



JOURNALISM PROGRAM

COURSES AND STUDENT PUBLICATIONS

Program Review

June 2005

The Office of Instruction
The Office of Institutional Planning,
Research and Assessment



JOURNALISM

Courses and Student Publications Program Review ~ June 2005

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Colette Strassburg, Coordinator of Student Publications

Publications/Advisory Board Members:

Terence Pratt, Division I Assistant Dean, Verde

Jill Fitzgerald, Communications Division Assistant Dean, Prescott

Paul Ewing, Liberal Studies faculty, Verde

Mark Woolsey, Speech Communications faculty, Prescott

Kathryn Reisdorfer, Faculty Senate

Mollie Gugler, Library Services, Prescott

Pam Willard, Journalism instructor/newspaper advisor, Prescott High School

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TABLE OF CONTENTS

	Page
I. Mission	1
II. Program Need and Goals	1
III. Historical Sketch	2
IV. Service Area Personnel	4
V. Support From Other Areas	6
VI. Program Outcomes – Products and Services	6
VII. Curriculum Analysis	8
VIII. Student & FTSE Profile/Trends	11
IX. Budget	13
X. SWOT	15
XI. Recommendations	34
XII. Action Plan	38
Appendix	

I. Mission Statement

The mission of the Journalism program at Yavapai College is to provide students with comprehensive, high quality and relevant learning opportunities, both inside and outside the classroom and the newsroom, which will empower them to meet their personal and professional goals, and live in their communities as better media consumers.

II. Program Need and Goals

Program Need:

All communities are served by the media and by their local and national news sources. It stands to reason that all institutions of higher learning should be training their future members of the media to provide those services with integrity and accuracy and with an appreciation for the magnitude of that responsibility. To be good journalists, students must learn not only the basic skills necessary for completion of their duties, but also learn those skills with some real-world level of accountability.

Goals of the Journalism Program:

Provide high quality, accessible skill training opportunities for students to develop expertise in the field of print journalism; it is also the goal of the program to teach these skills within a framework where truth and ethics are always the highest standard.

Deliver learner-centered, hands-on education with lifelong learning options.

Raise Journalism students' media literacy, thereby making them better, life-long media consumers. After taking journalism courses, the students never read a newspaper, view an advertisement, or view a news broadcast the same again.

Provide student writers, designers and photographers a viable career option for their interests.

Teach technological and journalistic competencies required for transfer to a university of choice, or for obtaining satisfying work in the global marketplace.

Provide students, faculty/staff and local community members a reliable, quality source of campus information, especially important in a town with predominantly one newspaper.

Provide students, faculty/staff and local community members a venue in which their voices can be heard and diverse viewpoints are respected.

Provide student writers and artists an opportunity to publish their work, thereby increasing their audiences.

Offer internship and employment opportunities early in the students' schooling, allowing students to see first-hand if their journalistic interests hold up when applied to a real-world setting.

Allow students an opportunity to contribute to and perpetuate a free and democratic society.

Develop the students' workplace behaviors, such as meeting deadlines, working as part of a team, being punctual, communicating with supervisors and co-workers, motivating themselves and co-workers, dealing with stress in the workplace and managing their time.

Represent Yavapai College in a positive and professional manner, thereby serving as a valuable public relations vehicle, both to the local communities and to the worldwide community, via the online version of the *Rough Writer*.

Provide a program of study which remains current and applicable, meeting both the needs of prospective journalists and other students who could benefit from a writing intensive course curriculum.

Facilitate program growth, through developing healthy partnerships, selling advertisements, managing a sustainable budget, offering relevant curricular content and exploring innovative approaches, thereby increasing student enrollments and interest in the program offerings.

III. Historical Sketch

Then:

The student newspaper at Yavapai College began in 1969. Since its inception, it has had a rather turbulent tenure, undergoing many changes. Such changes ranged in magnitude from minor cosmetic alterations to whole-system shut downs and resurrections. At best, it can be said that the history of the YC newspaper and the Journalism program is a story of inconsistencies, which have ultimately hurt the program and the reputation of the publication.

The newspaper has been called the *Ruff Rider*, *Rough Rider*, *YC News*, *Mile High Echoes* and *Rough Writer*. It has been school sanctioned and it has gone underground. Numerous advisors have headed it over the years. It went through fourteen faculty advisors in the sixteen-year period between 1984-2000, all of whom resigned or were fired. At that time, faculty advisors were generally recruited from English and Liberal Studies programs and were released from teaching two courses as compensation. Likewise, Journalism courses have been offered, not offered, combined, created, required and suggested over the years. It is difficult to find a block of several semesters in which the same Journalism courses were consistently offered and with the same course descriptions. In the mid-'90s, enrollment in the LSC Media and Society course was required of newspaper staff members.

The newspaper and the Journalism courses have twice been shut down by executive decree of the President, once in 1985 and again in 1989. Faculty and students were successful in their bids to resurrect the newspaper and the JRN courses in 1986 and 1993.

Prescott and Verde campuses have, at times, had their own publications. The Verde publication, *The Verde Voice*, went through a period when it was in its heyday, but ultimately failed to generate enough interest to maintain a staff. Like the *Rough Writer*, it has a history of appearing and disappearing from the scene.

The Publications Board, originally called the Publication Advisory Committee, was eventually created as an entity to oversee student publications and their advisors; members of the Board come from Verde and Prescott administrators, faculty, staff, student editors and community members. The newspaper advisor chairs the Board and is a nonvoting member. Despite the sometimes distrusted role of the Board, it continues to oversee the *Rough Writer*. After six faculty advisors resigned from 1993 to 2000, the local *Prescott Courier* news editor was hired to advise the student newspaper and teach the JRN courses. Advising the publication and teaching, while maintaining a full-time job at the *Courier*, proved not to be the optimal situation, as students had such limited access to him.

The full-time position of Coordinator of Student Publications was created and filled in 2002.

Now:

Colette Strassburg began as the Coordinator of Student Publications in fall of 2002. At that time, she advised the Prescott student newspaper, *The Rough Writer*, and the Verde student newspaper, the *Verde Voice*. She also taught two Journalism courses and supervised the JRN 296 internships.

By fall of 2003, Colette had completely restructured the *Rough Writer* budget, including staff positions and the ways in which staffers were compensated. Advertising revenues were beginning to increase. She started the High School Newspaper Contest. The *Rough Writer* began distribution in 50 businesses and at all five YC campus sites. She served with a newly seated Publications Board and taught two Journalism courses and the LSC 101T Connections: Media and Society course. As the Journalism ATF Representative, she was able to modify the existing courses, which were approved for transfer by ASU, NAU and UA. She began duties as the Editor of *Threshold*, the campus creative arts magazine.

By fall of 2004, Colette had eliminated the JRN 107 course, being taught by the *Courier* News Editor, and all Verde campus publications. Verde publications were suspended in favor of single, more district-oriented publications. *The Rough Writer* and *Threshold* began including content and contributions from Verde, Sedona, Chino, Prescott Valley and Prescott. The newspaper staff had grown from four students to nine students; the paper had grown from 4 or 8 pages to 12 pages and *Threshold* had grown from 32 to 40 pages. She added JRN 131 to her teaching load, bringing her teaching duties up to four courses per semester. Advertising revenues reached their all-time high at \$6,889 by the end of spring 2005, and Journalism courses more than doubled FTSE from 2.0 in 2002 to 4.5 in 2004.

The fall semester will begin in 2005 with a *Rough Writer* first, two staff members are returning for a second year. The goal is to continue running at 12 pages. Colette's course load will remain at four courses per semester. She intends to hire a Verde staff member to provide Verde content.

IV. Service Area Personnel

Colette Strassburg, Journalism Instructor and Coordinator of Student Publications

- 18 years experience teaching Journalism, English and advising student publications, Yavapai College and Glenwood Springs High School
- Masters in Education with emphasis in Curriculum and Assessment, Adams State College; BA in English, University of Northern Colorado, Summa Cum Laude
- College Media Advisors, member
- Journalism Articulation Task Force representative
- Publications Board, Yavapai College, chair
- *Threshold* Editor, 2004-present
- Compensation Committee, Yavapai College, 2004-2005
- English faculty hiring committee, Spring 2004
- ETS Success Photo Contest judge, 2005
- FFA Competition judge, 2003 and 2004
- *Marlboro Review* Prize for Poetry, Runner-up, 2004
- Contributing writer to *The Glenwood Post*, *The Glenwood Independent*, *The Greeley Tribune*, *The Mirror*

Rough Writer Editorial Staff, 2004-2005
(See Job Descriptions, Appendix A)

Tina Huyler, *Rough Writer* Editor, 2004-2005, 2005-2006

Dual degree focus in Journalism and Photography

- President's Award for Academic Excellence, Fall 2004/Spring 2005
- Publication Board Student Representative, Fall 2004/Spring 2005
- Policy Review Council Student Representative, Spring 2005
- Career Skills Connections, Facilitating Committee Member, Spring 2005
- Non-Motorized Committee Member, Fall 2004/Spring 2005
- CRLA Certified Tutor, Spring 2004 – Spring 2005
- Head Start Parent Committee, Fall 2004
- Self Defense Academy Parent/Fundraising Committee, Fall 2004
- Academic Honors (4.0 GPA), Spring 2004
- Photography Publication in *Threshold*, Spring 2004
- Literary Publication in the *Rough Writer*, March/May 2004
- Cumulative GPA 3.7, Summer 2003 – Spring 2005
- Artie R. & Mable L. Frank Scholarship, Fall 2004/Spring 2005
- Returning Student Scholarship, Fall 2005/Spring 2006
(Both awarded for academic achievement/GPA)

Joe Pangburn, *Rough Writer* Associate Editor, 2004-2005

Journalism and Mass Communication Major

- Youngest person in Arizona to obtain a real estate license at age 18
- Received Academic Honors every semester at YC

- Coached little league baseball for five years
- Honored in the National Dean's List two years in a row
- Overall GPA of 3.83
- Named as Journalism Student of the Year for 2004-2005
- Started own writing and editing business, 2005
- Creative writing published in student publication, *Threshold*
- Phi Theta Kappa member
- Hired to design and write copy for local real estate company

Andrew Pounders, *Rough Writer* Production Director, 2004-2005, 2005-2006

A.A.S. in Graphic Design

- Academic Honors, Fall 2004
- Academic Honors, Spring 2005
- Illustration Publication in *Threshold*, Spring 2005
- First Place Selected Library Marketing Poster, Fall 2004
- Art Department Scholarship Fall 2005/Spring 2006
- Friends of Yavapai College Scholarship, Fall 2005/Spring 2006
- Non-Motorized Trail Committee Pro Bono Logo Designer, Spring 2005
- Library Multi-media Intern, Spring 2005
- Library Multi-media Art Director, Fall 2005

Kadie Congrove, *Rough Writer* Photographer, 2004-2005

Photography Major

- First place and Third place in the Spring 2004 student juried art show
- First place in the Fall 2004 student juried art show
- Photograph published in the student publication *Threshold*
- Overall G.P.A. of 3.5
- Started own photography business, 2005

Other Student Staff, 2004-2005

Justin Pressnall, Reporter; Elizabeth Wahl, Reporter; Andy Armentrout, Reporter; Erica Ryberg, Reporter, Jacqueline Burkitt, Advertising Sales and Quinn AHN Lucas, Cartoonist

Other Personnel

Bonny Stauffer, Graphic Design Instructor and *Threshold* Creative Director

Effie Hacklander, Experiential Learning and Internships Coordinator

Publications Board Members, 2004-2005

Terence Pratt, Division I Assistant Dean, Verde; Jill Fitzgerald, Communication Division Assistant Dean, Prescott; Paul Ewing, Liberal Studies instructor, Verde; Mark Woolsey, Speech instructor, Prescott; Kathryn Reisdorfer, Faculty Senate, Prescott; Mollie Gugler, Library Services, Prescott; Pam Willard, Journalism instructor, Prescott High School and Tina Huyler, Student Editor, Prescott.

V. Support From Other Areas

Library	Excellent support through purchase of requested books and videos.
Counseling/Advising	Satisfactory services from this area, particularly with Advisor Intervention requests.
Admissions/Registration	Satisfactory services from this area.
Institutional Research	Supports the program with student evaluations.
Design Services	Developed an attractive page header for the online <i>Rough Writer</i> . Offers assistance, when requested, for troubleshooting pre-press problems.
Information Technology Services	Excellent support of the program. ITS periodically updates the computer systems to ensure high quality, state-of-the-art equipment and software, similar to that which is used in the journalism industry. Excellent, responsive technical support.
Learning Center	Supports the program by offering tutoring for journalism students, recently hiring a tutor with journalistic expertise and experience.
Experiential Learning	Excellent support of the program by offering internships to interested students and tailoring the internships to best meet student needs.
Campus Divisions/Offices	Nearly all programs, offices and clubs provide support to the program by being available and providing information to the Journalism and <i>Rough Writer</i> students. Employees at Yavapai College are largely very supportive of the journalism students' efforts.

