
Northampton Community College



Journalism

Academic Program Review

Years Covered

Authors

Report Month/Year

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I. Introduction

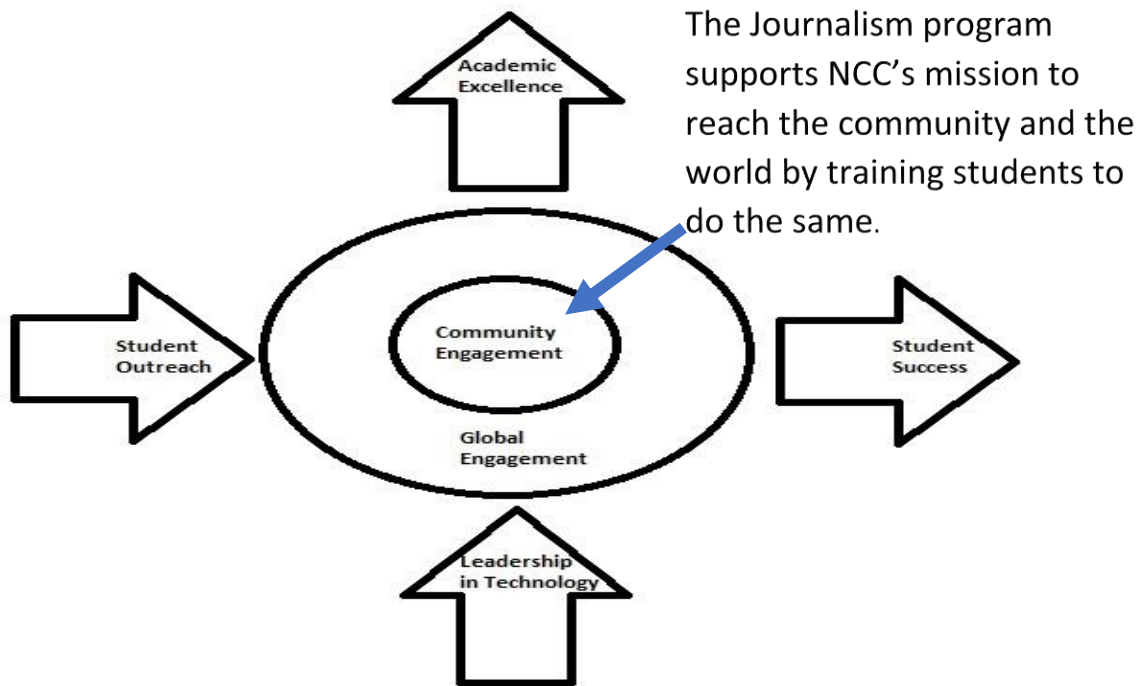
A. Provide the current purpose for the program.

Northampton's Journalism, Media & Professional Writing Program provides the foundation for a career in the dynamic, digital world of the news media and professional communications in the 21st century.

Graduates with reporting and writing skills and a baccalaureate degree can expect to begin their careers at regional newspapers, web publications or other news outlets, as well as public relations firms, corporate communications offices, or other employers who rely on communications specialists.

B. How does the program advance the mission or strategic focus areas (SFAs) of the college? (Reflect on the program's curriculum, success rates, etc. to highlight where the program specifically promotes one or more of the SFAs)

Pictured below are NCC's current strategic focus areas.



Journalism teaches students to engage with the community and understand a diverse global society.

- C. Comment on awards, honors, special accomplishments, or unique features related to the program during the review period.

Journalism students regularly win awards, and this year was no exception. Mia Rossi of NCC covered this year's student winners:

The Student Keystone Media Awards distinguishes high school and college journalism students that provide relevance, integrity, and initiative in serving their audience. Each first-place winner received plaques and each second-place winner received certificates for their hard work and achievements.

Jesus Zaldivar

1st place in *Columns* for "Understanding the scope of biotech's scientific breakthroughs," "Practice leads to good, pain-free writing," and "Negligent 'professional' cremation forces empty burial"

2nd place in *Editorial* for "Confronting gun violence in the U.S.: Well-intentioned thoughts and prayers need real action," "I could stand in the middle of Fifth Avenue and shoot somebody: A Republican affair with money, guns & mass death," and "Local scenes of democracy in action"

2nd in *Personality Profile* for "What's on the president's mind?"

Chris Devlin

1st place in *Editorial* for: "Never forget," "To preserve democracy, MAGA candidates like Doug Mastriano must be defeated," and "When opinion is fact: MAGA is madness and must be stopped"

1st place in *Cartoon and Graphic Illustrations* including: "Putin-Trump-Red Flag," "Gas Prices," and "Gun Protection"

1st place in *Podcast* for: "A decade since the shooting death of Michael 'O Head' Randolph, questions remain"

D. Catalog Description

1. The current program catalog description is included in [Appendix A](#).
2. Does this description accurately describe the current program?

Yes No

If No, what changes does the program review committee recommend?
Explain reasons for any recommended changes.

F. Previous Program Review

1. Provide the date of the last program review: 2018
2. List the recommendations from that review and indicate the extent to which these recommendations have been implemented. Indicate “I” for recommendations implemented, “IP” for those in progress, and “NI” for those not implemented. For those recommendations not implemented please explain the circumstances.

