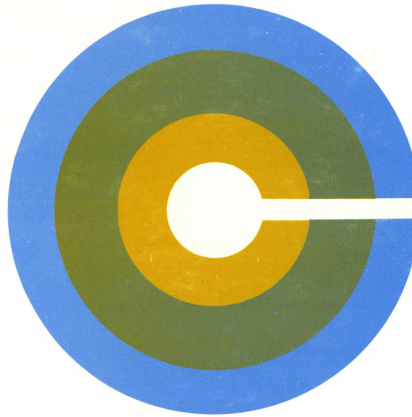


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REPORT
on the
PROGRAM REVIEW
of the
COMMUNICATIONS MEDIA PROGRAM



Cariboo College

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REPORT
on the
PROGRAM REVIEW
of the
COMMUNICATIONS MEDIA PROGRAM

OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION

JANUARY, 1990

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SUMMARY

Although the Cariboo College Communications Media Program has existed in its current format for 17 years, it has become something of a "forgotten" entity, and has languished while other more recently established technology-based programs, such as Computer Aided Design and Drafting and Digital Art and Design, have flourished. Enrolment has never been its problem: its ratio of applicants to places has averaged 3:2 over the last five years. However, its facilities have not been upgraded to accommodate the 50% increase in intake it experienced in the late 1970's and early 80's, nor have its annual capital funding allocations allowed it to stay abreast of the rapid technological changes in the media field over the last two decades. As important, the fact that it has, since inception, been a one-instructor program (with two-thirds of its courses taught by part-time instructors or those belonging to other departments) has impeded program cohesion and curriculum development. Merely surviving from year to year has taken its toll and precluded any major stock-taking of the relevance of the program and its curriculum.

The Evaluation Committee urges that CMMD undertake a major overhaul of its objectives, admission standards, program design, and curriculum, and expresses the hope that, stemming from this reconstruction, additional staffing and appropriate funding and facilities will be made available to support and house the revised program. But the most crucial decision to be made concerns program length: should CMMD continue in an eight-month format, or move to an extended format of anything up to two years (four semesters)? Only after the CMMD Advisory Committee and faculty, the Vice President, Instruction, and the Dean, Arts and Education, have reached a decision on this issue can the other major recommendations made by the CMMD Evaluation Committee be expedited.

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THE PROGRAM EVALUATION COMMITTEE

(December 11 & 12, 1989)

COMMITTEE CHAIRPERSON

Larry Prins
Chairperson,
Allied Health Programs

FACULTY REPRESENTATIVE

Stan Bennett
Chairperson,
Adult Basic Education

EXTERNAL REPRESENTATIVE

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PROGRAM RESOURCE PERSON

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Instructor,
Broadcast Journalism

PROGRAM REVIEW CO-ORDINATOR

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Co-ordinator,
Institutional Research
& Evaluation

FOR THE DIVISIONAL DEAN

Bo Hansen
Associate Dean,
Arts & Education

**INSTITUTIONAL RESEARCH &
EVALUATION CLERK**

Carol Davy

INTRODUCTION

The Program Review process was undertaken for the Communications Media Program over the period June through November, 1989. Initial data were solicited from the CMMD program co-ordinator on June 5, 1989. Former student surveys were mailed July 28, with a second letter on August 21. Local non-respondents were contacted telephonically from August 22 on. Questionnaires were mailed to employers on August 25, with a second mailing on October 3, and telephonic follow-up on October 23. Advisory Committee members were contacted on August 29, with a telephonic check on September 28. Faculty surveys were distributed on November 3, and current students were administered the survey on November 9. The cut-off date for all responses was November 21. The CMMD Program Evaluation Committee met to deliberate on and analyze the data on December 11 & 12, 1989.

BACKGROUND

The Communications Media Program at Cariboo College has been in existence since 1970, starting out as a one-year Journalism certificate program. The program prepared students for employment as beginner newspaper journalists, with the possibility of employment at radio and TV stations. In 1973, the one-year certificate Communications Media Program superseded the Journalism Program. Its more comprehensive curriculum aimed, and still aims, "to develop the skills used in journalism and print production and in program and commercial production in radio and television". Except for the introduction of the training newspaper, The 210 Express (1975), the accessing of Kamloops Cablenet studios for television production (1977), and the establishment of a radio station (1978), the program structure and curriculum have remained largely unchanged over the last 15 years. One change was the strengthening of admissions requirements were strengthened in 1978 from a C to a C+ in English 12 (or LPI 26/60 or Level 3 minimum), with the additional recommendation that Geography, History or Western Civilization 12 be completed.

Although the Communications Media Program is not the only one in the Province -- V.C.C. (Langara) and Kwantlen offer two- and one-year programs respectively in Journalism, and BCIT offers two-year programs in Broadcast Journalism and Broadcast Communications -- it is unique in format, being the only eight-month program offering a combination of broadcast and print journalism and production.

DISCUSSION OF QUESTIONNAIRE RESPONSES

1. Advisory Committee Survey:

Of nine Communications Media Program Advisory Committee members surveyed, six responded for a return rate of 67%. Normally, Advisory Committee response rates are closer to 100%.

2. Employer Survey:

Of 31 employers surveyed, 18 responded for a return rate of 58%. This is a reasonable return, from which valid conclusions may be drawn.

3. Current Student Survey:

The current CMMD class has 20 enrollees, full and part-time. Of these, 15 were surveyed on November 9, for a response rate of 75%.

4. Former Student Survey:

Of 93 former students surveyed, 43 responded for a response rate of 46%. This is a particularly good response rate for former students, and surpasses the previous former student response rate record of 43% held by Medical Laboratory Technology and Recreation Management (April, 1988).

5. Faculty Survey:

All seven faculty members surveyed responded for a response rate of 100%.

SUMMARY OF QUESTIONNAIRE DATA

The following trends were detected in the questionnaire data:

Advisory Committee Survey

Six of the nine Advisory Committee responded and felt CMMD provided a good overview of Print and Broadcast Journalism. The Advisory Committee commented on the following areas:

- the need to re-evaluate program objectives in light of current trends in the field;
- the need for more regular meetings;
- the need for more liaison with the media industry;
- CMMD graduates' lack of written and oral skills;
- concern about admission standards;
- concern about level of funding;
- concern about graduates not finding suitable employment in the field;
- concern about length of program;
- the need for instructors to return periodically to the field.

Employer Survey

Eighteen of 31 employers responded. Many employers feel that Cariboo graduates have potential and a willingness to learn. However, employers suggested improvement in the following areas:

- liaison between program and potential employers;
- competency of graduates in English skills;
- the brevity and shallowness of the program: too general to turn out well-trained graduates;
- program should be two years in length.

Former Student Survey

Former students had high praise for the faculty involved in the program. They commented on the following areas:

- the program is too short and broad-based and should be increased to two years; (however, a few respondents were attracted by the program's shortness);
- inadequate facilities and equipment in all areas of the program;
- many felt Political Science 111/121 was inappropriate;
- they expressed a need for specialization, particularly in the second semester.