VI. Program Outcomes – Products and Services

Student Publications:

- ***The Rough Writer*** – student newspaper (**See Appendix B**)
Circulation – 4,000 print copies and an online version serving unlimited numbers
Distribution – 50 businesses in Prescott and Prescott Valley. All five Yavapai College campus sites.

Frequency/Size – *Rough Writer* is a monthly publication, running from August–May each year; the newspaper has grown from a 4 or 8 page publication, to a 12 page publication in 2004-2005.

Contributors – hired staff/interns include: 1 Editor; 1 Associate Editor; 1 Production Director; 1 Photographer; 2-3 General Assignment Reporters; 1-2 Advertising Sales Representatives; 1 Editorial Cartoonist (**see Job Descriptions, Appendix A**); *Rough Writer* also runs freelance and single issue contributors.

Advertisers – 2004-2005 *Rough Writer* averaged 17 advertising clients per issue; 2003-2004 averaged 9 advertising clients per issue. *RW* runs display advertising.

Revenues – 2004-2005 staff sold \$6,889 in display advertising

Office – *Rough Writer* office is open M-F, 9:00-5:00 and the staff maintain 150-200 community, faculty/staff and student contacts per week.

Primary Service:

To provide a reliable, truthful, relevant source of campus and community information to students, faculty/staff and community members. The newspaper routinely covers campus news, feature, sport and opinion pieces. The newspaper strives to cover all aspects of the Yavapai College community, thereby providing visibility to all programs and divisions at the college. The newspaper provides a venue for student, faculty/staff and community voices to be heard and a diversity of viewpoints to be honored. The campus newspaper provides a targeted and diverse demographic for local and national advertising customers.

- **Threshold** – student creative arts magazine (**See Appendix C and D**)

Circulation – 2,000 copies

Distribution – All five Yavapai College campus sites

Frequency/Size – *Threshold* publishes each spring; it has grown from a 32 page publication to a 40 page publication in the past two years.

Participation – *Threshold* 2005 involved 85 students who were either published or worked on the magazine's design; writing submissions doubled from nearly 45 to 90, and art submissions totaled in the 60's.

Contributors – student writers and artists represent all Yavapai College communities

Awards – Community College Humanities Association National Literary Magazine Competition, Southern-Western Division, third place winner, 2004 and honorable mention, 2003

Primary Service:

To provide a high quality venue for publishing student artists, writers and designers, showcasing the best of Yavapai College students' creative talents. To broaden the audience and exposure for these gifted students and to represent Yavapai College well in the community at large.

Courses:

JRN 131: Mass Media in American Society, 3 credits, transfers as direct course equivalent to ASU, UA and NAU – offered Fall and Spring semesters

JRN 150: Newswriting and Reporting, 3 credits, transfers as direct course equivalent to ASU, UA and NAU - offered Fall and Spring semesters

JRN 250: Advanced Newswriting and Reporting, 3 credits, transfers as direct course equivalent to NAU and as departmental elective to ASU and UA - offered Fall and Spring semesters

JRN 296: Journalism Internship, 3 credits, transfers as departmental elective to NAU and as an elective to UA - offered Fall and Spring semesters

LSC 101T: Connections: Media and Society, 1 credit, fulfills a portion of the Liberal Studies Core for Degree seeking students - offered Fall and Spring semesters

High School Newspaper Contest: (See Appendix E)

For the past three years, the *Rough Writer* has sponsored a high school newspaper contest in the areas of news writing, feature writing, sports writing, editorial and column writing, front and inside page design, news/feature photography, sports photography, advertising design and editorial cartooning.

Magnitude – contest entries were sent to 40 Arizona high school newspapers

Primary Service:

To provide recognition and validation for high school journalists and their efforts. To market Yavapai College as a desirable destination for journalism students.

VII. Curriculum Analysis

Curriculum Revisions Made Since 2003:

JRN 107 – Applied Journalism

This course was deleted. Students in the course submitted stories to the *Rough Writer*, but generally took the course before any other JRN courses. Without any prerequisites or prior training, the students were inadequately prepared to submit quality work for publication. Retention rates were typically very low.

JRN 131 – Mass Media in American Society

This course was offered for the first time in several years in fall 2004 and ran again in spring 2005. It will now be offered fall and spring semesters each year. The course transfers as a direct course equivalent to ASU, NAU and UA. Fall 2004 it ran at 55% capacity. Spring 2005 it ran at 45% capacity.

JRN 150 – Newswriting and Reporting

This course has been offered in both fall and spring semesters since fall 2002. Previously, it had been combined with JRN 250 and did not always “make”. Minor course modifications were approved, aligning more clearly the course outcomes and content. Minor changes were made in the course description. JRN 150 was approved for transfer as a direct course equivalent at ASU, NAU and UA in Fall 2003.

JRN 250 – Advanced Newswriting and Reporting

This course has been offered in both fall and spring semesters since spring 2003. Major course modifications were approved in June 2003. Changes included building a lab component into the course, since little of what reporters need to do can be done inside the confines of the classroom. The course is now a 2 hour lecture, 3 hour lab format. The course content and outcomes were overhauled. An intensive writing and reporting emphasis replaced a research and analysis emphasis. The course changed from the study of news to the actual production of news. These changes aligned more closely with the Advanced Newswriting courses offered at ASU, NAU and UA. JRN 250 was accepted for direct course equivalent transfer to NAU in spring 2004, and as a departmental elective at ASU and UA in spring 2004. The JRN 250 course description now reads: *Real-world practice of reporting and writing for the print news media. Emphasis on writing, editing, interviewing, creativity and organizational skills as adapted for journalistic style. Including news, feature and sports writing and study of the legal and ethical aspects of the profession.*

JRN 296: Journalism Internship

Rough Writer staff interns take 3 credit internships; the 2 to 5 credit options no longer exist. The internships are repeatable. Prior to 2003 all staff interns received JRN 296 credit, but interns may now tailor their internships to better suit their needs. Students may receive COM 296, ART 296 or JRN 296 credit, depending upon their area of study and their duties at the newspaper.

Course Outlines and Content: (See Appendix F)

Course outlines are reviewed on an on-going basis for each course. Copies of syllabi are maintained in the Communications Division Office.

Skills Most Sought After by Employers: (See Appendix G)

In study after study, communication skills are ranked by employers as the most critical and desired skills. By far, the skills mentioned most often by employers are the ability to write, listen and speak effectively. Journalism courses focus nearly all their curricular efforts in these three areas. A journalist must not only be an effective writer, but he must be an effective reporter, which involves interviewing, active listening and speaking.

Instructional Delivery:

The following methods were used in JRN courses from fall 2002 to the present.

	Current				Suggested		
	1	2	3		1	2	3
Lecture		X				X	
Class discussion			X			X	
Small group			X			X	
Telecourse	X						X
On-line	X					X	
Television		X				X	
Field trips	X						X
Demonstrations		X				X	
Labs			X			X	

Current

1= not at all, infrequently
2= sometimes
3= frequently

Suggested

1= less often
2= maintain
3= more often

In-Class Assessments:

The following assessments were used in JRN courses from fall 2002 to the present.

	Current				Suggested		
	1	2	3		1	2	3
Portfolio		X				X	
In-class presentations		X				X	
Papers/Stories			X			X	
Critiques			X			X	
Quizzes		X				X	
Exams – multiple choice/essay		X				X	
Class participation/discussions			X			X	
Pre-and post-tests	X						X
Quick Writes		X					X
Attendance	X					X	
Journals	X					X	
Projects		X				X	

Current

1= not at all, infrequently
2= sometimes
3= frequently

Suggested

1= less often
2= maintain
3= more often

Grade Distribution: (See Appendix H)

Grade distributions over the last three years show that JRN students are earning A's (71%), B's (20%), C's (4%), D's (2%), and F's (1%).

Course Retention Rates: (See Appendix I)

Journalism course retention rates average 76%, which is typical of courses in the Communications Division; the college as a whole averages 79%. Fall retention rates are higher than spring rates, presenting a need for studying why those rates are lower and what can be done to improve them.

Course Evaluations: (See Appendix J)

Journalism course evaluation averages are higher than the averages of many other YC programs. Overall, Journalism courses average a 4.8 approval rating, suggesting students' level of satisfaction with course content, outcomes and instruction is very high. Typically, the question addressing classroom facilities and equipment brings in the lowest approval number at a 4.4 average.

Course Articulation: (See Appendix K)

Journalism courses articulate well to Arizona universities.

VIII. Student and FTSE Profile

Demographics: (See Appendix L)

Profile:

In the past five years, Journalism students at Yavapai College have typically been white (72%), continuing (82%) students under the age of 25 (79%). They are largely Yavapai County residents (85%), represented by slightly higher percentages of females (62%). Journalism students are pretty evenly split among part-time and full-time students.

Trends:

The population of Journalism students has been getting more ethnically diverse since 2001, with the percentage of ethnic minorities jumping from 14.3% in 2001 to 33.3% in 2005. The current representation of minorities is more closely aligned with the population of Yavapai County and shows a positive move in the right direction.

The gender of Journalism students has moved from being 82% female in 2001 and 2002 to a near 50/50 split in both 2004 and 2005.

The number of Journalism students over the age of 25 increased 6% over the last five years.

Opportunities:

Student populations in the Journalism program who are underrepresented include:

- new and returning students (12.5%)
- students over the age of 25 (27%)
- out-of-state and out-of-county students (20%)

These three populations could be targeted for marketing to increase the visibility of the journalism program and the benefits it offers.

Although progress is being made, more outreach to the Hispanic and Native American populations seems warranted when program representation is compared to the overall representation in Yavapai County.

FTSE: (See Appendix M)

The program shows steady growth, particularly since the creation of the Coordinator of Student Publications position in the fall of 2002, when three Journalism courses were consistently offered and again in the fall of 2004 when a new Journalism course was added.

JRN FTSE					
Term	FY2000-01	FY2001-02	FY2002-03	FY2003-04	FY2004-05
Fall	1.5	3.1	0.8	2.5	4.4
Spring	0.5	2.5	2.5	3.6	4.6
Summer	0.0	0.0	0.0	0.0	0.0
Short	0.0	0.0	0.0	0.0	0.0
OEOE	0.0	0.5	0.4	0.0	0.0
Annualized	1.0	3.2	2.0	3.1	*4.5

*Courses include: JRN prefixes only - Colette also teaches LSC 101T fall and spring semesters adding 2.3 FTSE

Journalism - JRN									
Enrolled				% Growth '03 to '04	Semester FTSE				% Growth '03 to '04
Fall '01	Fall '02	Fall '03	Fall '04		Fall '01	Fall '02	Fall '03	Fall '04	
17	11	12	17	41.7%	3	2	3	4	73.7%

Comparing Census Day (45th day of Instruction)

IX. Budget

Budget Changes:

Fall 2003 (See Appendix N) – major publications budget overhaul

The following budget changes were approved by the Publication Board and the Chief Financial Officer and were put into place in the fall of 2003.

- \$15 payout per story/photo, above monthly stipend, was eliminated
- student staff received smaller monthly stipends
- student staff received more scholarship money and 3 credits per semester
- advertising commissions paid on an earned rate scale rather than a flat 20% (potential for earning is based upon output)
- Assistant Business Manager position was eliminated
- supply budget was decreased
- monies were shifted into accounts where the spending was actually occurring
- printing contract with PNI to be renegotiated yearly and set up with a blanket PO
- publication of the *Verde Voice* was suspended
- payment for prior advisor's consulting was eliminated
- media kits for *Rough Writer* advertising were created
- *Threshold* and *Rough Writer* become more district oriented in their content and inclusion of contributors, thus decreasing the Verde campus budget

Budget Trends:

The budget for student publications has essentially stabilized and increases only in the area of printing, which is a cost beyond the program's control.

The following trends can be traced over the last couple years:

- advertising revenues are increasing each year
\$2,950 in 2003 to \$4,135 in 2004 to \$6,889 in 2005
- advertising revenues have increased in part because the paper has gone from 8 to 12 pages – in an 8 page paper, 4 pages cannot run advertising (front, editorial and photo feature) and in a 12 page paper, the same 4 pages cannot run advertising, leaving 8 pages open for ads
- larger papers attract more readers and more advertisers
- the use of spot color and modular design principles attracts more readers and more advertisers
- the program is becoming more visible and is slowly rising above its turbulent history, as evidenced by the tripling of advertising clients in the last two years
- salaries, commissions and payouts are more in line with a student publication, in which the primary reward is the learning, not the paycheck
- the number of staff has increased, which is necessary to produce a 12 page paper
- the largest *Rough Writer* expenses continue to be student salaries and printing costs (those two items constitute 71% of the total budget)
- FTSE is increasing each year, growing by 73.7% from 2003 to 2004

2005-2006 Budget:

The 2005-2006 allocation is adequate to meet the program's needs, with the notable exception of a \$2,000 reduction in the allocation for printing (**See Appendix O**). The reduction in printing monies will require the *Rough Writer* to reduce the number of issues per year, from 8 to 6, or to reduce the number of pages per issue from 12 to 8. Both options will decrease the advertising revenues by \$1,600 - \$2,700. It is recommended that a minimum of \$5,300 be allocated for the 2005-2006 printing expenses.

