular adjunct to teach a course which he or she has prepared extensively

to teach and is teaching at the time of e-staffing. For example, a professional journalist in ACC's adjunct faculty pool will be hired to teach a fall term News Reporting I class as a new faculty. The adjunct will invest countless hours in preparing materials, scheduling field trips to local media, arranging for guest speakers, grading papers, preparing exams. Assuming that the new adjunct faculty member's student and mentor evaluations are positive, the logical next step would be to re-hire that person to teach the same course for the next semester. Instead, scheduling changes and e-staffing reportedly result in that person's being assigned a different course altogether, and an untried new hire being to teach the News Reporting I class the very next semester. Adjunct faculty members on the review committee described how such hiring decisions communicate to them that their time is not valued by ACC. The failure to rehire a qualified adjunct faculty member who currently is teaching at the college affects adjunct morale. The message to the adjunct is not that e-staffing is uncertain, but that ACC is dissatisfied with their job performance in the classroom.

The ratio of sections taught by full-time to those taught by adjuncts has varied little since FY 96, as Table X indicates. The variance resulted from numbers of sections of journalism classes offered a particular semester.

Table X - Combined Sections by Faculty Type for 5-Year Period

	FY 97	FY98	FY99	FY00	FY01
% of FT Sections	7	6	7	6	7
% of FT Cont. Hrs.	6,816	4,944	5,952	5,280	6,000
% of Adj. Sections	16	15	13	16	12
% of Adj. Cont. Hrs.	12,096	12,208	9,328	14,512	10,496

The Faculty Development office has implemented a new policy for faculty development activities. Full-time faculty members are required to complete required hours of faculty development activities each year. This requirement has only been in place since the start of FY 2001, and it is expected that all faculty members will satisfy their requirement. Faculty development activities include all workshops offered through the Faculty Development Office such as teaching workshops, technology training, and teaching retreats, or conferences in the faculty member's field.

The journalism program places a high emphasis on teaching effectiveness. Student evaluations show that journalism instructors are within normal college standards. The extent to which alternative modes of instruction are incorporated into classes has been discussed under **Section F** above. The Journalism Department endeavors to keep current on evolving mass media technology and are always looking for new ways to incorporate communications technology opportunities into our instruction.

H. Diversity

Students taking journalism classes are representative of those in the college a whole.

Journalism Action Plans

determine numbering system = is this year 03 or 02?

Note: ACC currently has one full-time journalism instructor and an adjunct pool of XXX instructors, one of whom has MSTA status. These recommendations will be effective only if the college permits the journalism program to establish a policy of hiring adjuncts that results in consistently in adjunct hiring. Under the current system, with adjunct classroom assignments subject to change from semester to semester, the committee believes that it will be impossible to implement the recommended action plans.

Recommendation #1: Hire more full-time faculty to offset the low (xx) full-time to total courses taught ratio.

Year	Action Plan	Responsibility
FY 03	Request approval of hiring one new full-time journalism faculty member.	Task Force Chair, Dean, Associate Vice President
FY 04	Hire new full-time faculty member	Journalism Faculty Committee
FY 05	Assess whether additional full-time faculty required to meet program goals	Task Force Chair, Dean, Associate Vice President
FY 06	Hire new full-time faculty member if need determined	Journalism Faculty Committee

Recommendation #2: Create a structure for more journalism faculty interaction and sharing of teaching techniques.

YEAR	Action Plan	Responsibility
FY 03	Survey all journalism adjunct faculty concerning best meeting times, suggest structures and topics for interactions.	Journalism faculty.
	Distribute results of survey and set agenda for FY 04 interactions.	Journalism faculty
FY 04	Begin scheduling journalism faculty interactions.	Journalism faculty.
FY 05	Continue with journalism faculty interactions.	Journalism faculty.
FY 06	Same as FY 05.	Journalism faculty.
FY 07	Same as FY 06.	Journalism faculty.

Recommendation #3: Develop and implement an effective measure of student competence for journalism News Reporting I courses.

