

SWOT Analysis 2008-2009

Department Journalism

Participants Dave Page

Every department should use the four levels; Strength, Weakness, Opportunity, and Threat. Each department must use the categories for Curriculum and Faculty. Some departments should also use Equipment/Supplies for a category. Some departments may need a category for Facilities. Your department may have a unique category that may be added. Create a form similar to the following to suit the needs of your department.

Category	Curriculum	Faculty/Personnel	Equipment/supplies
Level			
Strengths	1) Jour 1101 usually fills 2) Jour 1101 and 1130 transfer to most 4-year schools 3) Jour 1130 is now a writing-intensive 3-credit class 4) Jour recently added an internship 5) Have had successful students; some went on to get degrees and jobs in journalism; and others who got jobs right after taking jour classes at Inver Hills 6) Have developed a TV production class 7) Have been able to bring in former students/colleagues to discuss journalism as a career	1) Instructor has over 30 years of print media experience and continues to work in the field (although MnSCU might view that as a threat). 2) Instructor also has limited experience with radio, TV, and movies, e.g. working with Academy Award-winning directors on such films as <i>Winter Dreams</i> .	1) Have nearby TV production facilities
Weaknesses	1) No longer have school newspaper or arts magazine	1) One-person dept. can be limiting 2) Instructor has	1) Have no on-campus production facilities

		limited technical experience	
Opportunities	<ul style="list-style-type: none"> 1) Now that flat-screen TVs are on campus, TV production class might run 2) Town Square TV is willing to work with us on more program development 	<ul style="list-style-type: none"> 1) Another instructor has experience but has not indicated an interest in teaching classes, etc. 	
Threats	<ul style="list-style-type: none"> 1) A high drop-out rate in Jour 1101 2) Keeping up with technology is difficult 	<ul style="list-style-type: none"> 1) If instructor goes on sabbatical, can hurt program 	

Curriculum

No other metro community college offers as wide a range of journalism courses as Inver Hills. Normandale offers two of the classes available here (Intro. to Mass Communication and Media Writing), and our two offerings align. However, the courses at Normandale are offered in the Communications Dept. Members of the Inver Hills Communication Department have been unwilling to offer mass communications classes within their department. Neither Century nor St. Paul College offer journalism or mass communication classes. North Hennepin offers only a Magazine Workshop. (I assume that is similar to what we did with our school newspaper.) MCTC offers a News writing class and a Newspaper Activity class. We used to have the latter but don't any longer. The Intro. to Mass Communication and Media Writing courses can serve as writing intensive courses at the University of Minnesota and transfer there as equivalent course in the major (although I have had to send the syllabi to the U of M on occasion). Our Television Production class has not run and is not part of the transfer curriculum. On occasion, I have published an arts magazine, but it died for the same reasons as the school newspaper: lack of support from the other college departments and a lack of interest on the part of the students.

**Program Review Report
2008-2009**

Department Journalism

Recorder Dave Page

Participants Dave Page

Please answer the questions and prompts on the Program Review Form in the following categories onto this form. *Please remember that your audience will not see the questions, so be clear in your statements.*

ALIGNMENT

Inver Hills College Goals

- Provide multiple opportunities to help students determine their educational and career goals.
 - *Journalism courses give those students interested in journalism as a career a chance to explore career options within the field, a chance to gain a limited amount of experience in the field, and a chance to start a portfolio.*
- Help students persist to achieve their personal, academic, and career goals.
 - *Allows students a chance to make mistakes when the penalties for mistakes are minimal*
- Prepare students for success in specific careers.
 - *Journalism courses give those students interested in journalism as a career a chance to explore career options within the field, a chance to gain a limited amount of experience in the field, and a chance to start a portfolio.*
- Provide students with an integrated perspective and appreciation of a liberal arts education.
 - *Discussions in Intro. to Mass Media can cover such topics as literary theory, ethics, portrayals of science in the media*
- Provide the foundation for continued formal education and lifelong learning.
 - *Most of the classes transfer to 4-year institutions; there are opportunities to participate in public-access cable programs, a mass media outlet that can be used at any point in life*
- Help students become responsible citizens in a diverse and global society.
 - *Intro. to Mass Media students are introduced to the potential promise and dangers of a globalized communications structure and society*
- Improve student understanding and effective use of technology in learning and work.
 - *Some students get an opportunity to work in a television studio*
- Help organizations improve effectiveness through employee education and training.
- Implement continuous evaluation and improvement strategies throughout the college.
 - *All journalism instructors are very involved in college committees dealing with continuous evaluation and improvement strategies*

MnSCU System Mission

The Minnesota State Colleges and Universities system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans and sustains vibrant economies throughout the state.