The Verde campus budget was reduced by \$2,300, reflecting the movement toward a single, district wide publication. The money remaining will be utilized to hire a Verde student writer, and offer the same scholarship, internship and stipend opportunities the Prescott students receive.

The funding of the student newspaper out of auxiliary funds is a concern and threatens the long-term survival of the student newspaper. Other academic programs are funded out of general funds. Viewing the Journalism program as a total learning package for students, including JRN courses and the student newspaper, requires a paradigm shift which is ultimately reflected in the budget. Please refer to the section on funding in the Recommendations portion of this report.

Student Publications Budget 2001-02 through 2003-04: (See Appendix P)

The budget report reflecting the net effect of operations is for FY 2001-02 through 2003-04. The current budget/spending practices and the current FTSE and advertising revenues should be considered and weighed more heavily since the program has undergone many changes since the creation of the Coordinator of Student Publications position. Below are the projected numbers for FY 2004-05 (Net Effect is \$3,963 less than FY 2003-04):

FY 2004-05	
Operating Revenues:	
Tuition and Fees	\$8,910
Charges for Services	-
Other Revenues	\$6,889
Total Operating Revenues	\$15,799
Operating Expenses:	
Salaries and Benefits	\$65,471
Professional Services	\$6,839
General Supplies	\$475
Scholarships	\$1,522
Travel	-
Misc. - Memberships	\$135
Total Operating Expenses	\$74,443
Direct Operations Summary	\$58,644
*Non-operating Revenues:	
State Aid	\$4,349
Total Non-operating Revenue	\$4,349
Net Effect of Operations	\$54,295

*Does not reflect the 2004-05 figures for Non-operating revenues. Numbers for this portion of the table are from 2003-04.

X. Strengths, Weaknesses, Opportunities and Threats (SWOT)

The SWOT exercise was completed prior to other portions of this report. The SWOT was ultimately used as a springboard for identifying recommendations in Section XI.

Strengths	Measurement/Evidence	Connect to Mission	Connect to Initiatives
<p>I. Publications A. Rough Writer Growing in size and scope</p> <p>Student centered, real world applications (both field and general employment)</p> <p>Variety of learning experiences (advertising, business, writing, photography, interviewing, design, leadership)</p> <p>Utilizes software applications/technology used in the industry</p> <p>Provides valuable community service by supplying an alternative news source to residents of Yavapai County</p> <p>Provides Yavapai College good publicity and visibility in the county by personally involving county residents in the college and its personnel and programs</p> <p>Vital, visible communication tool for YC students, faculty/staff, community</p> <p>Newspaper is a visible, tangible outcomes assessment piece, which the NCA report strongly encouraged</p>	<p>I. Publications A. Rough Writer Number of pages has increased from 8 to 12</p> <p>Number of staff has increased from 5 to 9</p> <p>Advertising revenues have increased from \$2,500 to \$6,889 in four years</p> <p>Newspaper went online in 2005</p> <p>Distributes 4,000 copies</p> <p>Distribution list includes 50 businesses in Prescott and Prescott Valley</p> <p>Distribution to all five campus sites</p> <p>Rough Writer office open from 9-5 M-F and maintains average of 150-200 community, faculty/staff, student contacts per week</p> <p>Community/campus responses increase each year</p>	<p>I. Publications <i>From Vision Statement...</i> “Nurturing open communication and independent inquiry”</p> <p><i>From Community Benefits Statements...</i> “Access to learner centered education and training”</p> <p>“Access to courses, programs and services which instill competencies that lead to employment... and result in better educated workforce.”</p> <p>“Graduates who will be better prepared for citizen participation.”</p> <p>“Educated and informed community leaders.”</p> <p>“The capacity to access information, expertise, technology...”</p> <p><i>From Core Areas/Purposes...</i> Student Learning/Instruction – Hands-on/applied learning is the best teaching/learning practice Basic Skills/Developmental Programs – Journalistic writing/training is excellent training for struggling writers; it teaches interviewing, note-taking, critical thinking, organization, style and grammar,</p>	<p>I. Publications <i>From Strategic Initiatives</i> Expenditure Limitation</p> <ul style="list-style-type: none"> - decreased monies on Verde campus in lieu of a more district based publication - advertising revenues have increased every year - a high quality, reliable publication draws more interest than a publication which is irregular <p>Student Outcome Assessment</p> <ul style="list-style-type: none"> - campus publications are very public and outcome driven enterprises - students are held accountable by a larger audience than one course instructor - JRN courses align well with universities and their offerings - program assessments are aligned to course outcomes <p>Funding District Growth</p> <ul style="list-style-type: none"> - make a more concerted effort to use internal resources <p>Master Plan Completion</p> <p><i>From Strategic Initiatives 2002-2007</i></p>

<p>B. Threshold Growing in size and scope</p> <p>Student centered/ produced</p> <p>Interdisciplinary collaboration involving ART, ENG and JRN</p> <p>Threshold is a visible, tangible outcomes assessment piece, which the NCA report strongly encouraged</p> <p>Well respected, visible component of YC</p>	<p>B. Threshold Writing submissions doubled from 2004 to 2005</p> <p>Writing submissions now come from Verde, Sedona, Chino, PV and Prescott</p> <p>Increased in size from 32 to 40 pages</p> <p>Winner of prestigious Community College Humanities Association National Literary Magazine competition awards in 2003 and 2004</p> <p>85 students were involved in the 2005 magazine</p>	<p>brevity and isolating key information</p> <p>Civic and Cultural Community Service/Lifelong Learning A newspaper is very community minded and constituency based; healthy communities have informed citizens who participate – journalists give a great deal to their communities- higher educational institutions have a long-standing tradition of producing a campus newspaper</p> <p>Economic Development/workfor ce Training Advertising outlet for community businesses and provides students with an authentic look at what newspaper jobs entail</p> <p>Administrative Support Campus publications show the administration's support of open, honest communication</p> <p><i>From Values Statements</i></p> <ul style="list-style-type: none"> - Guide processes of active learning - Student centered learning/education - Open exchange of ideas - Divergent viewpoints - Promotion of tolerance, empathy, sense of community and service - Personal and professional ethics - Serves the people of the region - Reports information 	<ul style="list-style-type: none"> - Enhance college's student centered efforts - Focus college resources to address preparing the residents of Yavapai County for effective participation in democratic processes and public policy decision making - Focus college resources to address preparing residents for emerging opportunities in workforce - Demonstrate internal best practices (communication is key to healthy institutions) - Be responsible stewards of public monies and trust and communicate results to the public
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		to the learning community - Provides and promotes real-world assessments	
II. Journalism Courses Courses show significant and steady FTSE growth Transferability to universities Outcomes geared toward success in transfer and job applicability More course offerings now than ever before Students express high satisfaction with the program Students learn by doing with high accountability and success	II. Journalism Courses 73.7% FTSE growth from '03 to '04 Annualized FTSE increase from 2.0 in '02-'03 to 4.5 in '04-'05 JRN 131 and JRN 150 transfer as direct course equivalencies to NAU, ASU and UA JRN 250 transfers as direct course equivalency to NAU and as departmental electives to ASU and UA JRN 296 transfers as an elective to NAU and UA Course evaluations and retention rates are high (average course evaluation is 4.8) (average retention rate is 76%) 48% of all students who take one JRN course at YC, go on to take another JRN course at YC 40% of all JRN 150 students go on to take JRN 250 at YC	Courses <i>From Vision Statement...</i> “Nurturing open communication and independent inquiry” <i>From Community Benefits Statements...</i> “Access to learner centered education and training” “Access to courses, programs and services which instill competencies that lead to employment... and result in better educated workforce.” “Graduates who will be better prepared for citizen participation.” “Educated and informed community leaders.” “The capacity to access information, expertise, technology...” <i>From Core Areas/Purposes...</i> Student Learning/Instruction Journalism courses transfer well Career/Technical Software programs the students use are the industry standards; journalism jobs are frequently available and exist in every community in the country	Courses <i>From Strategic Initiatives</i> Student Outcome Assessment <ul style="list-style-type: none"> - students are held accountable by a larger audience than one course instructor – course assignments are published - JRN courses align well with universities and their offerings - class assessments are aligned to course outcomes <i>From Strategic Initiatives 2002-2007</i> <ul style="list-style-type: none"> - Enhance college's student centered efforts - Focus college resources to address preparing the residents of Yavapai County for effective participation in democratic processes and public policy decision making - Focus college resources to address preparing residents for emerging opportunities in workforce - Demonstrate

	<p>Three JRN courses offered every Fall and Spring</p> <p>JRN 131 added to course offerings in Fall 2004</p> <p>JRN courses provide skills highly sought by employers – written communication, listening and speaking effectively – Communication skills are ranked in the top three of nearly every employability skills list in every such study conducted</p>	<p><i>From Values Statements</i></p> <ul style="list-style-type: none"> - Practice of disciplined, independent thinkers - Rigor, outcome based, relevancy - Promotes awareness, dialogue, job readiness - Reports information to the learning community and provides ongoing, real-world assessments of performance 	<p>internal best practices (communication is key to healthy institutions)</p> <ul style="list-style-type: none"> - Be responsible stewards of public monies and trust and communicate results to the public
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<p>III. People</p> <p>A. Students Student staffers are highly successful students</p> <p>High percentage of former staffers/interns go into related professions</p> <p>Students contribute to YC community- don't just attend classes</p> <p>Professional behavior- reflects well on the college, provides important service</p> <p>B. Instructor/Advisor Experience with both teaching and coordinating student publications</p> <p>Students are satisfied with the level of instruction and value of learning</p> <p>Full-time position rather than a "club" advisor increases student success, satisfaction, learning, preparedness, accountability and quality of program – ensures applicability between classroom and publications</p>	<p>III. People</p> <p>A. Students Student Rough Writer editors were selected as President's Award recipients in 2004 and 2005</p> <p>Student staffers maintain high GPA's, Honors Program, Phi Theta Kappa</p> <p>RW staffers typically have active roles on their campuses and in their communities</p> <p>Former RW staffers work for the Courier, Chino Valley Review, graphic design firms in Colorado and Phoenix, and run their own freelance businesses in design, photography, and writing/editing</p> <p>B. Instructor/Advisor 18 years experience teaching and coordinating student publications</p> <p>Course evaluations show high satisfaction with the JRN program (average course evaluation is 4.8)</p> <p>Program growth and fiscal improvements since Coordinator's arrival</p> <p>Member of College Media Advisors</p>	<p>III. People Students <i>From Community Benefits Statements</i></p> <p>"Educated and informed community leaders who possess the vision and knowledge to build healthier communities"</p> <p>"Access to courses, programs and services which instill competencies that lead to employment"</p> <p>"Graduates who will be better prepared for citizen participation"</p> <p>"Access to a wide array of cultural opportunities."</p> <p>Instructor/Advisor <i>From Vision Statement</i></p> <p>"Provides high quality convenient and cost-effective learning opportunities..."</p> <p><i>From Community Benefits Statements</i></p> <p>"Learning environments which optimize...supportive learning conditions."</p> <p><i>From Core Areas/Purposes</i></p> <p>"Facilitates transition from or to other educational sectors."</p> <p>"Committed to instructional excellence, professional development, student learning and innovative approaches..."</p>	<p>III. People Students/Advisor <i>From Strategic Initiatives Expenditure Limitation Compliance</i></p> <ul style="list-style-type: none"> - student interns/employees are paid less now than they were four years ago for freelance work and advertising commissions - student compensation includes credits and scholarships <p>Funding District Growth</p> <p><i>From Strategic Initiatives 2002-2007</i></p> <p>"Enhance the college's student centered efforts, seeking to add value to all college programs and services</p> <p>"Target college resources to address preparing residents...for effective participation in democratic processes"</p> <p>"...reflects long-term good for the region."</p> <p>"Seek and develop long-term resourcing."</p>
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	<p>ATF representative for YC</p> <p>Published poet, journalist</p> <p>Chair the Publications Board</p> <p>Anecdotal evidence of faculty/staff's increased satisfaction with the newspaper</p>	<p><i>From Values Statements</i></p> <p>"Instills a passion for learning"</p> <p>"Guide processes of active learning"</p> <p>"Relevant program and course competencies and outcomes"</p> <p>"Regularly assess learning outcomes"</p> <p>"Report regularly to the learning community"</p>	
Weaknesses	Measurement/Evidence	Connect to Mission	Connect to Initiatives
Low FTSE generating program	<p>Class size averages are below class caps</p> <p>Course offerings are limited</p>	<p><i>From Vision Statement</i></p> <p>"Nurturing open communication and independent inquiry..."</p> <p>"We value each individual..."</p> <p>"The measure of success in realizing our vision will be a future in which each member of the college community is able to continue to learn and to serve."</p>	<p><i>From Strategic Initiatives</i></p> <p>Expenditure Limitation Compliance Master Plan Completion Funding District Growth Student Outcomes Assessment</p> <p><i>From Strategic Initiatives 2002-2007</i></p> <ul style="list-style-type: none"> - Enhance the college's student-centered efforts - Target college resources to address preparing the residents...for effective participation in democratic processes <p>"...reflects long-term good for the region."</p>
History /credibility of JRN program has been rocky	Newspaper was shut down by administration in the past	<p><i>From Vision Statements</i></p> <p>"We will meet ever-</p>	<p><i>From Strategic Initiatives</i></p> <p>Expenditure</p>