Faculty Survey

The faculty seem to operate in isolation from one another, from their Chairperson, and from their Administration. The suggested areas of improvement are:

- better communication -- laterally and vertically;
- equipment and facilities should be upgraded;
- articulation with other similar programs in other colleges;
- entrance requirements are too low;
- program needs to be lengthened.

Current Student Survey

Fifteen of 20 responded. Current students were most concerned about equipment and facilities. These concerns are the same as those voiced by other groups polled.

TABULAR SUMMARY OF QUESTIONNAIRE DATA

Communications Media Program

The categories and quantities of responses are tabled below:

Recipient	# Sent	# Completed and Returned	% Return
Advisory Committee	9	6	67%
Employer	31	18	58%
Former Students	93	43	46%
Faculty	7	7	100%
Current Students	20	15	75%
TOTAL	160	89	56%
Former Students Returned by Post Office (all years)		8	
Former Student Non-Respondents		42	

As at November 21, 1989

ADMISSIONS DATA AND PERFORMANCE STATISTICS

Admission Requirements:

a) Educational Requirements

- 1) B.C. Grade 12 or equivalent
- 2) Basic typing speed - 30 w.p.m.
- 3) B.C. Geography 12 or History 12 or Western Civilization 12 strongly recommended
- 4) B.C. English 12 or equivalent: C+ minimum grade. 26/60 (Level 3) on composition section of LPI; or completion of English 020

b) General Requirements

- 1) Orientation session with instructor.
- 2) Letter from media executive or other qualified person indicating that applicant is familiar with communications media as a career, including day-to-day operations in the field.
- 3) Applicants should be fit enough to work effectively carrying heavy portable video equipment.

Program Capacity/Program Demand Over Past Five Years:

Program Capacity: 20 FTE (full and part-time).

<u>Year</u>	<u>Applicants</u>	<u>Enrolments</u>	<u>Ratio</u>
1984/85	32	20	3:2
1985/86	35	19	7:4
1986/87	40	20	2:1
1987/88	31	19	3:2
1988/89	34	20	7:4
1989/90	35	20	7:4

Applications generally outstrip program capacity in the range of 2:1 to 3:2. The program is generally filled to capacity, or very close, each year.

Gender Ratio (female to male):

	<u>Enrolment</u>	<u>Female</u>	<u>Male</u>	<u>Ratio</u>
1984	20	7	13	1:2
1985	19	11	8	11:8
1986	20	11	9	1:1
1987	19	9	10	1:1
1988	20	13	7	2:1
1989	20	10	10	1:1

On the whole, CMMD program intakes have balanced out at a 1:1 ratio, with exceptions in 1984 and 1988. More and more women have chosen careers in the media over the last several years, with their representation increasing from 33% to 48% between 1971 and 1986.

Attrition over Past Five Years:

<u>Year</u>	<u>Headcount</u>	<u>F/DNC</u>	<u>W</u>	<u>% Attrition</u>
1984/85	20	10	1	55%
1985/86	19	9	2	58%
1986/87	20	11	1	60%
1987/88	19	7	2	47%
1988/89	20	4	2	30%
	—	—	—	—
TOTAL	98	41	8	50%

Completion/Graduation Rates:

<u>Year</u>	<u>Headcount</u>	<u>Completion</u>	<u>% Completion</u>
1984/85	20	9	45%
1985/86	19	8	42%
1986/87	20	8	40%
1987/88	19	10	53%
1988/89	20	14	70%
	—	—	—
TOTAL	98	49	50%

Attrition rates are higher than normal for one-year certificate programs, where the norm is in the area of 30%. Completion rates are likewise lower than the norm of approximately 70%.

Of the 93 students enrolled in the program between 1984 and 1989, 34 have availed themselves of the CMMD certificate; 49 were eligible (see Appendix B).

Grade Distribution:

As can be seen from Figure 1, the CMMD overall grade distribution profile is not typical of Career/Technical programs. In many of these, there is a prominent skew towards grades in the "A" and high "B" range, reflecting the practical nature of the curriculum and the emphasis on the acquisition of psycho-motor skills. In CMMD, however, the grade profile approximates to that of Arts/Social Sciences, with an overall 10% in the "A" range, 40.7% in the "B" range, 27.7% in the "C"s, 7.5% in the "D"s, and 14% in the F/W/DNC category. This grade distribution is not inappropriate, reflecting as it does the complexity of writing and cognitive skills that the program emphasizes.

The mode grade for the program is "B-", followed by "C+" and "C".

Particularly heartening are the rigorous standards evidenced in CMMD 164 (Photography) (see Figure 5) and CMMD 151/161 (Broadcast Journalism) (see Figure 3); on the other hand, CMMD 150/160 (Newspaper Journalism) (see Figure 2), over the past five years, shows a pattern of generosity which seems, at times, to belie the quality of journalism evinced in The 210 Express.

Figures 8 and 8A, which demonstrate the September, 1986 and 1987 cohort retention patterns measured in each case the following April, show that retention and between-semester attrition are not problems in the program.