- *Journalism courses at Inver Hills give those students interested in journalism as a career a chance to explore career options within the field, a chance to gain a limited amount of experience in the field, and a chance to start a portfolio.*

Inver Hills Strategic Direction: Collaboration and Partnership

Increase access to higher education through collaboration with area schools and community agencies

Explore partnerships and collaborations to implement alternative energy options.

Increase collaborations with area businesses and professional and community organizations to meet emerging workforce needs

- *Journalism students at Inver Hills have an opportunity to work with Town Square Television to create programming which is broadcast over cable to the Twin Cities community. As part of this process, students have an opportunity to work with such local organizations as the Dakota County Historical Society, local fire departments, mayor's office, etc.*

CURRICULUM

Departmental Curriculum Map

Outcomes Courses	Communication	Critical Thinking	Civic Engagement	Create online presence	Create regular news programs	Get TV production going	Start Internship class
Jour 1101	yes	yes					
Jour 1130	yes		yes	yes	yes		
Jour 1185	yes				yes	yes	
Jour 1189			yes				yes
<i>etc</i>							

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COURSE OUTLINES

Jour 1101 MnTC competencies

- b. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
We use case studies to discuss and write about such issues as privacy, pornography versus obscenity, and copyright. We apply previous court cases and laws to new cases.
- c. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
Every year, the students write a brief paper about metaethics, normative ethics, and applied ethics. For the past several years the topic has been media coverage of stem cell research.
- d. Recognize the diversity of political motivations and interests of others.
We discuss the notion that the media is biased toward liberals by exploring who owns the vast majority of media outlets and what might be the motivations and interests of those owners by using examples both in the book and in newspapers.

Jour 1130 MnTC competencies

- a. Demonstrate awareness of the scope and variety of works in the arts and humanities.
We discuss different types of works such as feature stories, advertisements, greeting cards, movie scripts, etc.
- b. Understand those works as expressions of individual and human values within an historical and social context.
We discuss how various types of media writing came about historically, e.g. the fact that Union officers during the Civil War could commandeer the use of the telegraph at any moment led journalists to put the most important items first, a practice still used today in straight news leads.
- c. Engage in the creative process or interpretive performance.
We brainstorm ideas, write outlines, do research, etc.

COURSE SYLLABI

Each syllabus lists the learning outcomes the same as those on the course outlines. The MnTC competencies are listed on the syllabi. College-wide outcomes are implied because these are communication courses. Once the definitions of the college-wide learning outcomes are accepted by the faculty, I will add those.

- The syllabi are an accurate reflection of the course outline
- The syllabi learning outcomes are the same as the course outlines. Assessment methods are consistent. MnTC competencies are listed for each course. College-wide outcomes need to be listed as soon as agreement on definitions is reached. The syllabi do reflect the course outlines.
- Diversity and multiculturalism are addressed in Jour 1101 in the topics from which the students select for their papers. Topics include women in journalism, the Harlem Renaissance, etc. Students must present their papers orally to the rest of the class. The

book also has sections of chapters on diverse topics. In Jour 1130, we discuss sensitivity when we write about ethnic groups and culture. The internship and the Television Production class don't really lend themselves to multiculturalism, although we have chose diverse topics for the segments of the television shows.

ARTICULATION – Programs Only

INTERNAL PARTNERSHIPS

Journalism does not have any internal partnerships. No programs require journalism classes.

ENROLLMENT

As far as I can figure out, I've averaged about 21.5 students per section the last three years. That figure puts me near the average. Because of the dynamics of TV production, once that course gets up and running, that average could fall. The "Trends in Enrollment and Costs/FYE by Selected Cost Center: Journalism and Mass Communications" shows that from 2000 to 2004, journalism went from just over 4 to just over 8. I guess that's good.

COMPLETERS – Programs Only

STUDENT LEARNING

- Since most of the classes I teach are English classes, most of my SAAPs have been with English classes. This past year I did a journalism SAAP with my Jour 1101 students regarding Critical Thinking. My outcomes were very similar to the rest of the instructors'. I will start to review all the classes in journalism beginning this fall.
- There were no failure/withdrawal data for journalism in the library 3-ring binder. I followed the directions on Accessing Grade Reports in the Program Review folder on the J-drive, but there seemed to be no information for journalism. I do have concerns about the dropout rate for Jour 1101, but this semester I gained some insight into why that might be. Two of my students came up to me and said "Why aren't we writing for newspapers?" I asked them what they meant. They both said that the course was listed as WRIT-Intro to Mass Media. I explained to them the WRIT designator meant it was a writing-intensive class. That is listed on my syllabus, and I spoke about it the first day. The two students also admitted they did not read the course description. However, I don't know how many students signed up for the class no knowing what it was or expecting something different. The course description clearly identifies what we do in class, but if people aren't reading it, that might lead to a higher dropout rate. Consequently, I've been working with Richard Jewell and the registrar to fix the WRIT designator so that it might be less confusing.