	<p>Several different advisors over the years</p> <p>Inconsistent offering of JRN courses</p> <p>Multitude of advisor, Publication Board member resignations</p>	<p>greater challenges...”</p> <p>“Nurturing open communication and independent inquiry...”</p> <p>“...our programs and service must be defined by flexibility in our delivery and customization of our learning programs to meet the current and emerging needs of our county.”</p> <p><i>From Community Benefits Statements</i></p> <p>“Programs and services which demonstrate accountability with respect to quality, productivity and the changing needs of the community.”</p>	<p>Limitation Compliance Master Plan Completion Funding District Growth Student Outcomes Assessment</p> <p><i>From Strategic Initiatives 2002-2007</i></p> <ul style="list-style-type: none"> - Enhance the college’s student-centered efforts - Target college resources to address preparing the residents...for effective participation in democratic processes <p>“...reflects long-term good for the region.”</p>
<p>Two year institution presents high turn-over of student staff</p>	<p>Students take JRN courses, receive training and transfer before they have worked for the newspaper for more than one year</p> <p>Staff positions need filled each academic year and the pool of trained applicants is small</p>	<p><i>From Community Benefits Statements</i></p> <p>“Educated and informed community leaders who possess the vision and knowledge to build healthier communities”</p> <p>“Access to courses, programs and services which instill competencies that lead to employment”</p> <p>“Graduates who will be better prepared for citizen participation”</p> <p>“Access to a wide array of cultural opportunities.”</p>	<p><i>From Strategic Initiatives</i></p> <p>Expenditure Limitation Compliance Master Plan Completion Funding District Growth Student Outcomes Assessment</p> <p><i>From Strategic Initiatives 2002-2007</i></p> <ul style="list-style-type: none"> - Enhance the college’s student-centered efforts - Target college resources to address preparing the residents...for effective participation in democratic processes <p>“...reflects long-term good for the region.”</p>

<p>Growth capacity/rate for the program is restricted by limited personnel/resources; it will therefore take time for it to realize its potential</p>	<p>Journalism program consists of a single person.</p> <p>Resources for the program are limited</p> <p>Program Coordinator teaches four classes in addition to advising <i>Rough Writer</i> and editing <i>Threshold</i></p>	<p><i>From Vision Statement</i> “Provides high quality convenient and cost-effective learning opportunities...”</p> <p><i>From Community Benefits Statements</i> “Learning environments which optimize...supportive learning conditions.”</p> <p><i>From Core Areas/Purposes</i> “Facilitates transition from or to other educational sectors.”</p> <p>“Committed to instructional excellence, professional development, student learning and innovative approaches...”</p> <p><i>From Values Statements</i> “Instills a passion for learning”</p> <p>“Guide processes of active learning”</p> <p>“Relevant program and course competencies and outcomes”</p> <p>“Regularly assess learning outcomes”</p> <p><i>“Report regularly to the learning community”</i></p>	<p><i>From Strategic Initiatives 2002-2007</i> “Enhance the college’s student centered efforts, seeking to add value to all college programs and services</p> <p>“Target college resources to address preparing residents...for effective participation in democratic processes”</p> <p>“...reflects long-term good for the region.”</p> <p>“Seek and develop long-term resourcing.”</p>
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Opportunities	Measurement/Evidence	Solutions	Connect to Mission	Connect to Initiatives
Partnerships Journalism program involves many areas of study, so possibilities for interdisciplinary/collaborative opportunities are plentiful A. Partnering with other YC programs B. Partnering with other campuses C. Collaboration with community businesses through advertising	Partnerships Journalism field involves writing/editing, design, photography, computer applications, marketing/business, sales/advertising Design students producing <i>Threshold</i> has been highly successful Including Verde content in the <i>Rough Writer</i> decreased the need for a separate publication, saving \$2,300 per year in printing costs <i>Rough Writer</i> averaged 17 advertising clients per issue in 2004-2005, up from 9 clients per issue in 2003-2004	Partnerships A. Cultivate new partnerships with existing programs e.g. Photography students submit photos for publication in Rough Writer Opinion page content submitted in part by Communication/ Debate students B. Hire Verde writer for Rough Writer C. Continue to market Rough Writer as viable option for reaching a diverse demographic for advertisers Expand advertising contacts to more businesses outside Prescott	Partnerships <i>From Vision Statement</i> “We will meet ever-greater challenges, responsibly serving a region where the traditional exists side-by-side with rapid change.” “Nurturing open communication and independent inquiry...” “...our programs and service must be defined by flexibility in our delivery and customization of our learning programs to meet the current and emerging needs of our county.” <i>From Community Benefits Statements</i> “Access to learner-centered education and training with a wide array of lifelong learning options.” “Programs and services which demonstrate accountability with respect to quality, productivity and the changing needs of the community.” <i>From Values Statements</i> “Guide processes of active learning which seek to integrate rational, creative, emotional, aesthetic, ethical, vocational, physical and social	Partnerships <i>From Strategic Initiatives</i> Funding District Growth Student Outcomes Assessment Master Plan Completion Expenditure Limitation Compliance <i>From Strategic Initiatives 2002-2007</i> Enhance college’s student centered efforts Focus college resources to address preparing the residents of Yavapai County for effective participation in democratic process Focus college resources to address preparing residents for opportunities in workforce Demonstrate internal best practices Communicate to the public

				development.”	<p>“Structure programs and requirements to provide an environment in which the accumulation of knowledge and the practice of disciplined, independent thinking can grow into coherent understanding and reasoned values.”</p> <p>“ ...relevant program and course competencies or outcomes...”</p> <p>“Encourage open inquiry and the open exchange of ideas and divergent views...”</p> <p>“Participate in improving dialogue and building partnerships...”</p> <p>“Offer and maintain strong occupational programs that nurture entrepreneurship and job readiness, and which are responsive to new technologies.”</p>	
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Increasing FTSE	Increasing FTSE	Increasing FTSE	Increasing FTSE	Increasing FTSE
<p>Many opportunities exist for increasing student enrollment in the JRN program</p> <p>A. Getting JRN program courses to “fit” better in AGEC and AAS degree requirements</p> <p>B. Develop flexible course options to reach other campuses</p> <p>C. High School Journalism programs are flourishing in Arizona and across the United States</p> <p>D. Several journalistic areas of study have not been offered at YC</p>	<p>A. Courses which fulfill a degree requirement consistently have higher course enrollments than those that do not (e.g. Media and Society course in LSC format has students on waiting lists, while the JRN format is under enrolled)</p> <p>Anecdotal evidence that some AAS seeking students express dissatisfaction with the relevance of ENG 101 and ENG 102 in their areas of study</p> <p>B. Verde advisors attest to the interest on their campus for JRN courses</p> <p>C. There are currently 178 high school newspapers in Arizona</p>	<p>A. Pursue an investigation of and course of action toward broadening the scope of JRN courses to satisfy AAS degree writing requirements without impeding their transfer status.</p> <p>B. Offer JRN courses in ITV format</p> <p>C. Broaden the geographic area for the annual Rough Writer sponsored High School Newspaper Contest to recruit high school journalists to YC. Build the contest to include an awards ceremony/day of workshops on Prescott campus</p> <p>D. Survey the community interest/need in such course areas as Digital Media, Mass Communications and Broadcast Journalism.</p>	<p><i>From Mission Statement</i> “...provide high quality, convenient and cost-effective learning opportunities...”</p> <p><i>From Vision Statement</i> “We will meet ever-greater challenges, responsibly serving a region where the traditional exists side-by-side with rapid change.”</p> <p>“Nurturing open communication and independent inquiry...”</p> <p>“...our programs and service must be defined by flexibility in our delivery and customization of our learning programs to meet the current and emerging needs of our county.”</p> <p><i>From Community Benefits Statements</i> “Access to learner-centered education and training with a wide array of lifelong learning options.”</p> <p>“Programs and services which demonstrate accountability with respect to quality, productivity and the changing needs of the community.”</p> <p><i>From Values Statements</i> “Guide processes of active</p>	<p>Increasing FTSE</p> <p><i>From Strategic Initiatives</i> Expenditure Limitation Compliance Funding District Growth Student Outcomes Assessment Master Plan Completion</p> <p><i>From Strategic Initiatives 2002-2007</i> Enhance college’s student centered efforts</p> <p>Focus college resources to address preparing the residents of Yavapai County for effective participation in democratic process</p> <p>Focus college resources to address preparing residents for opportunities in workforce</p> <p>Demonstrate internal best practices</p> <p>Communicate to the public</p>

<p>E. Journalism program builds skills and offers learning opportunities relevant to nondegree-seeking/transferring students</p> <p>F. JRN students meet program outcomes with hands-on assessments</p>	<p>D. NAU, ASU and UA all have growing Broadcast, Digital Media, Mass Communication programs</p> <p>E. Evidence of publicity strongly weighted to programs outside degree-seeking/transferring students</p> <p>F. Research shows a high correlation between hands-on learning assessments and increased levels of retention and achievement</p> <p>Employers continually rank communication skills and relevant experience as highly sought after skills for new employees</p>	<p>Survey the interest for a Mass Communication degree.</p> <p>E. Highlight JRN program's qualities that link it to relevant, work-related skills</p> <p>Advertise/market the journalism program more actively</p> <p>F. Continue to offer courses with real-world applications</p>	<p>learning which seek to integrate rational, creative, emotional, aesthetic, ethical, vocational, physical and social development.”</p> <p>“Structure programs and requirements to provide an environment in which the accumulation of knowledge and the practice of disciplined, independent thinking can grow into coherent understanding and reasoned values.”</p> <p>“...relevant program and course competencies or outcomes...”</p> <p>“Encourage open inquiry and the open exchange of ideas and divergent views...”</p> <p>“Participate in improving dialogue and building partnerships...”</p> <p>“Offer and maintain strong occupational programs that nurture entrepreneurship and job readiness, and which are responsive to new technologies.”</p>	
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Threats	Measurement/Evidence	Solutions	Connect to Mission	Connect to Initiatives
Journalism courses currently attract predominantly JRN degree-seeking students, which is a limited pool of people	Anecdotal evidence that JRN students transfer early because YC doesn't offer a complete two-year program in JRN	Collect data on students who declare majors in JRN but transfer early Modify JRN courses to better meet the needs of non-journalism majors	<p>From Vision Statement “Nurturing open communication and independent inquiry”</p> <p>From Community Benefits Statements “Access to learner centered education and training”</p> <p>“Access to courses, programs and services which instill competencies that lead to employment... and result in better educated workforce.”</p> <p>“Graduates who will be better prepared for citizen participation.”</p> <p>“Educated and informed community leaders.”</p> <p>“The capacity to access information, expertise, technology...”</p> <p>From Core Areas/Purposes Student Learning/Instruction Journalism courses transfer well Career/Technical Software programs the students use are the industry standards; journalism jobs are frequently available and exist in every community in the</p>	<p><i>From Strategic Initiatives</i> Expenditure Limitation Compliance Funding District Growth Student Outcomes Assessment</p> <p><i>From Strategic Initiatives 2002-2007</i> Enhance college's student centered efforts</p> <p>Focus college resources to address preparing the residents of Yavapai County for effective participation in democratic process</p> <p>Focus college resources to address preparing residents for opportunities in workforce</p> <p>Demonstrate internal best practices</p> <p>Communicate to the public</p>

			country <i>From Value Statements</i> - Practice of disciplined, independent thinkers - Rigor, outcome based, relevancy - Promotes awareness, dialogue, job readiness - Reports information to the learning community and provides ongoing, real-world assessments of performance	
The Journalism program is funded by Auxiliary funds rather than General funds when it is more of an academic program than a self-sufficient, service program	Other YC academic programs are funded out of the General fund Other YC publications (Threshold) are funded out of General funds	Fund the Journalism Program out of General funds and work to generate more FTSE Seek alternative approaches to funding the <i>Rough Writer</i> – e.g. Financial Aid funds the scholarships Marketing funds the printing Advertising revenues cover supplies, travel, ad commissions and freelance payouts, which remain in the 02 fund	<i>From Mission Statement</i> “...provide high quality, convenient and cost-effective learning opportunities...” <i>From Vision Statement</i> “We will meet ever-greater challenges, responsibly serving a region where the traditional exists side-by-side with rapid change.” “Nurturing open communication and independent inquiry...”	<i>From Strategic Initiatives</i> Expenditure Limitation Compliance Funding District Growth Student Outcomes Assessment <i>From Strategic Initiatives 2002-2007</i> Enhance college’s student centered efforts Focus college resources to address preparing the residents of Yavapai County for effective participation in democratic process Focus college resources to address preparing residents for opportunities in workforce Demonstrate internal

				best practices Communicate to the public
The <i>Rough Writer</i> generates funds from advertising revenues, but those alone cannot cover the costs of an entire academic program	Advertising revenues increased 300% over the last four years, but still cover only 36% of the total <i>Rough Writer</i> expenses	Fund the Journalism Program out of general funds and work to generate more FTSE Pursue alternative rewards for staff members, to decrease salaries Pursue partnerships with other departments for Rough Writer contributions, thus decreasing the need for paid staff Pursue ways to increase JRN course enrollments and FTSE	<p><i>From Mission Statement</i> “...provide high quality, convenient and cost-effective learning opportunities...”</p> <p><i>From Vision Statement</i> “We will meet ever-greater challenges, responsibly serving a region where the traditional exists side-by-side with rapid change.”</p> <p>“Nurturing open communication and independent inquiry...”</p>	<p><i>From Strategic Initiatives</i> Expenditure Limitation Compliance Funding District Growth Student Outcomes Assessment</p> <p><i>From Strategic Initiatives 2002-2007</i> Enhance college’s student centered efforts</p> <p>Focus college resources to address preparing the residents of Yavapai County for effective participation in democratic process</p> <p>Focus college resources to address preparing residents for opportunities in workforce</p> <p>Demonstrate internal best practices Communicate to the public</p>
There is a limited number of suppliers in Yavapai County	Prescott Newspapers, Inc is the only supplier for printing services	Widen the geographic search for printing suppliers when seeking bids for printing contracts	<p><i>From Mission Statement</i> “...provide high quality, convenient and cost-effective learning opportunities...”</p>	<p><i>From Strategic Initiatives</i> Expenditure Limitation Compliance Funding District</p>