FIGURE 1

CMMD TOTAL GRADE DISTRIBUTION

ALL COURSES 1984 - 1989

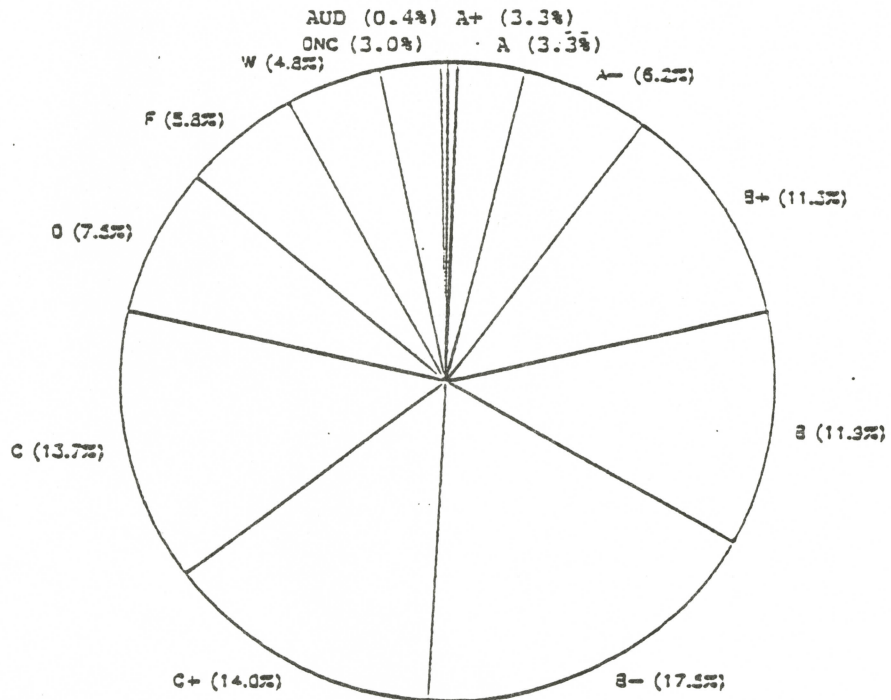
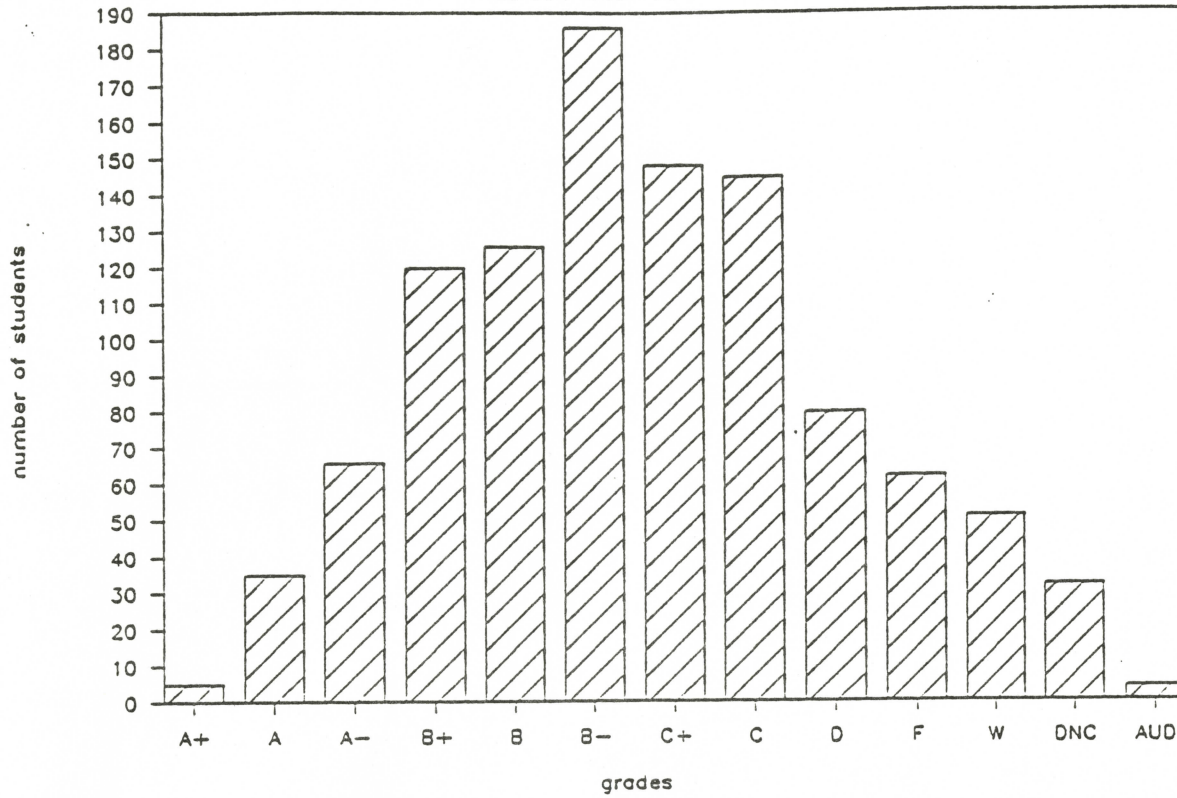
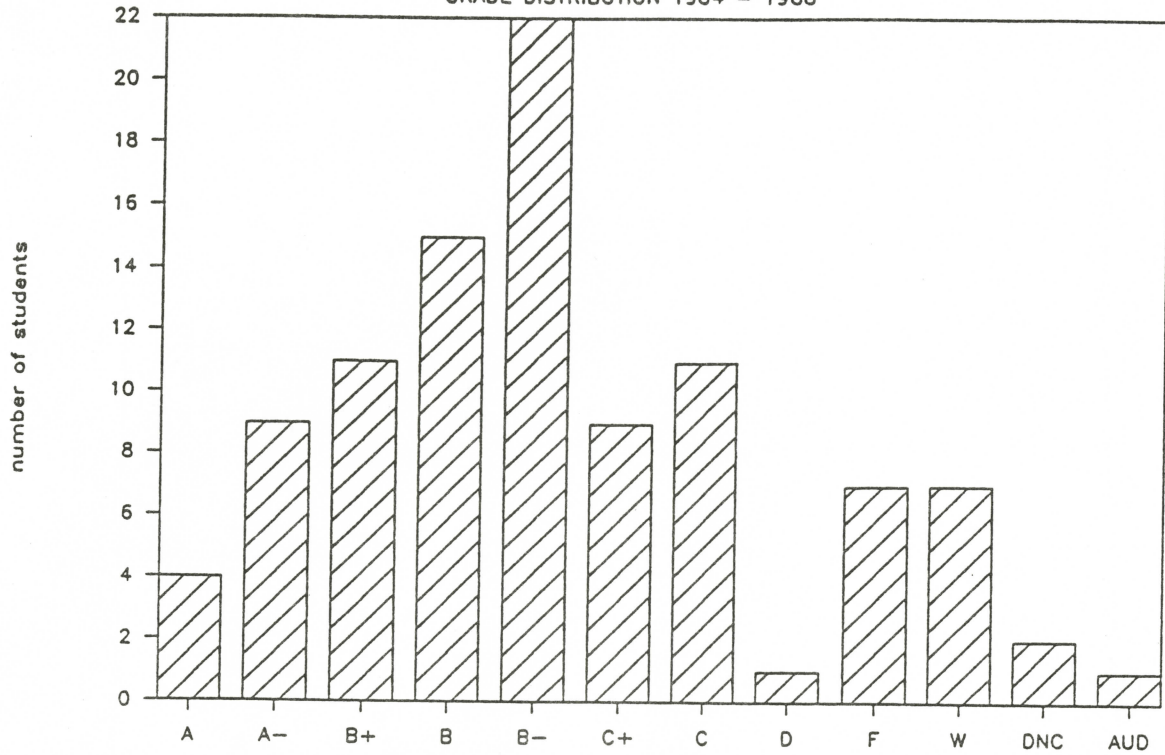