Year	Action Plan	Responsibility
FY 04	Review best practices and select methods of assessing news writing competence. Present methods of assessing news writing competence to Task Force for approval. Orient all current adjunct faculty to the new assessment procedures, with orientation applying towards their faculty development credits for FY 04	Journalism faculty committee Task Force chair Journalism faculty member with mentoring experience/training
FY 05	Begin news writing competency assessment.	Journalism faculty
FY 06	Continue news writing competency assessment.	Journalism faculty
FY 07	Same as FY 06	
FY 08	Same as FY 07	

Recommendation #4: Integrate newly approved courses [(1)Critical Thinking for Journalists, and (2) Visual Communication] into the journalism program's regular offerings. Expand offerings of current courses (News Reporting I, Introduction to Mass Communication, Copy Editing).

Year	Action Plan	Responsibility
FY 03	Get new courses listed in the Course Schedule. Select appropriate texts and materials for courses. Create standardized syllabi for courses.	Task Force chair, Dean, Associate Vice President Journalism faculty ad hoc committee Journalism faculty ad hoc committee
FY 04	Begin offering new courses. Add current courses to course offerings.	Task Force chair, Journalism faculty Task Force chair, Journalism faculty
FY 05	Continue expanded course offerings.	Task Force chair, Journalism faculty
FY 06	Same as FY 05	
FY 07	Same as FY 06	

Recommendation #5: Offer a departmental orientation package for adjunct faculty teaching a course for the first time.

Year	Action Plan	Responsibility
FY 04	Conduct needs analysis of current adjunct faculty. Create orientation packets containing materials suggested by Faculty Committee.	Journalism Faculty Ad Hoc Committee Journalism Faculty Ad Hoc Committee
FY 05	Distribute orientation materials to new adjunct faculty prior to the start of each semester.	Journalism faculty mentors
FY 06	Continue orientation process.	Journalism faculty mentors
FY 07	Same as FY 06.	
FY 08	Same as FY 07.	

Recommendation #6: Secure agreements with each campus for fully equipped classrooms reserved for journalism classes. (News Reporting I and Copy Editing classes require computer classrooms, and Introduction to Mass Communication classes require rooms with video/CD players and television monitors.)

Year	Action Plan	Responsibility
FY 03	Present request for adequate classroom space to Task Force for approval. Present request to Dean for approval. Present request to Associate Vice President for approval. Coordinate classroom scheduling and equipment.	Task Force Dean Associate Vice President Campus Managers' Offices
FY 04	Review and adjust requests as necessary.	Faculty Committee chair
FY 05	Same as FY 04.	
FY 06	Same as FY 05.	
FY 07	Same as FY 06.	

Recommendation #7: Train all news reporting and copy editing faculty in the appropriate use of new instructional technology.

Year	Action Plan	Responsibility
FY 04	Solicit interest from journalism faculty to attend training workshops for IVC and Blackboard courses. Train faculty in the use of these technologies.	Faculty Committee chair Instructional Development Services
FY 05	Continue technology training for faculty.	Instructional Development Services
FY 06	Same as FY 05.	
FY 07	Same as FY 06.	
FY 08	Same as FY 07.	

Recommendation #8: Increase journalism course offerings for ACC's Distance Learning program.

Year	Action Plan	Responsibility
FY 03	Review current journalism offerings in Distance Learning and determine need for additional distance learning journalism courses. Solicit interest from journalism faculty to create new distance learning courses. Request funding for stipends or release-time for course development Assign course development to journalism faculty member.	Curriculum Committee Journalism faculty. Task Force, Open Campus, Dean Journalism faculty
FY 04	Add one additional journalism course offering under distance learning.	Open Campus
FY 05	Continue assessing need for, developing and offering additional Distance Learning journalism courses.	Journalism faculty, Open Campus
FY 06	Same as FY 05.	
FY 07	Same as FY 06.	

Recommendation #9: Increase departmental budget to allow development of student newspaper as a monthly publication.

Year	Action Plan	Responsibility
FY 03	Conduct needs assessment for materials, equipment, printing and photography costs, staff support.	Journalism faculty
	Create a budget for this initiative.	Journalism faculty
	Request funding for this initiative.	Task Force, Dean, Associate Vice President
FY 04	Implement initiative.	Journalism faculty
FY 05	Review and update initiative as necessary.	Journalism faculty
FY 06	Same as FY 05.	
FY 07	Same as FY 06.	