	Businesses in rural communities are saturated with requests for support and consequently have limited advertising resources	Continue to market the Rough Writer's unique advertising demographic to local businesses Continue to pursue national advertising contracts Continue to publish a larger newspaper, which is more attractive to local and national advertisers	<p><i>From Vision Statement</i> “We will meet ever-greater challenges, responsibly serving a region where the traditional exists side-by-side with rapid change.”</p> <p>“Nurturing open communication and independent inquiry...”</p>	<p>Growth Student Outcomes Assessment</p> <p><i>From Strategic Initiatives 2002-2007</i> Enhance college's student centered efforts</p> <p>Focus college resources to address preparing the residents of Yavapai County for effective participation in democratic process</p> <p>Focus college resources to address preparing residents for opportunities in workforce</p> <p>Demonstrate internal best practices</p> <p>Communicate to the public</p>
Growth capacity of the Journalism program is limited to the resources and time available from a one person department	<p>Journalism program employs one full-time person – teaching four classes per semester, advising the Rough Writer and editing the Threshold</p> <p>Journalism program is recently a restart-up program with a rocky history to overcome</p>	Allow time for the program to expand, grow and reach its full potential	<p><i>From Mission Statement</i> “...provide high quality, convenient and cost-effective learning opportunities...”</p> <p>From Vision Statement “Nurturing open communication and independent inquiry”</p> <p>From Community Benefits Statements “Access to learner centered education and training”</p>	<p><i>From Strategic Initiatives</i> Expenditure Limitation Compliance Funding District Growth Student Outcomes Assessment</p> <p><i>From Strategic Initiatives 2002-2007</i> Enhance college's student centered efforts</p> <p>Focus college resources</p>

	Program growth has been steady but slow		<p>“Access to courses, programs and services which instill competencies that lead to employment... and result in better educated workforce.”</p> <p>“Graduates who will be better prepared for citizen participation.”</p> <p>“Educated and informed community leaders.”</p> <p>“The capacity to access information, expertise, technology...”</p>	<p>to address preparing the residents of Yavapai County for effective participation in democratic process</p> <p>Focus college resources to address preparing residents for opportunities in workforce</p> <p>Demonstrate internal best practices</p> <p>Communicate to the public</p>
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XI. Recommendations

- The program is serving the college and community needs and should be continued.
(See Appendix Q – current and former student letters)

Justification: The program is showing growth in both its FTSE and its community and school wide interest. The program is meeting both the college mission and its strategic initiatives. The program outcomes focus heavily on the skills of written and oral communication and listening, all of which are cited time and again as the skills most desired by employers.

- The program is growing and should be given adequate time to reach its potential.

Justification: Considering the rocky history of the program and the limitations on its growth capacity, being a one-person operation, it will take time to overcome its weaknesses.

- The Coordinator of Student Publications position should be maintained.

Justification: Course evaluations and retention rates are high, FTSE and other revenues are increasing; in order for the program to reach its potential, the program must be perceived to be a permanent, consistent program with quality offerings and opportunities.

- To facilitate further program growth, success and improvement, the following steps are also recommended:

1. Cultivating Partnerships

- a. partnering with other YC programs and divisions
- b. partnering with other YC campuses and other institutions of higher learning
- c. partnering with local and national businesses through advertising

Justification: Involving more unpaid students in the production of the newspaper will increase student ownership and readership. More student contributors also provide more diversity in the newspaper's content and viewpoints. Involving a larger base of contributors will decrease the need for more hired staff. Growth of the newspaper's size requires more student contributors, so adding more students to the pool of contributors increases the probability of a larger newspaper and more advertising revenues.

The more district wide the newspaper and literary magazine become, the more those publications will represent Yavapai College as a whole. Increased readership of those publications will also generate more interest in the programs that produce them. Eliminating the Verde newspaper will save YC \$2,300 in 2005-06.

Involving other institutions, such as ODU and its professional writing degree, will offer students more options and decrease their need to transfer early to ASU, NAU and UA.

Community business involvement translates to increased advertising revenues and increased community buy-in for the college as a whole.

2. Increasing FTSE

- a. seek ways in which JRN courses can fit into already existing degree programs (e.g. JRN 150 and 250: Beginning and Advanced Newswriting and Reporting fulfilling General Literacy requirements in AAS degrees, as outlined in the May 23, 2005 AAS Degree Requirements meeting; JRN 131: Mass Media in American Society fulfilling AAS General Literacy Requirements and Humanities requirements in AA degrees.) Required courses consistently have larger enrollments than courses which are not required.
- b. survey student interest in a Mass Communications degree
- c. review existing course offerings in English and Communications to see if courses are overlapping with JRN populations; review the possibility of a more contemporary course such as Applied Writing or Applied Communications
- d. offer more flexible course options, such as JRN 131 in an ITV format with Verde
- e. survey student interest in new course offerings in broadcast journalism and advertising/marketing
- f. increase the visibility of the JRN program through increased marketing, including Arizona high schools

Five-year FTSE Projections

	04-05	05-06	06-07	07-08	08-09	09-10
JRN Courses	4.5	5.0	7.6	8.4	11.2	13.2
LSC 101T	2.3	2.3	2.3	2.3	2.3	2.3
TOTAL FTSE	6.8	7.3	9.9	10.7	13.5	15.5

05-06 – increase due to Verde enrollment in ITV JRN 131 spring 06

06-07 – increase due to JRN courses meeting some AAS degree requirements for the first time

07-08 – JRN courses all at “make” registration numbers

08-09 – JRN 131 and 150 at capacity; JRN 250 at 50% capacity

09-10 – all JRN courses at capacity

Justification: As it stands, the JRN program is fulfilling the needs of journalism majors intending to transfer. This is a limited pool of students. Finding ways in which existing JRN courses can fulfill a variety of degree seeking students' requirements will meet both student and JRN program needs. Students will get the skills and degree requirements they need and the JRN program will get the increased student pool it needs to increase enrollments, without compromising the transfer status of those existing courses.

There are many untapped course offerings and curricular options that have never been pursued. With 178 high school newspapers in Arizona, there is a large and thriving pool of high school journalists who would benefit from the quality, cost-effective JRN offerings at YC.

Colette's job duties also include teaching LSC 101T, which brings her total FTSE up to 6.8 for 2004-2005.

3. Changing the way the student newspaper is funded

- b. fund the *Rough Writer* out of the General Fund - maintain consistency within YC programs and the ways in which they're funded (e.g. other academic programs, marketing publications (*YC Today*) and student publications (*Threshold*) are supported with 00 funds, but the *Rough Writer* is supported with 02 funds)

Justification: Advertising alone cannot sustain the entire Journalism program, even with a 300% increase in advertising revenues over the last three years. A paradigm shift must occur in order to view the JRN program and the student newspaper as what they are: an academic program. Student learning is the programs' primary goal; the learning just doesn't happen in the confines of a classroom. Working at the student newspaper is similar to a student teacher finally getting into a classroom, or an agricultural student finally getting a piece of turf to manage. Journalism interns are completing academic requirements while on the job; they gain valuable work experience in their field of interest. In return, the student newspaper provides a direct and valuable service to the college and community. It is a win/win situation, because the students benefit from the hands-on application of their learning, which best practices supports time and again as the most effective learning method, and the college benefits from the exposure it gets from 4,000+ people reading the newspaper every month. In the newspaper itself, the college also has a very tangible outcomes assessment piece, which was identified as an area of Yavapai College's weakness in the 2003 NCA report.

- c. shift some of the funding allocated to *YC Today* into the *Rough Writer* - *YC Today* is supported with 00 funds; it prints 4 to 5 times each year and costs \$18,700 per issue (yearly total = \$93,500) – sorting and bulk mailing costs alone total \$9,800 per issue - The *Rough Writer* prints 8 times each year and costs \$650.00 per printing – there are no distribution expenses

Justification: There is a great deal of duplication in the content of the *Rough Writer* and *YC Today*; in fact, the majority of the content in any given issue of *YC Today* has previously been published in the *Rough Writer*. The college is paying for both publications to disseminate the same information. The *Rough Writer* publishes twice as often as *YC Today*, making the stories timelier when they are read in the *Rough Writer*. *YC Today* is also mailed to county residents, whereby the *Rough Writer's* distribution is free. Eliminating even one *YC Today* issue per year and shifting the funds for that one issue to the *Rough Writer* would cover 100% of the total *Rough Writer* budget.

- d. work with Financial Aid to identify additional scholarship money to be used in student recruitment and program development

Justification: Additional scholarship money could be used to provide a scholarship to a high school senior or returning student interested in the program. Students who write for the newspaper could receive a scholarship to pay for their JRN 296 internship credits, which would cut down on the number of paid reporters the paper would need.

XII. Action Plan

Objective: Strengthen and cultivate partnerships between the Journalism program and other programs.

Activity 1:

1. Meet with Division Assistant Deans and faculty in Photography, Design, Communications and English to brainstorm ways their programs and the Journalism program can mutually benefit.
 - e.g. Photojournalism students submit photos to the *Rough Writer* as a requirement of the course, similar to how Creative Writing instructors now require student submissions to *Threshold*.
 - Forensic and Debate students submit editorial pieces to the *Rough Writer*
 - Composition students submit editorial pieces to the *Rough Writer*
 - Design students create advertisements for real *Rough Writer* clients

Responsibility/Timeline/Resource Allocation:

It will be the responsibility of the Coordinator of Student Publications to initiate, schedule and conduct such meetings.

Meetings with necessary personnel will begin fall 2005 with a completion goal set for spring 2006.

Acceptable curricular changes will follow.

No additional resources are necessary for this objective.

Assessment:

The objective will be successful when some of the photographs, advertisements and editorial content are coming from program students outside of Journalism. Currently, very little content comes from outside the program.

Activity 2:

1. Hire a Verde campus student to contribute Verde content to the *Rough Writer*

Responsibility/Timeline/Resource Allocation:

It will be the responsibility of the Coordinator of Student Publications to post the job listing, network with Verde faculty for potential applicants, interview applicants, supervise the writer and manage the Verde budget.

The job will be posted fall 2005 until filled.

The Verde publication budget already has monies available for the student's scholarship, salary and internship credits. No additional resources are necessary for this objective.

Assessment:

The objective will be successful when a Verde student is supplying reliable, quality content for the Verde page of the newspaper.

Activity 3:

1. Continue to market the *Rough Writer* to local businesses for advertising and increase advertising revenues.
2. Update the Media Kits and redesign to match 2005-06 Masthead.
3. Send Media Kits to national advertisers and the agencies which represent them.

Responsibility/Timeline/Resource Allocation:

It will be the responsibility of the Coordinator of Student Publications to supervise the student advertising sales representatives and student designers. It will be the responsibility of the Production Director to update the Media Kits. It will be the responsibility of the Sales Rep to contact local and national advertisers.

Media Kits will be updated by September 2005.

Contacting potential advertisers is an ongoing responsibility and occurs throughout each month.

Monies for the Media Kits come out of the *Rough Writer* supply budget and is already accounted for in the annual budget.

Assessment:

The objective will be successfully met when advertising revenues increase in the 2005-06 academic year. Thereafter, the objective would be to maintain that level of advertising.

Objective: Increase enrollments in Journalism courses, thereby increasing its FTSE generating capabilities.