FIGURE 2
 CMMD 150 — NEWSPAPER JOURNALISM

GRADE DISTRIBUTION 1984 — 1988



CMMD 160 — NEWSPAPER JOURNALISM

GRADE DISTRIBUTION 1985 — 1989

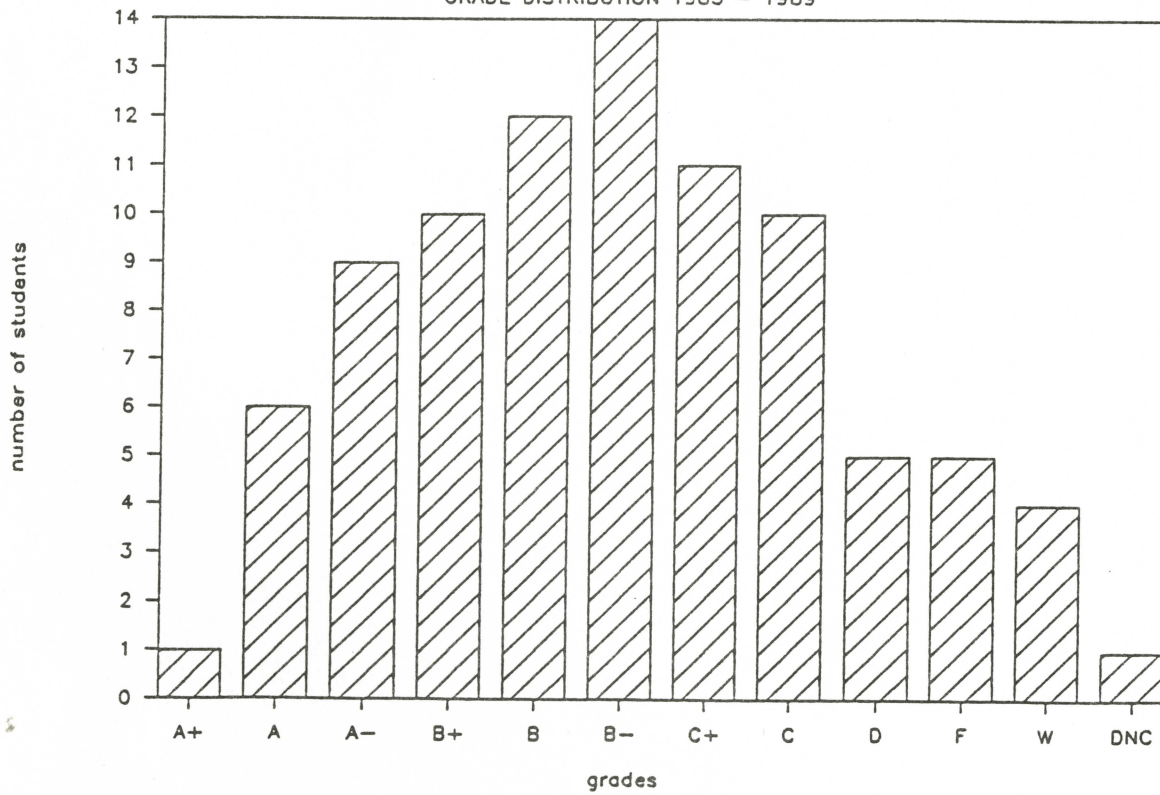
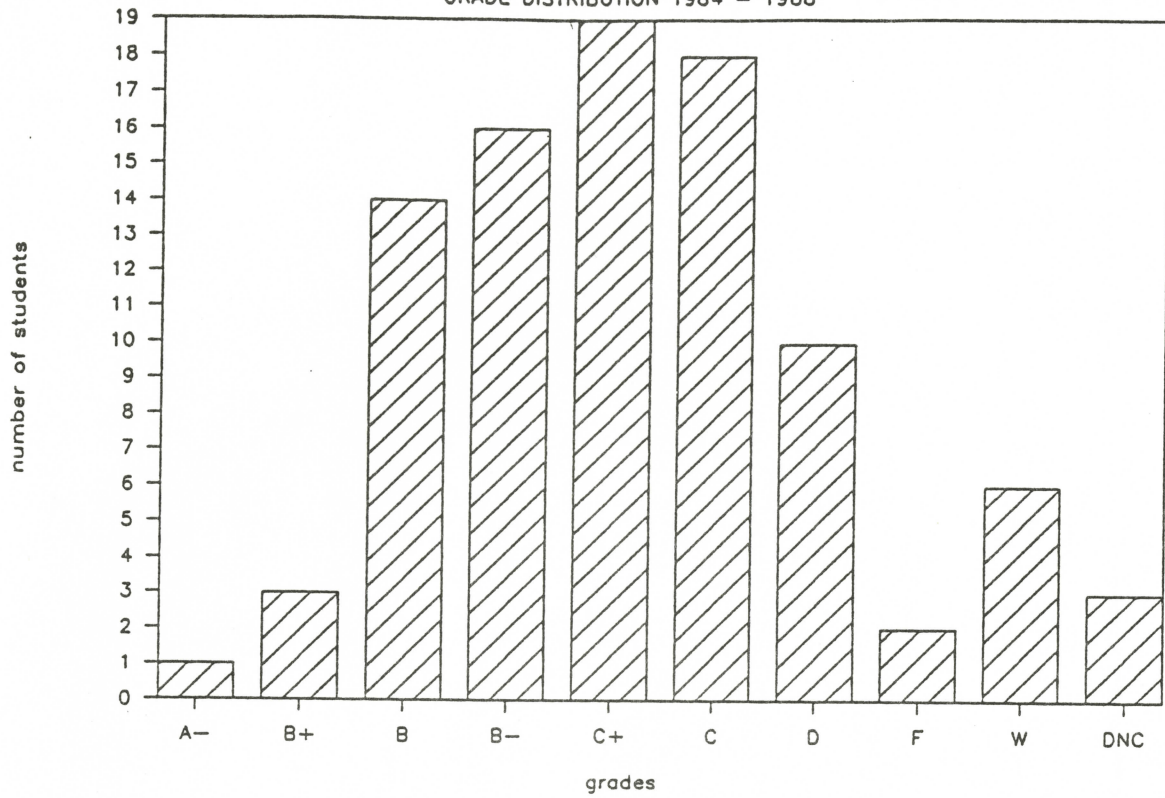