Table 1. Status of Recommendations from Last Program Review

Recommendation	Status
Establish alumni feedback loop and re-energize advisory board.	Internal board from journalism adjuncts, English, Political Science and Media
Address industry turbulence and enrollment challenges through more astute and aggressive preparation for and marketing of future job opportunities (last two audits)	New website features student video
Include adjunct faculty in program guidance and advising	In progress
Reward and feature great writing in the <i>Commuter</i>	See notes above
Heighten the online presence of <i>The Commuter</i> . I would actually expand on that suggestion and encourage <i>The Commuter</i> to extend its presence on multiple social media platforms, especially Facebook and Twitter.	Facebook is live and lively. Current webhost must be migrated to new host
expanding work in multimedia and video.	Commuter website featured blogs

II. Program Outcomes

A. Program-Level Student Learning Outcomes (see [Appendix B](#)).

1. Have the PLOs been updated or revised since the last program review?

Yes _____ No X

2. If yes, briefly explain that rationale for the changes (e.g., to improve accessibility, to conform to best practices, etc.)

To provide broader transfer to KU and to allow for PR and media writers (writers who do not plan to become journalists)

III. Environmental Scan

- A. Identify current trends in the program's field or discipline.

On "Indeed," state-wide Journalism jobs are described as "write shoot and edit." That is, everyone is expected to be familiar with multiple platforms. There are still calls for journalists to join teams of writers with editorial oversight, but fewer papers. More quasi-news platforms and social media platforms are hiring. There are healthy but not copious array of PA jobs (52 full and part time in journalism.)

- B. What has the program done to respond to these trends?

The program has provided multiple opportunities for students to engage with writing. The temporary program coordinator for this year, Abby Michelini, used Handshake to locate a summer internship for one of our students.

- C. Does the program have any external transfer articulation or joint admissions agreements?

Yes _____ No X

Have any problems been encountered concerning the transferability of courses?

Yes _____ No X

If yes, specify the nature of these problems.

- D. Does the program have any inbound articulation agreements?

Yes _____ No X

- E. Provide regional workforce data with respect to (1) the number of people currently employed in the field; (2) projections for employment growth or decline; and (3) the current salary range. Discuss the implications of these numbers for the program.

“Overall employment in media and communication occupations is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations; this increase is expected to result in about 68,600 new jobs over the decade. In addition to new jobs from growth, opportunities arise from the need to replace workers who leave their occupations permanently. About 115,800 openings each year, on average, are projected to come from growth and replacement needs.

The median annual wage for this group was \$62,340 in May 2021, which was higher than the median annual wage for all occupations of \$45,760.”

SOURCE: <https://www.bls.gov/ooh/media-and-communication/home.htm>

The implication of these numbers is that jobs are available in media and related fields. The industry, while undergoing profound change in working conditions and demands, has no less of a need for dedicated journalists than it did in the past.

- F. Does the program have any community partnership or other associations or memberships of note?

Yes _____ No X

If yes, describe the nature of these relationships

- G. Does the program have an advisory committee?

Yes _____ No X

If yes, list the names and affiliations of the advisory committee members

- H. How often does the advisory committee meet? _____
Minutes from the last two meetings are in [Appendix D](#).
- I. Specify advisory committee contributions to the program's growth and development, including recommended curricular changes.

IV. Curriculum

A. Curriculum Matrix

1. The program's most recent curriculum matrix for the program's learning outcomes can be found in [Appendix E](#).
2. The key abilities matrix (see [Appendix F](#)) indicate how the program satisfies NCC's general education core requirements.
3. Based on the curriculum matrix and general education core review, are there any changes that are or need to be considered?

Yes _____ No X

If so, describe these changes.

B. Program maps are in [Appendix G](#).

1. Based on the program map, validate the adequacy of the organized, intentional, sequential learning experiences.

The courses as listed provide foundational skills for journalists. Our students learn the craft of journalism - editing, feature writing, and media skills – as well as the social responsibilities of journalists and the media.

2. Are there any changes to the program map that are or need to be considered?

Yes X No _____

If so, describe these changes.

The flow of the map – year to year -- is sound. Each year the content of the courses themselves – particularly those in media and technology, require review. See comments from Journalism faculty on this point.

- C. Discuss career development and experiential opportunities for students within your program (e.g., internship, capstone, career research courses, service learning, etc.).
1. Based on a review of these opportunities, are there any changes that are or need to be considered?

Yes X No

If so, describe these changes.

We should continue to work with Career Services and plan to use the Handshake platform in upcoming years.

D. Modality Awareness

1. If courses are being offered in online or hybrid formats, discuss the assessment of the effectiveness of these formats.

We moved courses online to meet the demand for online programs and also to train students in the kinds of platforms they themselves would use in future.

2. Are there any changes to these formats that are or need to be considered?

Yes No X

If so, describe these changes.

No, except as noted – ongoing changes to required professional skills in software and technology must be kept in view.

V. Assessment

- A. Append the current version of the program's Assessment Plan ([Appendix I](#)).
- B. Using Table 4, provide a summary of the assessment activity that has occurred since the last program review.

In Fall 2023 we have begun a new process of assessing the program with a four part annual report. Section One asks faculty to consider enrollment; section two asks faculty to consider student success. There are both qualitative and quantitative measures to consider. Below is a brief look at the quantitative elements within the report.

Qualitatively, students continue to write on issues of relevance with passion and depth.

Key Courses in this Program with their pass rates (grades of A,B and C are passing; D, F and W are not)

Fall 2022 Course Name and Modality	Number of Students	Percent ABC
JOUR 201G – Online Only	16	56%
Spring 2023 Course Name	Number of Students	Percent ABC
JOUR 201G – Online Only	11	82%
JOUR 202 – In-Person	5	80%

Students were evaluated on two feature writing assignments, one discussion board assignment regarding the role of journalism and the production of the Commuter.