Activity 1:

1. Meet with necessary personnel of the AA and AAS degree programs, the Office of Instruction and the Curriculum Committee to seek approval of and placement of JRN 131, 150/250 on the course options list for meeting program General Literacy requirements, as outlined in the May 23, 2005 AAS Degree Requirements meeting; JRN 150 on the Foundation and JRN 131 on the Humanities requirement options list for AA degrees.

Responsibility/Timeline/Resource Allocation:

It will be the responsibility of the Coordinator of Student Publications to initiate, schedule and conduct such meetings.

Meetings with all necessary personnel will begin fall 2005 and continue through spring 2006.

All possible curricular changes will be in place by fall 2007.

No additional resources are necessary for this objective.

Assessment:

The objective will be successful when JRN courses are listed in the course catalogue as fulfilling the above stated requirements and classes are running at full capacity.

Activity 2:

1. Meet with Communications Division Assistant Dean, Office of Instruction, Institutional Research and Communications Division faculty to review student populations of the two programs (e.g. ENG 135/ENG 136 and JRN 150). Discuss the possibilities of cross-listing a course with a focus upon applied writing.

Responsibility/Timeline/Resource Allocation:

It will be the responsibility of the Coordinator of Student Publications to initiate, schedule and conduct such meetings.

Meetings with all necessary personnel will be ongoing in 2005-2006.

All possible curricular changes will be in place by spring 2007.

No additional resources are necessary for this objective.

Assessment:

The objective will be successful when possibilities for shared courses have been examined, and if warranted, when a cross-listed course is available for student registration.

Activity 3:

1. Offer JRN 131 in an ITV format with the Verde campus.

Responsibility/Timeline/Resource Allocation:

It will be the responsibility of the Communications Administrative Assistant to coordinate with Verde Division I Assistant Dean and schedule the course in an ITV format.

JRN will be offered in the ITV format for spring 2006.

No additional resources are necessary for this objective.

Assessment:

The objective will be successful when the JRN 131 course is offered in an ITV format and the course has both Prescott and Verde registrants.

Activity 4:

1. Survey student interest in a Mass Communications degree offered at YC.

Responsibility/Timeline/Resource Allocation:

The Coordinator of Student Publications, Speech Communication faculty and the Communications Division Assistant Dean will work with Institutional Research to conduct the survey.

The survey will be created by fall 2006 and completed by fall 2007

No additional resources are necessary for this objective.

Assessment:

The objective will be successfully met when the results from the survey are tabulated. Necessary steps would be taken, based upon the data.

Activity 5:

1. Increase the visibility of the Journalism program by marketing to Arizona High Schools with newspapers and/or Journalism programs.
2. Continue with the annual High School Newspaper Contest, but broaden the geographic boundaries to include more Arizona counties.
3. Work with Design Services to create a brochure for outlining the benefits of the Journalism program at YC. Mail this brochure to Arizona High Schools with newspapers.

Responsibility/Timeline/Resource Allocation:

The Coordinator of Student Publications will work with Design Services to create the brochure.

The brochure will be mailed to high schools by fall 2007 with the cooperation of the Marketing Department and the Recruitment Coordinator.

A small amount of money, either from Marketing, Repro or Student Publications, would be required for the printing and mailing of 175 brochures each spring.

Assessment:

The objective will be complete if reaching out to Arizona High School seniors interested in Journalism brings in more students each year to the program.

Objective: Increase interest and involvement in the Journalism program.

Activities:

1. All activities for increasing program FTSE would also lend themselves to meeting this objective.
2. Work with Financial Aid to identify additional scholarship money to use in student recruitment and program development.

Responsibility/Timeline/Resource Allocation:

The Coordinator of Student Publications will work with Financial Aid and the Office of Instruction.

If available, journalism scholarships would be available in fall 2006.

Funding for the scholarships would come from Financial Aid allocations, in an amount to be determined, (e.g. \$2,000).

Assessment:

Class enrollments in JRN 150/250 and JRN 131 will be at class break-even numbers (12) by fall of 2007. Once curricular and budget changes are in place, JRN class enrollments will reach class caps by spring 2010.

Objective: Fund the student newspaper and Journalism program out of General Funds.

Activity 1:

Meet with Chief Financial Officer to discuss feasibility, brainstorm options and discuss further steps to change budget funds.

Responsibility/Timeline/Resource Allocation:

It will be the responsibility of the Coordinator of Student Publications to initiate and schedule such a meeting.

Meetings with all necessary personnel will be complete by start of spring 2006.

Necessary changes to budget status will be in effect for FY 2006-2007.

Funding for this switch will need to come from the General Fund, with advertising revenues from the *Rough Writer* being put back into the General Fund.

Some funds for the *Rough Writer* could come from funds previously allocated to Marketing/Office of Public Information for publication and distribution of *YC Today*.

Assessment:

The objective will be successful when the student newspaper is no longer considered as or budgeted like an auxiliary service program.

Appendix A

Rough Writer Staff Positions

Editor:

Duties: The Editor will be responsible for the overall editorial operations of the paper. He/she will work with staff in all phases of the paper's production. He/she will write stories and take photos as needed. He/she will hold weekly staff meetings, work with the Assistant Editor to edit copy and maintain contact with reporters, both on and off staff. He/she will dummy the pages and keep track of where writers and photographers are in the completion of their stories. He/she will be the major source of story ideas and will work most closely with the Advisor to ensure quality and professionalism. He/she will put in a minimum of 10 regular office hours per week, during which he/she will answer phones, address drop-in inquiries, perform editorial and writing duties and phone potential sources. He/she will also maintain filing as pertains to the editorial end of the newspaper's functions. Dummies and other necessary papers will be completed and left in the office for other staff to access.

Compensation: The Editor will receive \$200/month for up to 10 months and will receive a 5 credit scholarship per semester, of which 3 credits are internship at the Rough Writer (JRN 296).

Assistant Editor:

Duties: The Assistant Editor will be responsible for assisting with the overall editorial operations of the paper. He/she will work with staff in all phases of the paper's production. He/she will write stories attend weekly staff meetings and take photos as needed. He/she will work with the Editor to edit copy and maintain contact with reporters, both on and off staff. He/she will assist with dummied pages and keeping track of where writers and photographers are in the completion of their stories. He/she will assist as a source of story ideas and will work closely with the Advisor to ensure quality and professionalism. He/she will put in a minimum of 5 regular office hours per week, during which he/she will answer phones, address drop-in inquiries, perform editorial and writing duties and phone potential sources. He/she will also maintain filing as pertains to the editorial end of the newspaper's functions. Dummies and other necessary papers will be completed and left in the office for other staff to access.

Compensation: The Assistant Editor will receive \$100/month for up to 10 months and will receive a 5 credit scholarship per semester, of which 3 credits are internship at the Rough Writer (JRN 296).

Production Director:

Duties: The Production Director will complete all required production duties for the Rough Writer newspaper. He/she will paste copy and photographs onto the page templates, assist in page design and design in house advertisements. He/she will also assist ad representatives in designing their ads. He/she will create all necessary illustrations for the paper. He/she will design photo essays and other special sections. He/she will attend weekly staff meetings. He/she will put in a minimum of 5 hours per week, during which he/she will perform all production duties and answer phones and address drop-in inquiries as needed. Dummies and other necessary papers will be completed and left in the office for other staff to access.

Compensation: The Production Director will receive \$100/month for up to 10 months and will receive a 5 credit scholarship per semester, of which 3 credits are internship at the Rough Writer (JRN 296).

Photographer:

Duties: The Photographer will take all assigned photos for the newspaper, including news, features, mug shots and sports, as well as enterprise news and feature shots for publication. He/she will photograph, develop, scan, and manipulate all photos for submission. He/she will write cut lines and attend weekly staff meetings. No office hours are required for this position.

Compensation: The Photographer will receive \$125/month (\$100 salary and \$25 for film and supplies) for up to 10 months and will receive a 5 credit scholarship per semester, of which 3 credits are internship at the Rough Writer (JRN 296).

Advertising/Sales Representative:

Duties: The Advertising Representative will work closely with the Business Manager to solicit and sell advertising for the paper. He/she will acquire new ad contracts and maintain old contacts as assigned by the Business Manager. He/she will attend the weekly staff meetings which pertain to advertising. No office hours are required for this position. Duties performed outside of the office will be documented on the supplied time sheet and will be signed by the Advisor on a weekly basis. Dummies, invoices, contracts and other necessary papers will be completed and left in the office for other staff to access.

Compensation: The Advertising Representative will receive \$50/month for up to 10 months. The Ad Rep will earn commission, on an earned rate scale, for all advertisements sold.

Staff Reporter:

Duties: The staff reporter will work closely with the Editor and Assistant Editor in receiving and enterprising story assignments. He/she will write 2-3 stories per month and meet imposed deadlines. He/she will write news, features, sports and editorials as needed. He/she will attend weekly staff meetings. No office hours are required for this position. Duties performed outside of the office will be documented on the supplied time sheet and will be signed by the Advisor on a weekly basis. Necessary papers will be completed and left in the office for other staff to access.

Compensation: The staff reporter will receive \$50/month for up to 10 months and will receive a 3 credit scholarship per semester for the internship at the Rough Writer (JRN 296).

Appendix B (see notebook)

Rough Writer Issues 2000-2005

2000-2001 – Advisor Tim Weideraenders
January and May issues

2001-2002 – Advisor Tim Weideraenders
September and March issues

2002-2003 – Advisor Colette Strassburg
December and May issues

2003-2004 – Advisor Colette Strassburg
December and May issues

2004-2005 – Advisor Colette Strassburg
February and May issues

Appendix C (see notebook)

**Threshold Creative Arts Magazine
2004 and 2005**

2004 – Creative Director, Bonny Stauffer
Editor, Colette Strassburg
Winner CCHA Literary Magazine Competition
third place, South-Western Division

2005 – Creative Director, Bonny Stauffer
Editor, Colette Strassburg

Appendix D

**Threshold Creative Arts Magazine
Community College Humanities Association
National Literary Arts Magazine Contest
Third Place Notification, 2004**



Community College Humanities Association Annual Literary Magazine Competition

2004 Winners

National Winner

Sacramento City College, Sacramento, CA
Faculty Advisors: Tom Miner, Jan Haag and Al Garcia

Divisional Winners

Central

1 st Place	Patterns
2 nd Place	Huron River
3 rd Place	Kamilian
Honorable Mention	Under Construction

St. Clair County Community College, Port Huron, MI
Faculty Advisor: Clifford Johnson
Washtensaw Community College, Brooklyn Park, MN
Faculty Advisor: Tom Zimmerman
Kishwaukee College, Malta, IL
Faculty Advisors: Michael Bennett
North Hennepin Community College, Brooklyn Park, MN
Faculty Advisors: Lance Kiland

Eastern

1 st Place	Moorpark
2 nd Place	Myraid
3 rd Place	Impulse
Honorable Mention	Silk City

Moorpark College, Moorpark, CT
Faculty Advisor: Tracy Tennenhouse, Mart Schulz, Nancy Habermar
Middlesex County College, Edison, NJ
Faculty Advisor: Maria Marshall
Rockland Community College, Suffern, NY
Faculty Advisors: Reamy Jansen
Passaic County Community College, Paterson, NJ
Faculty Advisor: Richard Marranca

Pacific Western

1 st Place	Susurrus
2 nd Place	Licton Springs Review
3 rd Place	Perceptions
Honorable Mention	Spindrifft

Sacramento City College, Sacramento, CA
Faculty Advisors: Al Garcia
North Seattle Community College, Seattle, WA
Faculty Advisor: Tracy Heinlein
Mt. Hood Community College, Gresham, OR
Faculty Advisor: Jonathan Morrow
Shoreline Community College, Shoreline, WA
Faculty Advisor: Gary Parks

Southern

1 st Place	Miambiance
2 nd Place	Tracings
3 rd Place	Seaswells
Honorable Mention	Chestatee Reviews

Miami Dade Community College-Kendall Campus, Miami, FL
Faculty Advisors: Martha Magellan and Ricardo Pau Llosa
Santa Fe Community College, Gainesville, FL
Faculty Advisor: Aliesa Zoccklein
Coastal Georgia Community College, Brunswick, GA
Faculty Advisor: Sharon L. Bartkovich
Gainesville College, Gainesville, GA
Faculty Advisor: Tom Sauret

Southwestern

1 st Place	Sandscrip
2 nd Place	Vortex
3 rd Place	Threshold Creative Arts
Honorable Mention	Almagre

Pima Community College, Tucson, AZ
Faculty Advisor: Tom Speer, Ph D
Scottsdale Community College, Scottsdale, AZ
Faculty Advisor: Sandra Desjardins
Yavapai College, Prescott, AZ
Faculty Advisors: Bonny Stauffer, Colette Strassburg
Coconino Community College, Flagstaff, AZ
Faculty Advisors: Kirstin Squint and Linda Clark

Most Improved Magazine Winner

Facets

Alpena Community College, Alpena, MI
Faculty Advisors: Denise Hill and Laurie Wade

Appendix E

Rough Writer High School Journalism Contest

Contest Rules and Guidelines

Divisions/Entries

Notification Letter

Sample Certificate (see notebook)

2004 Yavapai College/Rough Writer Newspaper High School Journalism Contest

CONTEST RULES AND GUIDELINES

Currently enrolled high school students are invited to enter the Yavapai College/Rough Writer High School Journalism Contest.