FIGURE 3
 CMMD 151 – BROADCAST JOURNALISM

GRADE DISTRIBUTION 1984 – 1988



CMMD 161 – BROADCAST JOURNALISM

GRADE DISTRIBUTION 1985 – 1989

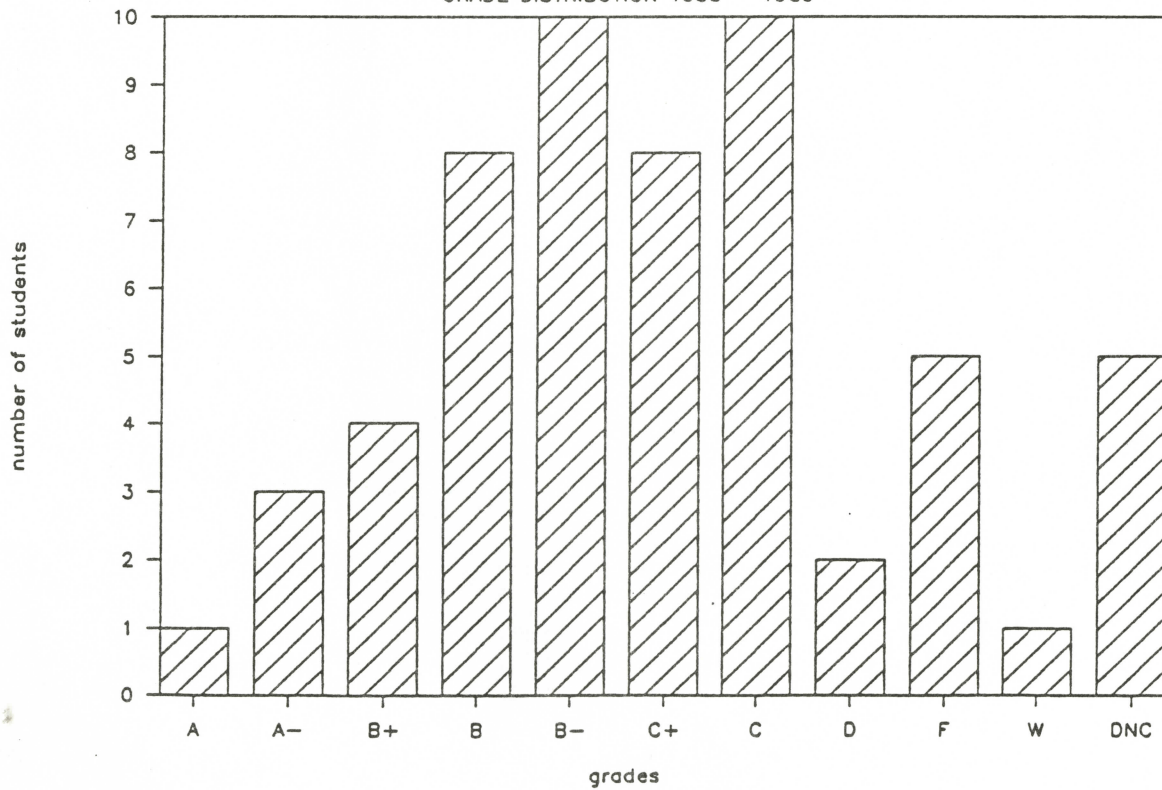
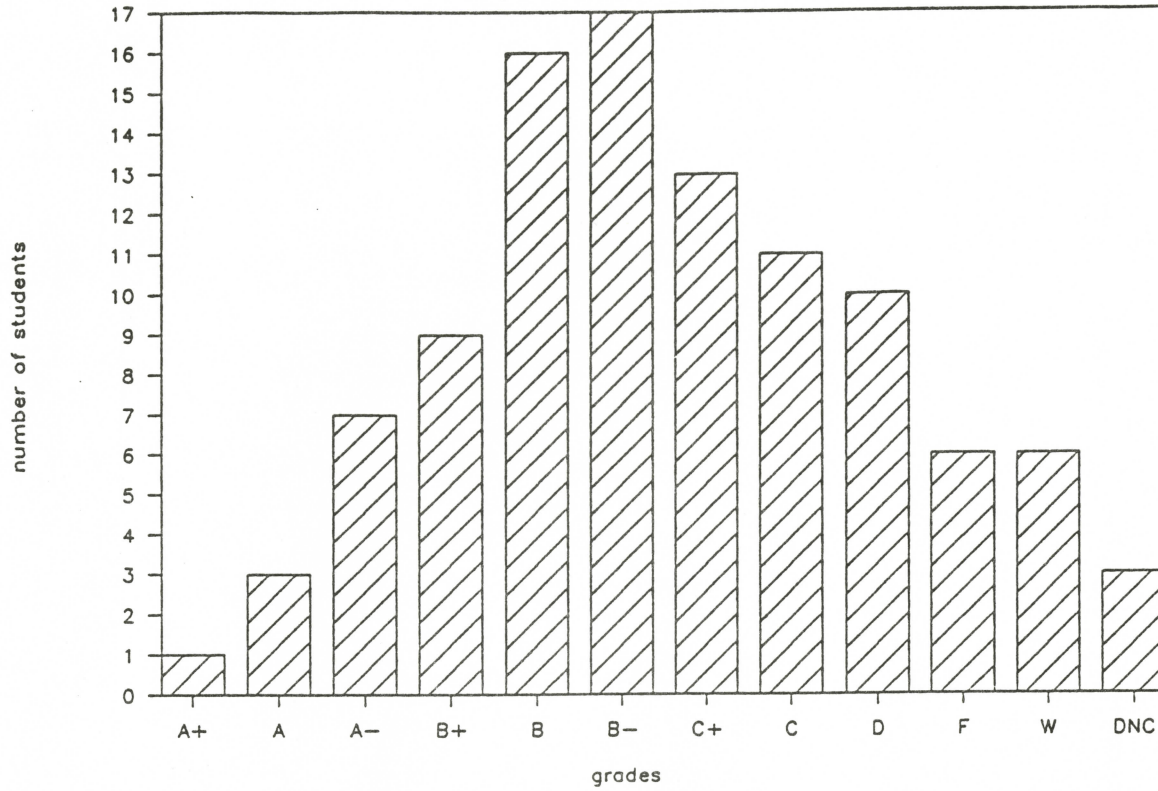