Table 4. PLO Assessment

Program Learning Outcomes (include all program outcomes that are listed in the College Catalog)	Describe how the outcome has been assessed in the last five-year period.	What have been the results of that assessment?
<i>Journalism concentration:</i>		
Be critically aware of the roles, legal rights and ethical responsibilities of journalists in a multicultural society.	SP 22 Journalism in Society	Students received a 3.75/4 average in discussion board topic
Demonstrate responsible news judgment that serves the needs of a multicultural audience.	COMMUTER	
Demonstrate ability to edit copy for appropriate, correct English and Associated Press (AP) style.	FA 21/22 Journ 201 G – the last two assignments were assessed against the program outcomes listed to the immediate left.	FALL 22 - Students averaged a 3.1/4 FALL 21 – Students averaged a 3.0/4 There were a few outstanding writers in each year, but most

		students were being encouraged to improve.
Demonstrate ability to write interesting headlines and captions fitting an article or photograph.	FA 21/22 Journ 201 G – the last two assignments were assessed against the program outcomes listed to the immediate left.	FALL 22 - Students averaged a 3.1/4 FALL 21 – Students averaged a 3.0/4 There were a few outstanding writers in each year, but most students were being encouraged to improve.
Demonstrate ability to gather material and create news content for print and the web.	FA 21/22 Journ 201 G – the last two assignments were assessed against the program outcomes listed to the immediate left.	FALL 22 - Students averaged a 3.1/4 FALL 21 – Students averaged a 3.0/4 There were a few outstanding writers in each year, but most students were being encouraged to improve.
Be able to use various narrative techniques in creating news content for print and the web.	FA 21/22 Journ 201 G – the last two assignments were assessed against the program outcomes listed to the immediate left.	FALL 22 - Students averaged a 3.1/4 FALL 21 – Students averaged a 3.0/4 There were a few outstanding writers in each year, but most students were being encouraged to improve.
Demonstrate understanding of the basic operation of desktop and web publishing tools.		
Be able to use social media, search engine optimization and content aggregation to reach		

and build an intended audience.		
<i>Business Writing Concentration</i>		
Demonstrate ability to use journalistic style to plan and produce copy for a public relations campaign.		
Be critically aware of the roles, legal rights and ethical responsibilities of journalists in a multicultural society.	SP 22 Journalism in Society	Students received a 3.75/4 average in discussion board topic
Demonstrate responsible news judgment that serves the needs of a multicultural audience.		
Demonstrate ability to edit copy for appropriate, correct English and Associated Press (AP) style.	FA 21/22 Journ 201 G – the last two assignments were assessed against the program outcomes listed to the immediate left.	FALL 22 - Students averaged a 3.1/4 FALL 21 – Students averaged a 3.0/4 There were a few outstanding writers in each year, but most students were being encouraged to improve.
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Demonstrate understanding of the basic operation of desktop and web publishing tools.		
Be able to use social media, search engine optimization and content aggregation to reach and build an intended audience.		

An excerpt of the last Commuter issue is below:

6 The Commuter

The Jonas Brothers’ ode to ‘Waffle House’



In preparation of their sixth album, Jonas Brothers released “Waffle House.” Photo/jonasbrothers.com

By Allison Vacha

So, three brothers from New Jersey walk into a Waffle House and come out with a song...No really, it happened!

In preparation for their sixth studio album, entitled “The Album,” the Jonas Brothers have released new single, “Waffle House.” This song is about the opposite of what you would expect going on during late hours of the night at a Waffle House – deep chats, no stress and brotherly love.

Well, with the exception of the repeated lyric, “Oh, that’s why some nights we tried to kill each other.”

“Waffle House” mixes together the soothing sounds of soft rock, upbeat feel of ‘80s synth-pop and some gospel-sounding harmonies in the chorus. On paper, these genres look as if they would never complement each other. In practice, the moderate synth, light percussion and tasteful harmonies work together to create a song you cannot help but bop your head to.

Joe takes over singing the first verse, pre-chorus and first chorus. In his verse, he mentions that “we always knew it would work,” despite any gasoline thrown on the fire and bumps in the road.

Surely working with family is no easy task, as Nick and Joe express that they got their traits from their “Headstrong father and determined mother,” but the brothers still stick together through thick and thin in spite of it all.

Nick sings the second verse, second chorus, and post chorus. He emphasizes the same points Joe makes, but also adds, “you know it’s only love.” This lyric strengthens the main message of the song – no matter what arguments transpire, all of the brothers want the best for each other. Although Kevin has no lead vocals in the song, he does contribute harmonies throughout.

One thing the Jonas Brothers continue to prosper at, even after 17 years, is producing hits and “Waffle House” is no exception. Is the song groundbreaking? Not by any means. However, it is a relaxing tune, sure to remind listeners that not everything is the end of the world. Some problems can be solved in a local diner.

**Want to join
The Commuter?**

*Whether it's occasional submissions or a
full-time staff, all are welcome!*

Contact the editor:
thanh-thanh.nguyen@student.northampton.edu

C. What programmatic changes have been implemented as a result of recent programmatic assessment activities?

D. Identify desired changes as a result of programmatic assessment that have yet to take place.

VI. Students

A. Describe full-time and part-time enrollment trends since the last program review or past five years.

Table 5. Student Enrollment Data

Academic Year	2022-23	2021-22	2020-21	2019-20	2018-19
FALL					
Full-Time	1	4	4	0	2
Part-Time	4	4	0	1	1
Total Fall	5	8	4	1	3
SPRING					
Full-Time	1	3	3	0	3
Part-Time	3	7	0	0	1
Total Spring	4	10	3	0	4

B. Describe enrollment trends regarding student age, gender, race, and socio-economic status since the last program review or the past five years.