1. All schools must enter Division 1 - Sweepstakes.
2. Each school is limited to two entries per Division. One student may submit any or all of the school's allotted entries.
3. Each school is limited to ten Division entries, including Division 1 - Sweepstakes.
4. Deadline - Entries must be mailed with a postmark no later than March 8, 2004.
5. Each entry must have been published in a high school newspaper between Dec. 31, 2002 and Dec. 31, 2003 and must be the work of one student only.

6. Submit the complete page on which the entry appears. Circle in red the entry to be judged. If two entries are on the same page, submit a complete tear sheet for each entry. Note: Photography Divisions require submission of photographic print or digital print and a tear sheet.

7. Staple the official entry form (or copy) to each entry. Entries improperly identified will be disqualified without notification.

8. Each school should submit one entry packet, including (in this order) the school's entry form and student entries in numerical order, by division number. All entries should be placed in a manila folder with the numbers of divisions marked on the outside of the folder.

9. All entries will be judged and returned with comments to schools by May 1, 2004.

2004 Yavapai College/Rough Writer Newspaper High School Journalism Contest

DIVISIONS

Enter up to 10 divisions, including Division 1.

DIVISION 1 - SWEEPSTAKES (STAFF AWARD)

1. Submit a single issue.
2. Entries will be judged for overall excellence, including writing, photography, design, advertising and content.

DIVISION 2 - NEWS STORY

1. May be spot news or in-depth coverage. Subject matter need not relate to school activity. (Enter sports news in sports writing division).
2. Entries will be judged by news story standards. Focus will be given to strong leads, concise writing, strong paragraph beginnings, organization, avoiding editorializing, use of sources and conforming to newspaper style rules.

DIVISION 3 - FEATURE STORY

1. All types of features are eligible. (Enter sports features in sports writing division).
2. Entries will be judged on timeliness, human interest, organization, use of sources, writing style and form appropriate to the story and conforming to newspaper style rules.

DIVISION 4 - SPORTS STORY

1. Enter all types of sports writing in this division - news, features, columns, etc...
2. Entries will be judged on use of active verbs, organization, strong leads, use of sources and conforming to newspaper style rules.

DIVISION 5 - EDITORIAL

1. Must be a single editorial, not a series.
2. Entries will be judged on reader interest, appropriateness, clarity of purpose, structure and effectiveness.

DIVISION 6 - GENERAL COLUMNS

1. Editorial columns, personal columns and humor columns are eligible. Enter 3 columns per writer in this division.
2. Entries will be judged on timeliness, significance of material, suitable handling of the topic, style of writing, appearance and originality.

DIVISION 7 - EDITORIAL CARTOON

1. May be a single cartoon or a cartoon strip.
2. Entries will be judged on originality, reader interest, appropriateness, clarity of purpose and effectiveness.

DIVISION 8 - PHOTOGRAPHY/ NEWS FEATURE

1. Submit the photographic print, or digital print-out, with the tear sheet.
2. Entries will be judged on appropriateness, composition, print quality and interest, but need not picture school event or personnel.

DIVISION 9 - PHOTOGRAPHY/ SPORTS

1. Submit the photographic print, or digital print-out, with the tear sheet.
2. Entries will be judged on appropriateness, composition, print quality and interest, but need not picture school event or personnel.

DIVISION 10 - ADVERTISING

1. A single entry must include 3 separate ads. Student must prepare layout, write copy and sell ad. No business prepared slicks or designs allowed.
2. Entries will be judged on enterprise, quality, reader appeal, display and design and printed reproduction.

DIVISION 11 - SINGLE PAGE LAYOUT

1. Submit a student designed single page from any section of the newspaper.
2. Entries will be judged on appearance, design effectiveness, content placement and principles of good design.

DIVISION 12 - FACING PAGE LAYOUT

1. Submit any two facing pages, designed by a student, from any section of the newspaper.
2. Entries will be judged on appearance, design effectiveness, content placement and principles of good design.

DIVISION 13 - FRONT PAGE

1. Submit a front page from any issue between Dec. 31, 2002-Dec. 31, 2003.
2. Entries will be judged on principles of good design, story selection and content, masthead/flag and appearance.

DIVISION 14 - HEADLINE WRITING

1. Submit five staff written headlines. Submit one headline from each of the following sections: news, feature, editorial, sports and one of choice.
2. Entries will be judged on appropriateness and effectiveness. Submit entire story with headlines.



Congratulations to your publication and the individual staff members who won awards in the 2004 Yavapai College/ *Rough Writer* High School Journalism Contest.

Your entries were reviewed by editors of the *Rough Writer* newspaper and by Yavapai College journalism instructors. Thank you for the opportunity to see your work. It is encouraging to see such a depth of talent. High school newspapers are clearly alive and doing well in Arizona.

The Sweepstakes winners are:

First Place – *The Badger*, Prescott High School, Prescott (179 points)

Second Place – *Horizon Highlights*, Horizon High School, Scottsdale (175 points)

Third Place – *Highland Sun*, Highland High School, Gilbert (172 points)

Keep up the good work,

Colette Strassburg
Coordinator of Student Publications
Yavapai College – Prescott Campus
colette_strassburg@yc.edu

Appendix F (see notebook)
Course Outlines
Course Syllabi
Course Calendars

JRN 131 Mass Media in American Society
JRN 150 Newswriting and Reporting
JRN 250 Advanced Newswriting and Reporting
JRN 296 Journalism Internship

Appendix G (see notebook)
Studies – Employability Skills

Top Skills and Values – Randall S. Hansen, Ph.D and
Katharine Hansen

Job Outlook Survey – University of St. Thomas

Dreaming of a Big Paycheck – by Sara Falwell,
University of Iowa

What Qualities and Skills are Employers Looking For? –
Career Development Programme, University of Wales

Success on the Job – ICPAC Infoseries IS- 82

Appendix H, I, J and K

H – Journalism Grade Distribution

2000 - 2005

I – Journalism Course Attrition Summary Retention Rates

2001 - 2005

J – Journalism Course Evaluations (see notebook)

2002 – 2005

(information supplied by Institutional Research)

K – Journalism Course Equivalency Guide

2005-2006

(information supplied by aztransfer.org)

**JRN Grade
Distribution
Summary**

Grades	A	B	C	D	F	G	I	P	S	U	V	X	W	We	TOTAL
Year 2000-2001	14	1										7	18		40
Year 2001-2002	21	10	1									7	16		55
Year 2002-2003	19	2	1		1							11	9		43
Year 2003-2004	20	4	1	1								3	11	1	41
Year 2004-2005	11	8	1	1								5	2		28

A, B, C, D, F =
Traditional letter grades
G, P = Course in
progress, I = Incomplete
S = Satisfactory, U =
Unsatisfactory, V =
Enrichment
X = Drop, W =
Withdrawal (regular)
We = Withdrawal
(enrichment)

**COURSE
ATTRITION
SUMMARY**

Courses:

JRN

TERM	COUNT	CREDITS	ENROLL	DROPPED	WITHDREW	CURRENT
SPRING 2001	1 Courses Total	1	7	0	2	5
FALL 2001	5 Courses Total	12	28	7	6	15
SPRING 2002	8 Courses Total	18	27	0	10	17
FALL 2002	7 Courses Total	16	19	7	1	11
SPRING 2003	5 Courses Total	12	24	4	8	12
FALL 2003	3 Courses Total	8	16	0	5	11
SPRING 2004	4 Courses Total	12	25	3	7	15
FALL 2004	4 Courses Total	12	28	5	2	21
SPRING 2005	4 Courses Total	12	30	4	8	18

SPRING 2001	Retention	71%
FALL 2001	Retention	71%
SPRING 2002	Retention	63%
FALL 2002	Retention	92%
SPRING 2003	Retention	60%
FALL 2003	Retention	69%
SPRING 2004	Retention	68%
FALL 2004	Retention	91%
SPRING 2005	Retention	69%

Retention is
calculated as:

Current
Headcount /
(Enrolled -
Dropped)

CEG 2005-06

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Yavapai College

6 Matches Found

Course ▾	ASU ▾	NAU ▾	UA ▾
JRN 107 (1) <i>APPLIED JOURNALISM</i>	JMC Departmental Elective	Elective Credit	JOUR Departmental Elective
JRN 131 (3) <i>MASS MEDIA IN AMERICAN SOCIETY</i>	MCO 120 also satisfies: Social and Behavioral Sciences (SB)	JLS 200	JOUR151
JRN 150 (3) <i>NEWSWRITING AND REPORTING</i>	JMC 201	JLS 131	JOUR205
JRN 250 (3) <i>ADVANCED NEWSWRITING AND REPO</i>	JMC Departmental Elective	JLS 231	JOUR Departmental Elective
JRN 296 (3) <i>INTERNSHIP: JOURNALISM</i>	Non Transferable	Elective Credit	AIEX Departmental Elective
JRN 299 (1) <i>INDEPENDENT STUDY JOURNALISM</i>	Non Transferable	Elective Credit	Non Transferable

Appendix L and M

L – Journalism Program Demographics
2001 - 2005

M – Journalism FTSE
2000 - 2005

(information supplied by Institutional Research)

**JRN PROGRAM
DEMOGRAPHICS**

SEX	2001 SPRING		2002 SPRING		2003 SPRING		2004 SPRING		2005 SPRING	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Female	5	71.4%	13	92.9%	9	60.0%	7	41.2%	10	47.6%
Male	2	28.6%	1	7.1%	6	40.0%	10	58.8%	11	52.4%
Not Reported										
Total	7	100.0%	14	100.0%	15	100.0%	17	100.0%	21	100.0%

ETHNIC	2001 SPRING		2002 SPRING		2003 SPRING		2004 SPRING		2005 SPRING	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Non-Resident Alien										
Black, non-Hispanic									1	4.8%
Native American										
Asian							1	5.9%		
Hispanic					1	6.7%	1	5.9%	4	19.0%
White	6	85.7%	9	64.3%	11	73.3%	12	70.6%	14	66.7%
Other	1	14.3%	5	35.7%	3	20.0%	3	17.6%	2	9.5%
Not Reported										
Total	7	100.0%	14	100.0%	15	100.0%	17	100.0%	21	100.0%

RESIDENCE	2001 SPRING		2002 SPRING		2003 SPRING		2004 SPRING		2005 SPRING	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Yavapai County	7	100.0%	12	85.7%	12	80.0%	15	88.2%	15	71.4%
Other AZ County					2	13.3%			3	14.3%
Out of State			2	14.3%	1	6.7%	2	11.8%	3	14.3%
Out of Country										
Not Reported										
Total	7	100.0%	14	100.0%	15	100.0%	17	100.0%	21	100.0%

RETURN STATUS	2001 SPRING		2002 SPRING		2003 SPRING		2004 SPRING		2005 SPRING	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Continuing	6	85.7%	11	78.6%	12	80.0%	15	88.2%	17	81.0%
Returning	1	14.3%	1	7.1%	3	20.0%	2	11.8%	2	9.5%
New			2	14.3%					2	9.5%
Total	7	100.0%	14	100.0%	15	100.0%	17	100.0%	21	100.0%

LOAD	2001 SPRING		2002 SPRING		2003 SPRING		2004 SPRING		2005 SPRING	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Part-Time	4	57.1%	7	50.0%	5	33.3%	9	52.9%	13	61.9%
Full-Time	3	42.9%	7	50.0%	10	66.7%	8	47.1%	8	38.1%
Total	7	100.0%	14	100.0%	15	100.0%	17	100.0%	21	100.0%

AGE	2001 SPRING		2002 SPRING		2003 SPRING		2004 SPRING		2005 SPRING	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Under 20	2	28.6%	7	50.0%	7	46.7%	3	17.6%	8	38.1%
20 to 24	3	42.9%	5	35.7%	7	46.7%	8	47.1%	9	42.9%
25 to 29			1	7.1%			3	17.6%	1	4.8%
30 to 39	1	14.3%			1	6.7%	1	5.9%	1	4.8%
40 to 49			1	7.1%			1	5.9%	1	4.8%
50 to 59	1	14.3%					1	5.9%	1	4.8%
60 and over										
Not Reported										
Total	7	100.0%	14	100.0%	15	100.0%	17	100.0%	21	100.0%

JRN FTSE

Term	FY2000-01	FY2001-02	FY2002-03	FY2003-04	FY2004-05
Fall	1.5	3.1	0.8	2.5	4.4
Spring	0.5	2.5	2.5	3.6	4.6
Summer	0.0	0.0	0.0	0.0	0.0
Short	0.0	0.0	0.0	0.0	0.0
OEOE	0.0	0.5	0.4	0.0	0.0
Annualized	1.0	3.2	2.0	3.1	4.5

Courses include:
JRN

Appendix N (see notebook)

Budget Proposal for Changes – as presented to the
Publications Advisory Board in Spring 2003

Appendix O

Letter Expressing Concerns Over Third Iteration Budget Cuts
for 2005-2006

To: Bob Lynch, Paul Kessel, Annie Goodell

Re: Third Iteration Budget Cuts 2005-06

From: Colette Strassburg, Coordinator of Student Publications

5/1/05

I am submitting my third budget iteration, which reflects the budget cuts for 2005-06. I am not making any changes on the greenbar because the Journalism Program is currently under a program review; I would like to include this letter, though, as documentation of the problems the student newspaper will face if the printing budget remains at \$4,300.00.