FIGURE 4
 CMMD 153 — COMMUNICATIONS ENGLISH

GRADE DISTRIBUTION 1984 — 1988



CMMD 163 — COMMUNICATIONS ENGLISH

GRADE DISTRIBUTION 1985 — 1989

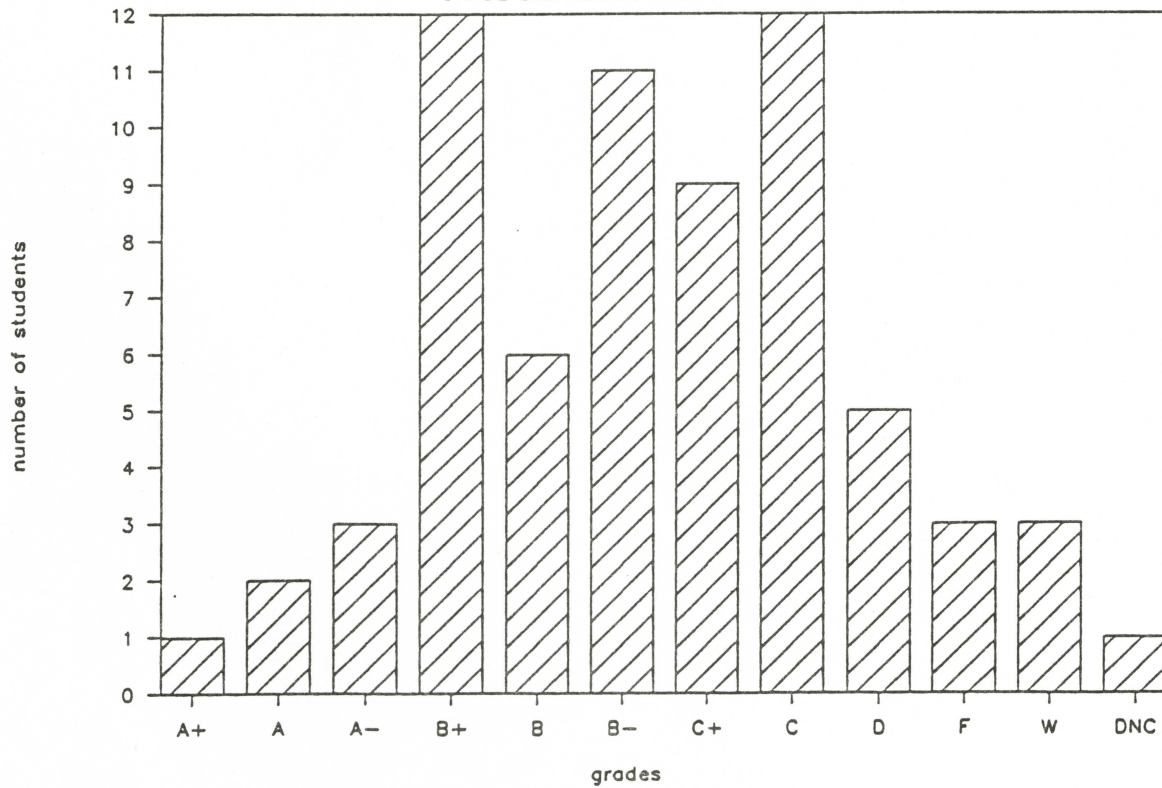
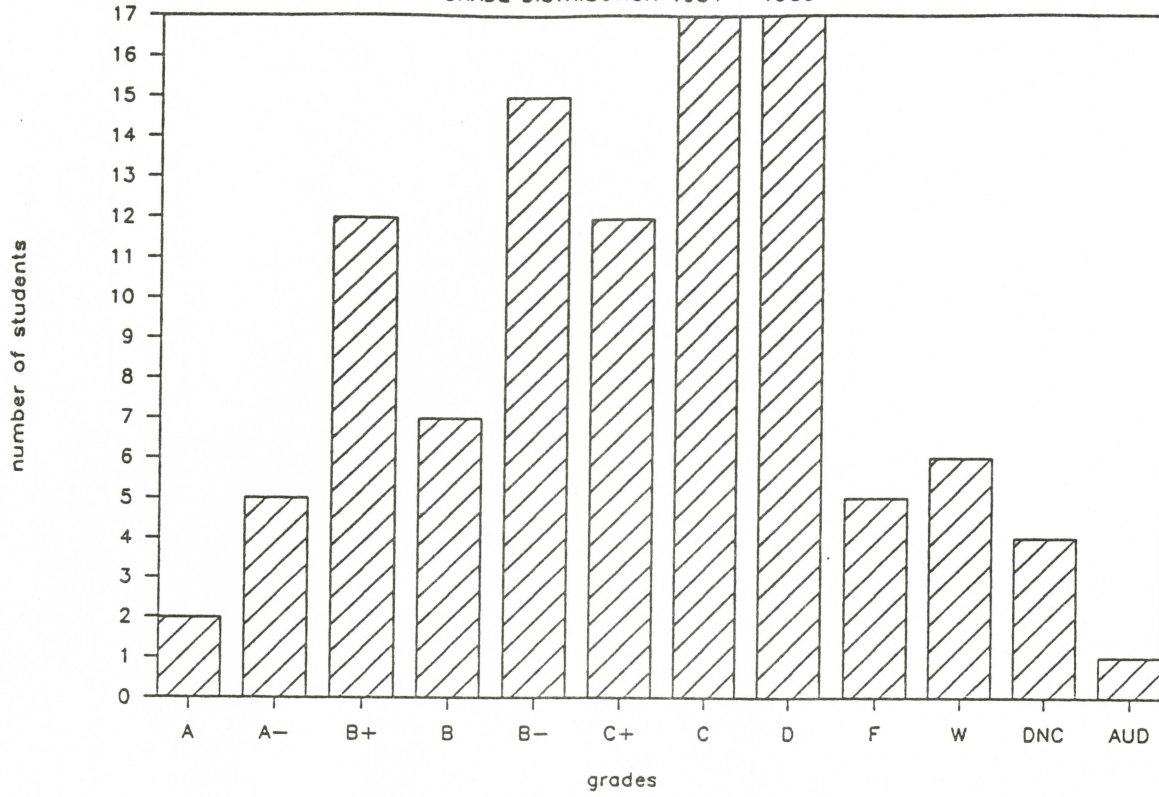