Table 6. Student Demographic Data

B.

Academic Year (FALL)	2022	2021	2020	2019	2018
RACE/Ethnicity*					
American Indian or Alaska Native	0	0	0	0	0
Asian	0	1	0	0	0
Black or African American	0	0	0	0	0
Hispanic	2	3	0	1	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0
Non-Resident Alien	0	0	0	0	1
Two or more Races	0	0	0	0	0
White	2	4	4	0	0

Unknown or Declined to Answer	1	0	0	0	0
Academic Year (FALL)	2022	2021	2020	2019	2018
Sex					
Male	1	2	2	1	1
Female	4	6	2	0	2
Not Declared					

*Unreported races or ethnicities had less than 2 during all reporting periods.

- A. Describe any concerns the program review committee has regarding: (1) any enrollment trends mentioned above or (2) other enrollment-related issues.

As Dean, I paused the rehiring of a Journalism faculty member. I plan to use an upcoming retirement to fill this position.

- B. Has the program instituted any methods or materials to encourage and increase applications by new students since the last program review or past five years?

Yes X No

If yes, please describe any initiatives.

Faculty have represented the Journalism at Fall and Spring Open Houses in Bethlehem and Monroe.

- C. Has the program instituted any methods or materials to encourage and increase the recruiting of continuing students to choose this program major or emphasis?

Yes X No

If yes, please describe any initiatives.

The AHSS School has instituted Meet and Greet programs for new and returning students in specific programs, including Journalism.

D. Comment on graduation rates since the last program review or past five years.

No special actions have been taken.

E. Discuss your program’s engagement with, and impact of new student orientation, advising, tutoring support, disability support, student life, and career services.

Faculty have worked with Career Services to obtain Journalism internships. The Commuter is a lively part of student life on campus.

VII. Physical and Financial Resources

A. Comment on the availability, adequacy, and use of learning tools, such as computer software, instructional media, laboratories, studios, etc.

While the office and computers are adequate, this year we encountered difficulty with the website. We will be re-purchasing a site for the Commuter.

B. Program costs and income.

Table 7. Financial Data

ACADEMIC REVIEW FINANCIAL DATA					
2021-22					
Journalism, Media & Professional Writing: Business Writing, AA					
	FY2022	FY2021	FY2020	FY2019	FY2018
Program Income					
Tuition	36,536	24,518	1,165	16,100	11,468
Local Reimb	7,460	4,605	197	2,736	1,903
Operating Reimb	17,587	11,271	478	6,400	4,345
Stipend Reimb	-	-	-	-	-
Total Income	61,583	40,394	1,840	25,236	17,716
Program Costs					

Direct Costs	28,272	14,142	711	7,387	6,127
Indirect Costs	32,684	19,695	874	12,494	8,181
Total Costs	60,957	33,837	1,584	19,880	14,308
FTE	6.70	4.66	0.23	3.26	2.37
Income per FTE	9,193	8,676	8,033	7,750	7,472
Cost per FTE	9,100	7,267	6,916	6,106	6,034
Inst Avg Cost per FTE	10,058	8,901	7,820	7,933	7,075
Rank	104 of 126	136 of 138	129 of 135	132 of 133	119 of 126
Income over Expense	626	6,557	256	5,356	3,408

1. Describe how the program is financed including college budget (if any) as well as any grants that have been received over the past five years, and outline any major expenses over the past five years.

The faculty member who oversees the Commuter receives a stipend and the students who work on the paper use Work-Study funds. Other funds could be secured.

VIII. Human Resources

- A. Briefly describe Program Leadership and oversight.

After Rob Hays retired, we asked new faculty member Abby Michelini to oversee the Commuter and the program. Faculty member Jaime Gallagher will be taking the reins this fall.

- B. Report the numbers of full-time and part-time faculty, professional staff, and clerical staff currently associated with the program.

The lone full-time journalism faculty member was Rob Hays, who retired in 2021.

As Rob described it, “a program coordinator’s duties include teaching and student advising; advising the student newspaper, The Commuter; ensuring program maintenance; speaking to students in middle and high schools, and participating in the college’s fall and spring open houses and summer orientation days; organizing journalism presentations on campus open to the public; and attending and participating in college journalism conventions, such as that of the Associated Collegiate Press in Washington, D.C.” He added: “recruiting a qualified staff has been supported by the availability of experienced journalists at area newspapers, notably The Morning Call in Allentown and Pocono Record in Stroudsburg.

Other adjunct faculty have included: Eric Chiles, B.A. in English from Penn State University, and M.A. in English from Indiana University; Kristen Haase, B.A. in European History from The American International University in London, and M.A. in U.S. history from Villanova University; and former Pocono Record Editor Kim deBourbon, B.A. in Communications from Bloomsburg University. Sharen Kindel, who is an adjunct in the program, is serving as the auditor for this year. Her CV will be attached with her letter.

IX. Analysis of Findings

- A. Based upon the data collected in this document, discuss the strengths and weaknesses of your program. *For example: do students progress successfully through courses; are staffing/equipment/facilities needs filled; are assessment efforts successful; etc.*

This year I asked several faculty to offer thoughts on the program. I am reproducing their work with a few edits (some items condensed or omitted). By bolding the items of interest to me, I feature insights which I hope will be useful to our auditor.

From Abigail Michelini –

Thank you for taking the time to listen to my experience working with the Commuter and the Social Media for Writers class this year. I appreciate it, and I hope the following is a helpful contribution to this conversation.