Based upon historic spending over the last four years, the \$4,300.00 allotted would be sufficient to print an 8 page, monthly newspaper, provided the cost for such printing does not go up in 2005-06; however, we no longer print an 8 page paper. The \$4,300 falls at least \$1,200.00 short of the total printing costs for the 2004-2005 contract (please see attached invoices and blanket PO). It would fall at least \$1,200.00 short for the 2005-06 contract as well. Prescott Newspapers, Inc (PNI) is our only supplier for printing and they set the costs, which have typically gone up 2%-8% each year.

The printing costs rose for this 2004-05 year because we have gone from an 8 page to a 12 page paper and PNI's rates have also increased. Aside from the fact that a larger newspaper offers more content for the students, staff and community, it also provides a larger revenue base. When the Rough Writer ran 8 pages, it typically brought in about \$4,000 in ad revenues and cost \$4,000 to print. When it grew to a 12 page publication this year, it will see the ad revenues rise to nearly \$6,500 and cost \$5,200 to print. The increased ad revenues from a 12 page publication give the newspaper greater long-term potential for growth and earnings. The increased ad revenues will more than cover the \$2,000 cut from our printing budget in the third iteration (acct # 10-02-6071-000-5296).

With only \$4,300 for printing, the newspaper will be forced to either decrease the number of publications per year, from 8 issues to 6 issues, or return to the 8 page format. Either way, the advertising revenues will also decrease.

My goal is to bring in enough advertising revenue, each year, to cover the costs of the newspaper's printing. So far, we have been able to do this. I would like to see at least \$5,500 budgeted in the printing account, provided PNI does not increase its rates. If PNI does charge more for printing this year, I would like to see that amount in our printing account for 2005-06.

Thank You,

Colette Strassburg

Appendix P

Student Publications Operating Expenses/Revenues, FY 2001-02 through 2003-04
(information supplied by Bob Lynch)

Student Publications
FY 2001-02 Through FY 2003-04

	<u>FY 2001-02</u>	<u>FY 2002-03</u>	<u>FY 2003-04</u>	<u>Total</u>
Operating Revenues:				
Tuition and Fees	\$-	\$1,860	\$3,534	\$5,394
Charges for Services	-	-	-	-
Other Revenues	11,932	4,344	4,132	20,408
Total Operating Revenues	11,932	6,204	7,666	25,802
Operating Expenses:				
Salaries and Benefits	9,363	52,509	63,024	124,896
Professional Services	18,993	7,893	4,703	31,589
General Supplies	230	1,924	986	3,140
Scholarships	1,663	1,023	1,216	3,902
Travel	100	176	344	620
Miscellaneous	361	40	-	401
Total Operating Expenses	30,710	63,565	70,273	164,548
Direct Operations Summary	(18,778)	(57,361)	(62,607)	(138,746)
Non-operating Revenues:				
State Aid	-	2,819	4,349	7,168
Total Non-operating Revenue	-	2,819	4,349	7,168
Net Effect of Operations	\$(18,778)	\$(54,542)	\$(58,258)	\$(131,578)

Appendix Q

Letters in Support of Journalism Program
(present and former students)

Erica Ryberg – Rough Writer reporter, spring 2005
JRN 250 student, spring 2005

Rachelle Bump – Rough Writer Associate Editor, 2000-2002
JRN 107, 150 student, 2000-2001

Sera Gray – Rough Writer Editor, 2002-2003
JRN 107, 150, 250 student, 2001-2002

Amanda Fenton – Rough Writer Associate Editor, 2002-2003
JRN 150/250 student, 2001-2002

Joe Pangburn – Rough Writer Associate Editor, 2004-2005
JRN 131, 150, 250 student, 2003-2004

May 12, 2005

Program Review Committee
Yavapai College
1100 E Sheldon Prescott, AZ 86301

To the Ladies and Gentlemen of the Program Review Committee:

As a returning alumna, following the modern pattern of having numerous careers in my lifetime, it gladdened my heart to access the Journalism program at Yavapai College. In the three months since starting the program, I've had numerous articles published, some in the Rough Writer, and have made much of my income from my writing.

According to Governing Board Member and Spokesperson Donna Michaels, part of the mission of Yavapai College is to provide members of our community with skills and allow them to work in our community. "We have a tremendous need to provide skills that will enable our students to apply them in the work setting and to stay in Yavapai county. Folks who need retraining, who are entering new careers, go to community colleges for workforce development. We now have a younger population, who have terrific challenges in finding employment," says Michaels.

In the tri-city area, Rough Writer-trained reporters fill slots at the newspapers that serve our area, such as Rachelle Bump at the Courier, and Andrew Draper, who until recently, served as editor of the Chino Valley Review.

The paper gives consistent training under the conscientious mentorship of Collette Strassburg, an instructor who makes herself available to all of us whenever we need her. Unlike other local student newspapers, editors at the Rough Writer receive a full year of internship, resulting in a publication with consistently professional content and copyediting and layout.

The bottom line is that the Rough Writer and journalism program at Yavapai college cleave to the college's stated mission of bringing academic excellence and vocational training to my hometown, Prescott, Arizona.

Thank you,

Erica Ryberg

Program Review Committee:

May 25, 2005

My name is Rachelle Bump and I have been a reporter with The Daily Courier for more than three years. I understand you are reviewing The Rough Writer newspaper and the journalism program at Yavapai College to see what kind of affect they have on students. I started attending Yavapai College after I graduated from Prescott High School in 1997. After exploring many different areas of study, I decided on my career after taking one journalism class at YC. It was during that class I met some of the staff from The Rough Writer and decided to submit my first article. It was the first time I had ever seen my name in print, and it was so exciting for me. I did some freelance work for the newspaper during that semester and then worked as a reporter on the staff during the next semester. People always say you can learn as much as possible in a classroom, but the real experience comes from doing the work. I learned how to write articles and began to understand the way a newspaper is operated by reading my textbooks and doing homework, but it was much different working for The Rough Writer.

After my second semester, I became the Associate Editor of The Rough Writer. I had already gained a lot of beneficial experience writing for the paper, but having an editorial position taught me the kinds of responsibilities that are involved with putting out a newspaper. My experience over that next year was invaluable because I learned everything there is to know about working for a newspaper, from advertising, to photography, to laying out the paper. I also got a lot of experience conducting interviews, which is what you spend a lot of your time doing as a reporter. These are all things I never could have learned sitting in a classroom.

I continued my education at Old Dominion University and received my degree in Communications. I worked at The Rough Writer until I graduated, and two months later, I applied for a reporter position at The Daily Courier and was hired. I cannot tell you enough how much invaluable experience I gained at The Rough Writer, and I know my experience there led me to the career I currently have.

I hope this letter helps you with your decision to keep The Rough Writer newspaper alive at the college. It truly does give students who are interested in becoming a journalist the hands-on experience they need, as well as a true understanding of the way a newspaper is operated.

Thank you for your time.

Sincerely,

Rachelle Bump

May 17, 2005

To the Institutional Review Board:

I am writing this letter in support of the journalism program at Yavapai Community College as well as the Student Publications, including the Rough Writer student newspaper.

I am a former editor of the Rough Writer student newspaper. Before I became the editor, I was a contributing writer. My time at the Rough Writer was undoubtedly one of the most important aspects of my college career thus far. The hands-on experience of meeting deadlines, working with staff, and completing the finished product was invaluable to me.

I learned skills such as leadership, time management, patience, integrity, and listening to the needs of others. I truly learned how to be assertive and became comfortable in my leadership position. I learned how to write clearly and concisely, skills that have served me well in each college classroom I set foot in, as well as in my current job as a caseworker in a social service agency.

Because of my experience as Editor of the Rough Writer, I was able to get a job as the Opinion/Editorial Editor at the Lumberjack, Northern Arizona University's student newspaper. This, in turn, gave me more professional experience and it also paid for my tuition. My time at the Rough Writer set me up for success. I was under the leadership and guidance of Colette Strassburg. She taught me so much about journalism and the "real world." I would not trade that experience for anything.

I strongly urge you to keep the Rough Writer and the journalism program at Yavapai Community College. Without a student newspaper and without the journalism program, the college will suffer. The students will have no voice, and they will be missing out on incredible opportunities. Many students were involved with the Rough Writer newspaper even if they were not journalism majors. These students learned the importance of working in a team environment. The skills that are learned in that newspaper office and in the journalism classrooms are skills that help students to excel in life. I ask that you not take this away from students. It would be a great disservice.

Sincerely,

A handwritten signature in black ink, reading "Sera B. Goldsmith". The signature is fluid and cursive, with the first name "Sera" and last name "Goldsmith" clearly legible.

Sera B. Goldsmith

05/18/05

Dear Program Review Committee,

As former Associate Editor of the Roughwriter, I was shocked to hear of the possibility that you were considering elimination of the Journalism program at Yavapai College. In the five years that I have spent attending Yavapai, I have never had a more enjoyable or educational year than the year I spent as an intern in the newspaper office. The internship I was granted gave me an invaluable opportunity to learn firsthand the ins and outs of the business I was planning on pursuing. It also gave me outlet through which to speak my mind, and taught me to speak it well so that it would be appreciated and understood. Countless alternatives for firsthand learning were available while I interned at the office – those that I accepted included editing, reporting, feature writing, advertising and distribution duties. No other program that I have been involved in has offered so many options for advancement in knowledge of a given subject. It was of enormous significance to me both academically and personally.

Prior to working in the Roughwriter office, I studied Newswriting I under the instruction of Julia Watson-Frandsen. I quickly learned that this was a very advanced writing course, through which a great amount of information as well as an increased appreciation for careers in news media could be gained. It was through the guidance of my instructor, Julia, that I first become aware of the opportunity to apply for a position at the student newspaper.

I feel it would not be right to speak so highly of the Journalism program without mention of Advisor Colette Strassburg. When I first began my internship at the Roughwriter office, I had no idea what to expect of our new advisor. I expected her to commandeer our every venture and limit the freedom we had to express ourselves. Almost immediately, she proved me wrong. Colette's demeanor is extremely professional, and her constantly encouraging attitude was an inspiration to me, as well as the rest of the staff. I learned a great deal from her, and was fortunate to have such a teacher. I continue to hold her in very high regard, and consider her to be one of the finest instructors I have had at this school.

Throughout my years of varied studies at Yavapai, I have never met students or instructors more supportive, inspiring or professional than those I have met through classes I have taken in Newswriting/Journalism and in the Roughwriter news office. The loss of either of these programs would be a devastating blow to the school. I urge you to reconsider this decision to eliminate the Journalism program.

Sincerely,

A handwritten signature in black ink that reads "Amanda Fenton". The script is fluid and cursive, with the first letters of each word being capitalized and prominent.

Amanda Fenton

05/12/05

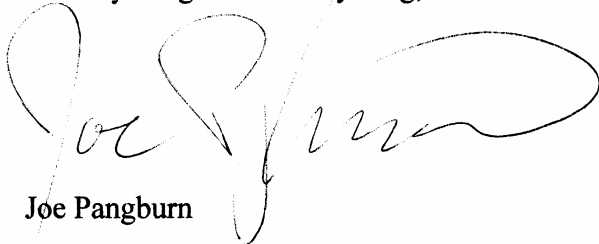
Colette,

A year ago this week, I had finished Journalism 150 and was excited to begin my new position as the associate editor of the Rough Writer. Newspapers and journalism fascinated me then; just as they continue to capture my interest still today. This May brings a bittersweet end to the school year. I am moving on, getting married and starting a new chapter in my life; however, at the same time, I am sad to leave.

I greatly enjoyed learning from you the last year and a half. Thank you very much for all that you taught me and for putting up with all my questions. I know that there is always more to learn; but I have learned so much and I feel that you have given me a great start in the world of professional writing and editing. You are a wealth of knowledge and a great asset to the students who take classes from you and to the staff of the newspaper.

I wish you nothing but the best for next year's paper and in all that you do. You have greatly impacted my life and my effect I will have on the world. I am better equipped to do what I love: write and edit. I hope that future students will realize what a great teacher and asset you are for them and take full advantage of the knowledge you share.

Thank you again for everything; I will never forget it.

A handwritten signature in black ink, appearing to read "Joe Pangburn", with a large, sweeping loop at the end.

Joe Pangburn