FIGURE 5
 CMMD 154 – PRINCIPLES OF PHOTOGRAPHY

GRADE DISTRIBUTION 1984 – 1988



CMMD 164 – PRINCIPLES OF PHOTOGRAPHY

GRADE DISTRIBUTION 1985 – 1989

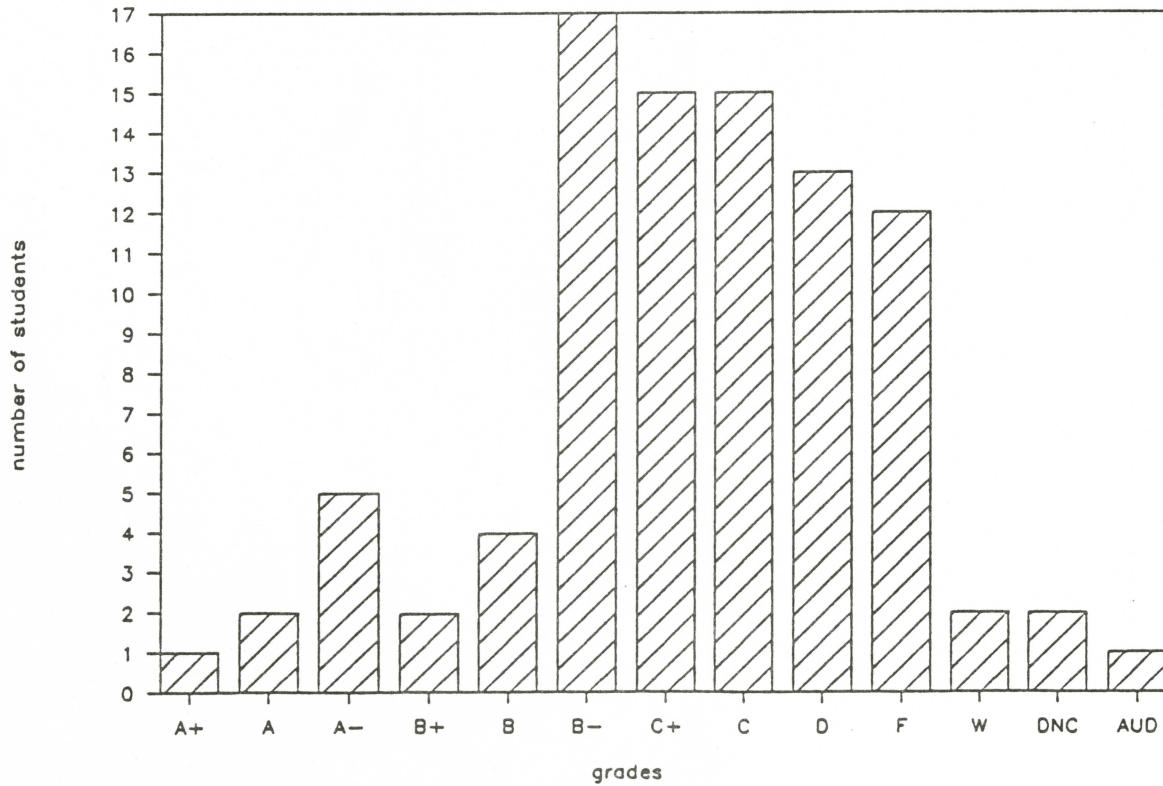
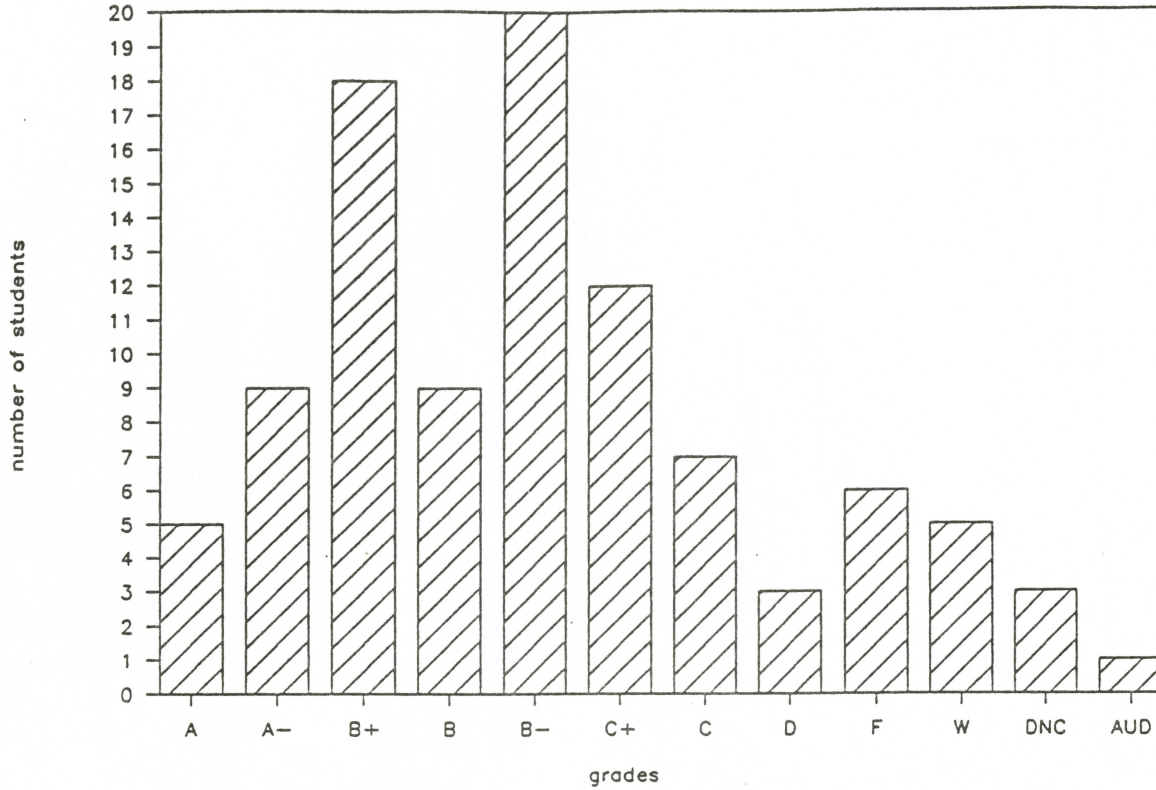