One of the most important things I witnessed the Commuter providing students with this year is the opportunity to take on (and learn from) leadership roles. I was especially impressed with Chris Devlin (graduated Dec '22), Thanh Nguyen (rising Editor in Chief for fall), and Kaitlyn Seawood (graduated May '23). I also thought it was beneficial that students could be paid through work study (as it shows their work is valued) and gain these hours of experience working for the Commuter. Overall, we had some very strong writers and pieces this year and won 6 of the Pennsylvania Keystone Media Awards in December, which was a professional development opportunity that greatly benefited those students.

Perhaps the most talked about and biggest highlight of the year for the students was the MediaFest trip as they learned a lot and had a fantastic experience meeting fellow journalists and stalwarts of the field.

On the flip side, the model of the Commuter feels a bit outdated, and somehow encouraging students to have more of a mobile, social media presence with the news on campus (without totally taking charge as a faculty member) would be a great way to go. I tried to accomplish this through my Social Media for Writers class by having the students in the class craft social media posts for each of the articles in the Commuter and having our Editors approve them. **However, the Commuter Editors struggled to keep up with the posts and space them out in a meaningful way, as the current Commuter model has them pushing for a once-a-month issue, rather than a daily or weekly approach to sharing news stories online.** Shifting this model would take some effort, given the limitations on students' time with work and classes, and the fact that those who were doing the heavy lifting quickly ran out of work-study funds, and seemed less motivated by volunteering.

In listening to the students, Rob Hayes seems to have left a wide gap in his wake. I felt it in leading the Commuter, in teaching the Social Media for Writers class, and in advising students in the Journalism major. **In my humble opinion, having a dedicated full-time Journalism professor who could advise the Commuter, teach journalism classes, and apply recent experience in the field to this major at NCC could tremendously benefit students.** Students want to know what they can do with a Journalism degree in 2023 including how to be a mobile journalist, other ways of using the degree, and how they can apply it in relevant, practical ways to the Commuter. A dedicated, full time faculty member with current experience in the field could guide them on their educational and professional journeys and show them the pragmatic possibilities.

If this is not a possibility, one way of supplementing the Journalism program could be to bring in more people from the industry, or folks who work with mobile journalists, and try to connect students with more hands-on experience. This spring, I brought Jill Whitmire in to talk to my Social Media for Writers class and tried to get them paired up with an internship where they could use some of the skills they were learning and gain some experience for their resumes. NCC also hosted a Humphrey scholar from South Korea this spring who is a successful journalist, and she came and spoke to my Journalism class. However, her experience was in Korea, so it was harder to apply it to the students' individual experiences and questions about how to get into the field here in the United States.

I know I have not commented here on everything, such as the courses that ought to be offered, or resources to purchase for the students, but I suppose I feel unqualified to comment on those, which speaks further to my main feedback: given where the field of Journalism is at, my humble opinion is that the Journalism program would greatly

benefit from a full-time dedicated faculty member who is very current in the field and can guide the students in practical, hands-on ways of what it means to be a successful journalist today. **Having skills such as a knowledge of history and geography are completely necessary and should not be neglected, but without application that matches the industry, these classes are potentially insufficient in preparing students for a career.** Prioritizing the application, through the lens of folks who are very current, could help give the program and our students an impactful boost.

Please let me know if I can provide further clarity on any of the above. Thank you, again, for asking and listening.

Warmly,

Abby

From Eric Chiles

Christine,

....let me dive into Courses, Resources, and Skill Sets.

1. Courses

Following up on the discussion above two aspects stand out to me. One, is interviewing skills. Two, is journalism law. So, NCC might consider two additional courses.

a. Interviewing 101: A course specifically designed to get neophyte journalists equipped with good interview habits like researching their subject, identifying a clear focus for a story, developing a list of questions before the interview, setting up a face-to-face interview, learning how to ask follow-up questions to unexpected revelations the initial list uncovered, follow-up interviews, and the limits of text and email contacts. Students would have to interview at least 5 subjects during the semester, write one story based on the best interview, and a reflection on the pros and cons of digital and direct interview results. Rationale for this course: Student journalists have to learn how to deal directly with people. The recent Campus Security dustup might have been avoided had there been face-to-face interaction. (There may have been, but the story didn't evidence that.)

b. Journalism Law 101: This is the kind of course that might be more appropriate in a 4-year program, but it wouldn't hurt if students learned what state and federal laws are regarding open records, police records, recording interviews, open source usage, etc. Again, consider the sports writing situation and the Campus Security matter.

c. Updated Digital Journalism course: I'm an old-fashioned print guy, but podcasts, YouTube, and all sorts of social media is the future. A course like this could go two ways. One would be a survey of the spectrum of social media that focuses on news and an exploration of issues like Fake News and how to detect it and get past biases. Another would be to focus on developing skills to report using social media. The Commuter has a webpage, but it doesn't make a lot of sense to use it just as a venue for the monthly issue and an occasional spot story. Wouldn't it be great if students (and staff) regularly got

alerts and breaking news from The Commuter? Might be marketing and communication issues to figure out, but worth considering.

2. Resources

Mostly just a list here with a brief explanatory phrase.

- a. **Pennsylvania NewsMedia Association** is the umbrella organization for keystone journalists, and its Foundation promotes training the next generation. Located in Harrisburg, panewsmedia.org .
- b. First Amendment Center, history, court cases, educational resources, firstamendmentcenter.org
- c. Pennsylvania Center for the First Amendment, part of Penn State's College of communications, same thing as above but closer to home bellisario.psu.edu
- d. Society of Professional Journalists, founded in early 20th Century after Pulitzer and Hearst's Yellow Journalism war, SPJ.org, has plenty of resources.