- I have an internship class listed, but we don't have any internship agreements. Town Square does not take interns, although students can—and have—volunteered to work there.
- Journalism is not listed in the transfer data.

STUDENT FEEDBACK ON TEACHING AND LEARNING

- I understand that students felt they were not given prompt feedback. Every semester, for every class, for every student, I always hand out a mid-term grade. I also provide prompt feedback on all assignments. Consequently, no student should be able to say he or she didn't get feedback unless, of course, he or she didn't come to class—a possibility that is certainly not to be ignored. However, if students complain they don't get feedback because they're not coming to class, I don't really feel too obliged. However, I do inform students when they have missed two weeks in a row, and I have also sent out mid-term reports via the school to those students who are failing. I could use D2L gradebook to keep grades posted in order to make feedback even more transparent.

RESOURCES

- Library—every semester the journalism instructor works with librarians on resources for papers student write. The library has enough available resources—both in print and online—to give students the opportunity to get enough information for their reports.
- Web site: Update

About the Journalism department

Students interested in journalism at Inver Hills have several avenues to pursue their educational and career goals. Academic courses help prepare students to live in a media-saturated world. Working journalists and former students who have gone on to work for such major outlets as the Minneapolis Star Tribune occasionally come to speak to classes. Students can also get practical experience by helping film *Inside Inver Hills*, a half-hour news show that focuses on life at Inver Hills. A journalism internship program is available for students who want to gain work experience. For faculty contact information and websites (if available), use the staff search function link below and select Journalism in "Department." Also visit the department website at the link below.

- Catalog
- Faculty web sites

There is no link to faculty web sites from the department website.

- Promotional materials
The department does not currently have any promotional materials but plans to develop some in conjunction with the creation use of the flat-screen T.V.'s, which will run *Inside Inver Hills*.
- The department does not need any equipment or supplies into the foreseeable future. Currently, we have the opportunity to work with Northern Dakota County Cable.

COST ANALYSIS

- I'm not sure what all the numbers mean, but here goes:
(LD FYE for Journalism in 2007)
- | | |
|---------------------|-------|
| Anoka Ramsey | 5713 |
| Bemidji | 8300 |
| Minnesota State | 10131 |
| Moorhead | 7464 |
| North Hennepin | 13285 |
| Inver Hills | 7010 |
| Inver Hills average | 6154 |

I am obviously below the mean for the schools that offer journalism. I am above the average at Inver Hills. I would guess that because I am at the top of the salary scale and am the only person in the department, my costs might be higher than the average program at Inver Hills. However, my fill rate has been above average for the school for the past three years:

FY07 Jour	72%
School	70%
FY08 Jour	61%
School	54%
FY09 Jour	71%
School	63%

I have spent no money on the department for the past three years and don't plan to spend any. The average high school probably has a better mass media lab than Inver Hills, but since Inver Hills is one of the few community colleges that offer journalism, I don't think we need to expand the program by offering technology-intensive courses. Perhaps there are ways to work more closely with the Fine Arts Department to do more with computer-assisted design projects.

FACULTY

- Dave Page, M.A. in English, M.A. in Political Science, field in journalism, over 35 years experience as a journalist, has written or edited seven books, had articles in several other book collections, and written dozens of published articles in magazines and newspapers; appeared on several radio and television shows as well as movies. His strength is in print journalism, so it would be nice to have someone who had more expertise in other journalism fields or more experience with technology.
- The chances of hiring someone are small.

GOALS AND ACTION PLAN

Action Plan 2008-2010

Department Journalism

Participants David Page

Departments should use the SWOT Analysis and departmental goals to develop an Action Plan for the two to three years before the next Program Review. An Action Plan should state the goals to be achieved, steps needed to be completed to achieve the goal, a timeline, and persons responsible for each step. A template follows and a sample is attached.

Goal	Steps	Timeline	Responsible Party
Goal 1: Develop one online course	1. work with Cheryl Redinger to set up shell for Jour 1130	Spring '09	Dave Page
	2. implement class	Summer '09	Dave Page
	3.		
Goal 2: Get <i>Inside Inver Hills</i> on flat screen TV's	1. work with Brent Glass and SABC to get shows up and running	Spring '09	
	2. continue to create shows as a service learning project.	Spring '09-'11	
	3. promote TV production class	Spring '09-'11	
Goal 3: Improve dept's online presence	1. work with marketing to create better dept. web site	Summer-fall '09	
	2. create faculty web	Fall '09-spring '10	

	site 3.		
Goal 4: Create Internship for Dept.	1. Write up course 2. Take it through academic council	Spring '09 Spring '09	