There are plenty more. As far as human resources, Rob Hayes used to have an advisory board for the Journalism program. Jack Lule, a Lehigh Journalism professor, was on it and is probably still teaching. **It might be a good idea to try to cultivate a relationship with Tim Fallon and John Moser over at WLVT and Lehigh Valley Public Media.** I think they're housed at Steel Stacks - pretty close to Fowler. Hmm? Is there some synergy there? Otherwise, I'm kind of handicapped by being out of the news job market for 15 years.

3. Skill Sets

- a. Writing ability.
- b. Conversant with digital media.
- c. People skills.
- d. Ability to think on your feet.
- e. Good news judgment (knowing what makes news).
- f. Ability to ask intelligent questions. (Critical thinking.)
- g. Able to use visual media.
- h. Editing skills. (More than just knowledge of Associate Press Style. It also includes knowing what should go first and being able to identify what's missing. Best editors understand what people need to know, have a right to know and might want to know. Knowing the law is part of this, too.)
- i. Ability to be a self-starter.
- j. Boundless energy. I'll end here since J is for journalism. - Eric Chiles

- B. What additional data that is currently not available would have been helpful to effectively evaluate this program?

X. External Review Report

Refer to [Appendix K](#) for the external/accreditor review report.

XI. Action Plan

- A. Identify 2-3 program goals for the future.

1. Goal

- i. Timeframe:
- ii. Responsible Party(ies)
- iii. Resource Implications:

2. Goal

- i. Timeframe:
- ii. Responsible Party(ies)
- iii. Resource Implications:

3. Goal

- i. Timeframe:
- ii. Responsible Party(ies)
- iii. Resource Implications:

Appendix A: Program Description

Northampton's Journalism, Media & Professional Writing Program provides the foundation for a career in the dynamic, digital world of the news media and professional communications in the 21st century. The major prepares students to transfer into a four-year degree program. The program emphasizes practical skills in reporting and writing for print and the web for students with no experience and provides those with some experience an opportunity to enhance their skills.

Students taking the journalism concentration in this major focus on reporting news of interest, relevance and usefulness to the college community, especially its students. This approach stresses "learning by doing," which means students will work in the field covering issues, trends and events at the school, as well as those outside the school that affect the NCC community.

Students taking the business writing concentration will focus on news reporting and writing for publication, but with additional emphasis on skills specific to business communication in a multicultural society.

Graduates with reporting and writing skills and a baccalaureate degree can expect to begin their careers at regional newspapers, web publications or other news outlets, as well as public relations firms, corporate communications offices, or other employers who rely on communications specialists.

Features

Students in the journalism concentration are required to participate in the flagship of the program, *The Commuter*, the student news operation published online and in print. Students in the business writing concentration are welcome to participate on *The Commuter*.

Students report on the community, both at the College and in the surrounding area. This practical hands-on approach gives students exposure to situations similar to those that professional journalists encounter every day.

Appendix B: Program-Level Learning Outcomes

Journalism concentration:

- Be critically aware of the roles, legal rights and ethical responsibilities of journalists in a multicultural society.
- Demonstrate responsible news judgment that serves the needs of a multicultural audience.
- Demonstrate ability to edit copy for appropriate, correct English and Associated Press (AP) style.
- Demonstrate ability to write interesting headlines and captions fitting an article or photograph.
- Demonstrate ability to gather material and create news content for print and the web.
- Be able to use various narrative techniques in creating news content for print and the web.
- Demonstrate understanding of the basic operation of desktop and web publishing tools.
- Be able to use social media, search engine optimization and content aggregation to reach and build an intended audience.

Business Writing concentration:

- Demonstrate ability to use journalistic style to plan and produce copy for a public relations campaign.
- Be critically aware of the roles, legal rights and ethical responsibilities of journalists in a multicultural society.
- Demonstrate responsible news judgment that serves the needs of a multicultural audience.
- Demonstrate ability to edit copy for appropriate, correct English and Associated Press (AP) style.
- Demonstrate ability to write interesting headlines and captions fitting an article or photograph.
- Demonstrate ability to gather material and create news content for print and the web.
- Be able to use various narrative techniques in creating news content for print and the web.
- Demonstrate understanding of the basic operation of desktop and web publishing tools.
- Be able to use social media, search engine optimization and content aggregation to reach and build an intended audience.

Appendix C: Program-Level Performance Indicator Data

Fall Course Name and Modality	Number of Students	Percent ABC
JOUR 201G – Online Only	16	56%
Spring Course Name	Number of Students	Percent ABC
JOUR 201G – Online Only	11	82%
JOUR 202 – In-Person	5	80%

Appendix D: Advisory Committee Minutes

Appendix E: Curriculum Matrix

List all of the program learning outcomes for the program of study in the first column. List the program courses across the top row. Then make “**I**” for a learning outcome that is introduced (*addressed for the first time*), “**R**” for a learning outcome that is reinforced (*addressed again, but not emphasized in a major way*), and/or “**M**” for a learning outcome that emphasized (*addressed in a major way, emphasis toward mastery*) under each specific course.

Please note: Not every course will address every program learning outcome.

I = Introduce; R = Reinforce; M = Emphasize Mastery

Program Learning Outcomes (Upon completion of the program, students will be able to...)	JOUR 101	JOUR 102	JOUR 104	JOUR 210	JOUR 204	JOUR 202	JOUR 201G
1. Demonstrate awareness of the roles, legal rights and ethical responsibilities of journalists in a multicultural society.	I	R				R	R
2. Apply responsible news judgment to serving the needs of a multicultural audience.	I	I				R	R
3. Apply appropriate, correct English and Associated Press (AP) style to copy editing.		I	M			R	R
4. Create interesting headlines and captions fitting an article or photograph.		I	M			R	R
5. Create news content for print and the Web.						M	R
6. Apply various narrative techniques in creating news content for print and the Web.						R	R
7. Demonstrate understanding of the basic operation of desktop and Web publishing tools.							
8. Apply social media, search engine optimization and content aggregation to reach and build an intended audience.						M	
9. Apply journalistic style to plan and produce copy for a public relations campaign.							I

Appendix F: Key Abilities Program Matrix

The five Gen Ed Key Abilities help students navigate the world. In each class they take, they should expect to be challenged to develop and deepen their key abilities. After they graduate,

these abilities will help them continue learning, adapt to change, and become citizens who can make wise choices and contribute to their communities.

1. Communicate

- *Students are able to share their ideas powerfully and clearly.*
 - *Uses appropriate, relevant, and compelling content and sources that illustrate knowledge and understanding of the topic.*
 - *Assignment is organized and understandable. Distinct intro, body, and conclusion, as appropriate for the discipline.*
 - *Language is clear and understandable. Executes assignment within conventions of a specific discipline, including source citation.*

2. Analyze and Solve Problems

- *Students are able see and solve the problems around them, using solid data to draw and communicate reasonable conclusions.*
 - *Identify and understand an issue, concept, or problem, any data needs, and constraints that have to be considered in order to analyze an issue or solve a problem. Students recognize multiple perspectives*
 - *Use various tools, representations, notation, etc. to help them organize data and see relationships or identify assumptions related to the issue, concept or problem*
 - *Evaluate any conclusions drawn, implications made, or plans for solving a problem, including evaluating any assumptions and any evidence gathered.*

3. Use Technology

- *Students are able to select and ethically use appropriate technology to create, communicate and discover.*
 - *Effectively select and use the appropriate technology applications or resources to accomplish specific goals.*
 - *Be an active and responsible participant in online communities.*
 - *Understand the legal and ethical facets of technology in a global society.*

4. Understand Diversity

- *Students are able to understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.*
 - *Explain how the range of human differences shape the historical and current formation of artistic, economic, social, scientific, cultural or political institutions*
 - *Explain how individuals experience equality and inequality with a society, its institutions or its cultures*
 - *Analyze how individuals and institutions have addressed persistent global challenges, including physical resources and social values.*

5. Engage in Ethical Questions

- *Students are able to identify ethical choices, consider alternatives and consequences, and choose actions and choose actions keeping in mind everyone affected.*

Indicate in the table below the program courses in which a key ability is assessed (“A”-Assessed) – if possible, identify the specific assignment/activity in which the key ability is assessed. Focus on the required courses and designated program electives.

Gen Ed (Key Abilities) Learning Outcomes <i>(Upon completion of the program, students will be able to...)</i>	JOUR 101	JOUR 102	JOUR 104	JOUR 210	JOUR 204	JOUR 202	JOUR 201G
Communicate: Share their ideas powerfully and clearly.	I	I	I	R	R	R	M
Analyze and Solve Problems: See and solved the problems around them, using solid data to draw and communicate reasonable conclusions.		I		R	R	R	M
Understand Diversity: Understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.	I	I		R	R	R	M
Engage in Ethical Questions. Identify choices, consider alternatives and consequences, and choose actions keeping in mind everyone affected.	I	I	I	R	R	R	M
Use Technology. Select and ethically use appropriate technology to create, communicate, and discover.	I	I	I	R	R	R	M

Appendix G: Program Map



Journalism, Media & Professional Writing: Journalism - Associate in Arts (2023-2024 Catalog)

Developmental Education Courses (if required)		
<input type="checkbox"/>	ACLS050	Introduction to Academic Literacy
<input type="checkbox"/>	ENGL027	Writing Skills Workshop
<input type="checkbox"/>	MATH020	Pre-Algebra
<input type="checkbox"/>	MATH022	Elementary Algebra
<input type="checkbox"/>	MATH026	Intermediate Algebra

Placement in English and/or Mathematics must first be determined by official transcripts and/or placement testing. Developmental education courses are only taken if needed based on a student's placement; these courses would be in addition to the courses outlined below. Developmental education courses may extend the timeline to degree completion.

Transferring credits into NCC: Official transcripts are required; awarded credit will appear in Workday's Academic Progress.

complete	Course #	Course Title	Credits	Pre-requisites / Co-requisites/Notes
Semester 1	<input type="checkbox"/>	COLS101	College Success	1 Exempt: COLS150 or 12+ transfer credits & 2.0 GPA
	<input type="checkbox"/>	ENGL101	English I	3 PRE: English Placement Policy
	<input type="checkbox"/>	JOUR 101	Journalism and Society	3
	<input type="checkbox"/>	JOUR102	News Editing	3
	<input type="checkbox"/>	JOUR104	Media Publication	4
	<input type="checkbox"/>	CMTH102	Introduction to Communication	3
		Total Semester Credits:	17	
Semester 2	<input type="checkbox"/>	JOUR210 or CMTH122	Journalism Practicum or Radio Workshop	1 PRE: JOUR102
	<input type="checkbox"/>	ENGL151L	English II (Literature)	3 PRE: ENGL101
	<input type="checkbox"/>	MATH150	Introductory Statistics (D)	3 PRE: MATH022 or Math Placement
	<input type="checkbox"/>	SOCA103G	Principles of Sociology (WI)	3 PRE: Reading/Writing competency for ENGL101
	<input type="checkbox"/>	CMTH104	Mass Media and Society	3
	<input type="checkbox"/>	HIST163	American History II	3
		Total Semester Credits:	16	
Semester 3	<input type="checkbox"/>	JOUR210	Journalism Practicum	1 PRE: JOUR102
	<input type="checkbox"/>	JOUR204	Newswriting	3 PRE or CO: ENGL101
	<input type="checkbox"/>	GEOG101	World Geography (D)	3
	<input type="checkbox"/>	POLS251	State and Local Government (D)	3
	<input type="checkbox"/>	BIOS126	Environmental Science	4
	<input type="checkbox"/>	AH General Education Elective*	3	Depends on course selected
		Total Semester Credits:	17	
Semester 4	<input type="checkbox"/>	JOUR210	Journalism Practicum	1 PRE: JOUR102
	<input type="checkbox"/>	JOUR201G	Features Writing (WI)	3 PRE: ENGL101
	<input type="checkbox"/>	CMTH180	Multimedia Production	3
	<input type="checkbox"/>	JOUR202	Social Media for Writers	3 PRE: ENGL101
	<input type="checkbox"/>		Math or Science Elective**	4 Depends on course (GEOG210 recommended)
		Total Semester Credits:	13-14	
		Total Degree Credits	63-64	

Program Notes:
 *Students are advised to take one semester of a foreign language as their AH elective.
 **Students are advised to take GEOG210: Weather and Climate as a Science elective.

How to search for general education electives:
 In Workday, use the corresponding **Course Tag** filter to see the available options. Arts & Humanities = AH

Students are expected to participate in *The Commuter* every semester.

Students may substitute one semester of CMTH122: Radio Workshop for one semester of JOUR210: Journalism Practicum.

Students are encouraged to take courses available over the summer/winter to lessen course loads in Fall/Spring semesters.

General Education Requirements		
<input type="checkbox"/>	SOCA103G	Diversity
<input type="checkbox"/>	SOCA103G	Writing Intensive
<input type="checkbox"/>	JOUR201G	Writing Intensive

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and, if applicable, to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed.

N Journalism, Media & Professional Writing: Business Writing- Associate in Arts (2023-2024 Catalog)



Developmental Education Courses (if required)		
<input type="checkbox"/>	ACLS050	Introduction to Academic Literacy
<input type="checkbox"/>	ENGL027	Writing Skills Workshop
<input type="checkbox"/>	MATH020	Pre-Algebra
<input type="checkbox"/>	MATH022	Elementary Algebra
<input type="checkbox"/>	MATH026	Intermediate Algebra

Placement in English and/or Mathematics must first be determined by official transcripts and/or placement testing. Developmental education courses are only taken if needed based on a student's placement; these courses would be in addition to the courses outlined below. Developmental education courses may extend the timeline to degree completion. Transferring credits into NCC: Official transcripts are required; awarded credit will appear in Workday's Academic Progress.

	complete	Course #	Course Title	Credits	Pre-requisites / Co-requisites
Semester 1	<input type="checkbox"/>	COLS101	College Success	1	Exempt: COLS150 or 12+ transfer credits & 2.0 GPA
	<input type="checkbox"/>	ENGL101	English I	3	PRE: English Placement Policy
	<input type="checkbox"/>	BUSA101	Introduction to Business	3	
	<input type="checkbox"/>	JOUR102	News Editing	3	
	<input type="checkbox"/>	JOUR104	Media Publication	4	
	<input type="checkbox"/>	CMTH102	Introduction to Communication	3	
			Total Semester Credits:	17	
Semester 2	<input type="checkbox"/>	CMTH104	Mass Media and Society	3	
	<input type="checkbox"/>	ENGL151R or T	English II (Report or Technical Writing)	3	PRE: ENGL101
	<input type="checkbox"/>	MATH150	Introductory Statistics	3	PRE: MATH022 or Math Placement
	<input type="checkbox"/>	PSYC103	Introduction to Psychology	3	PRE: Reading/Writing competency for ENGL101
	<input type="checkbox"/>	POLS251	State and Local Government	3	
			Total Semester Credits:	15	
Semester 3	<input type="checkbox"/>	BUSA221G	Business Communication (WI)	3	PRE: ENGL151 and CMTH102
	<input type="checkbox"/>	JOUR204	Newswriting	3	PRE or CO: ENGL101
	<input type="checkbox"/>	ECON201	Macroeconomics	3	
	<input type="checkbox"/>	BIOS126	Environmental Science	4	
	<input type="checkbox"/>		AH General Education Elective*	3	Depends on course selected
			Total Semester Credits:	16	
Semester 4	<input type="checkbox"/>	CMTH180	Multimedia Production	3	PRE: JOUR102
	<input type="checkbox"/>	GEOG101	World Geography	3	
	<input type="checkbox"/>	JOUR202	Social Media for Writers	3	Pre: ENGL101
	<input type="checkbox"/>	JOUR203G	Writing for Public Relations (WI)	3	PRE: ENGL101
	<input type="checkbox"/>		Math or Science Elective**	3/4	Depends on course selected
			Total Semester Credits:	15-16	Depends on course (GEOG210 recommended)
			Total Degree Credits:	63-64	

Program Notes:

*Students are advised to take one semester of a foreign language as their AH elective.

**Students are advised to take GEOG210: Weather and Climate as their Science elective.

How to search for general education electives:

In Workday, use the corresponding **Course Tag** filter to see the available options. Arts & Humanities = AH

General Education Requirements		
<input type="checkbox"/>	POLS251	Diversity
<input type="checkbox"/>	BUSA221G	Writing Intensive
<input type="checkbox"/>	JOUR203G	Writing Intensive

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and, if applicable, to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed.

Appendix K: External Review Report