FIGURE 6
 CMMD 155 — BASIC NEWSPAPER PRODUCTION
 GRADE DISTRIBUTION 1984 — 1988



CMMD 165 — BASIC NEWSPAPER PRODUCTION
 GRADE DISTRIBUTION 1985 — 1989

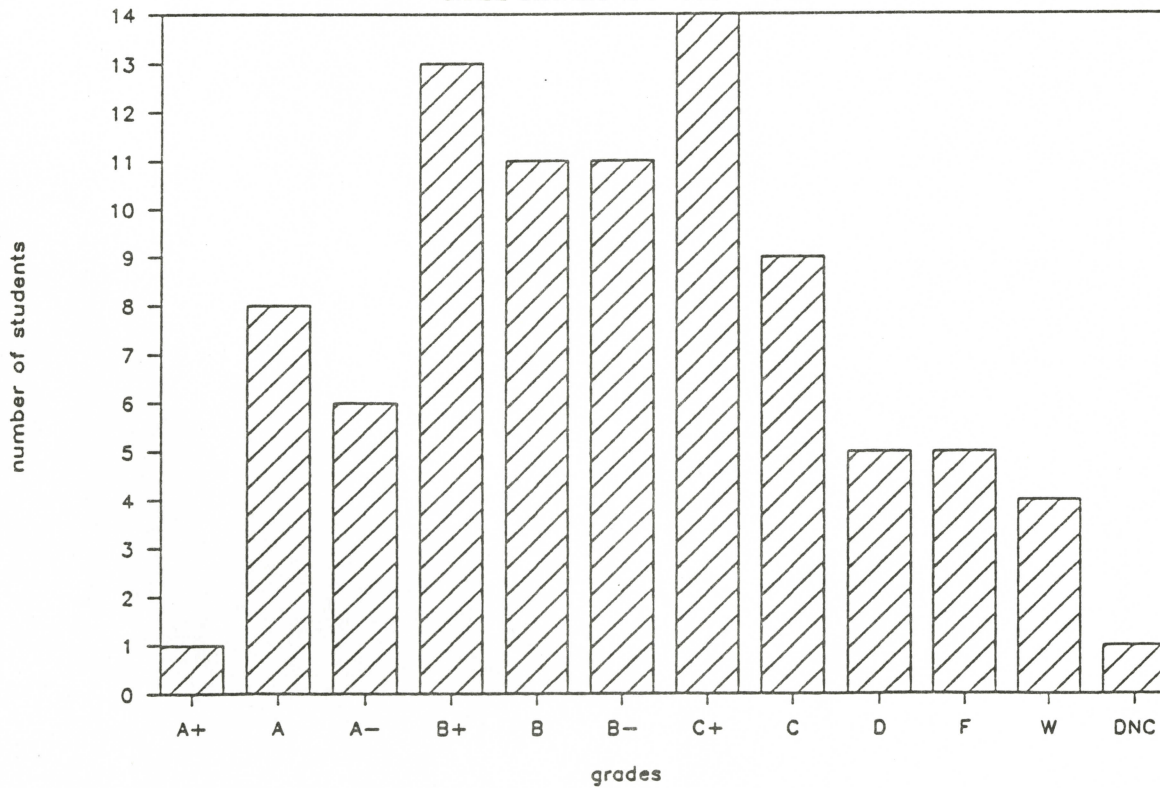
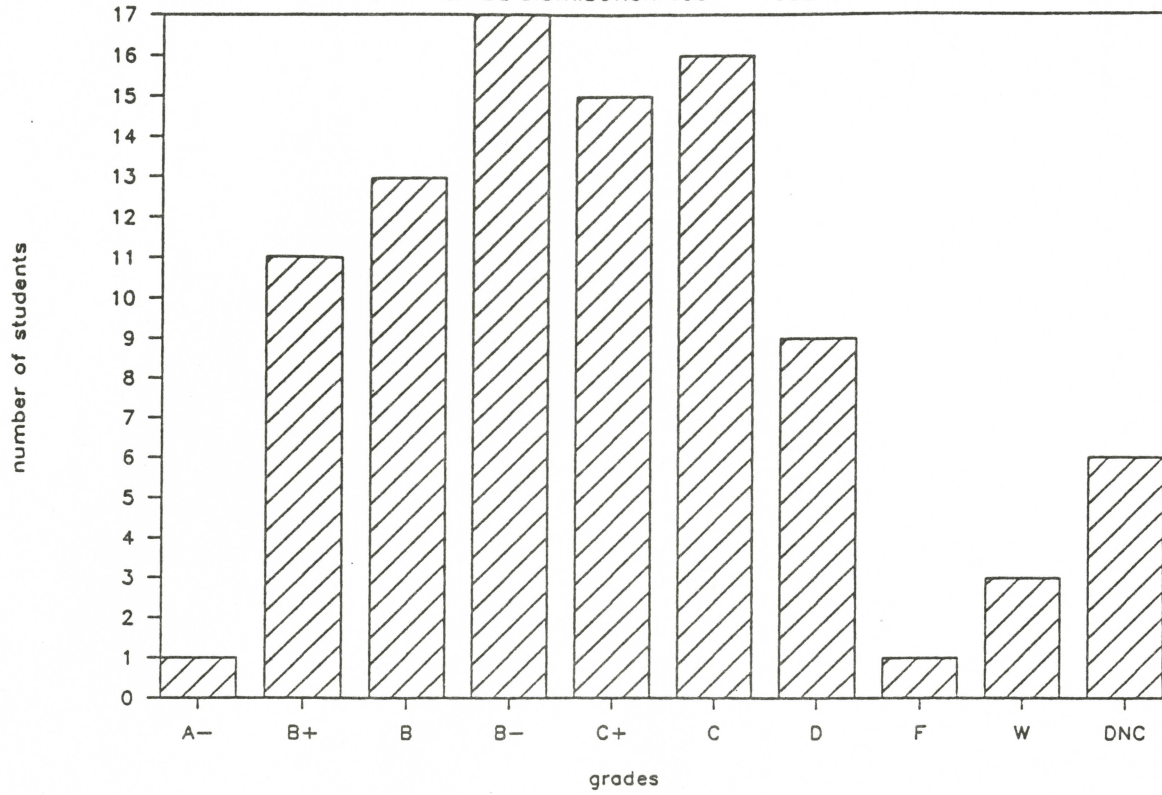


FIGURE 7

CMMD 156 - BASIC BROADCAST PRODUCTION

GRADE DISTRIBUTION 1984 - 1988



CMMD 166 - BASIC BROADCAST PRODUCTION

GRADE DISTRIBUTION 1985 - 1989

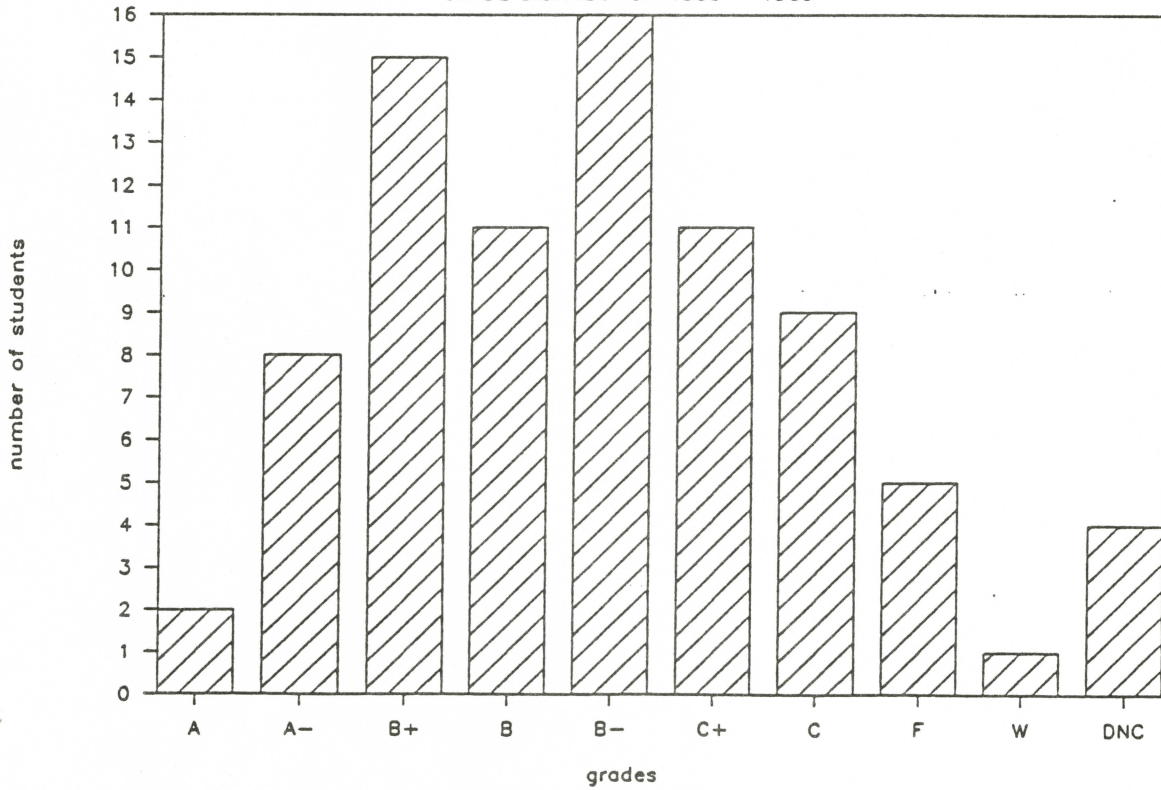
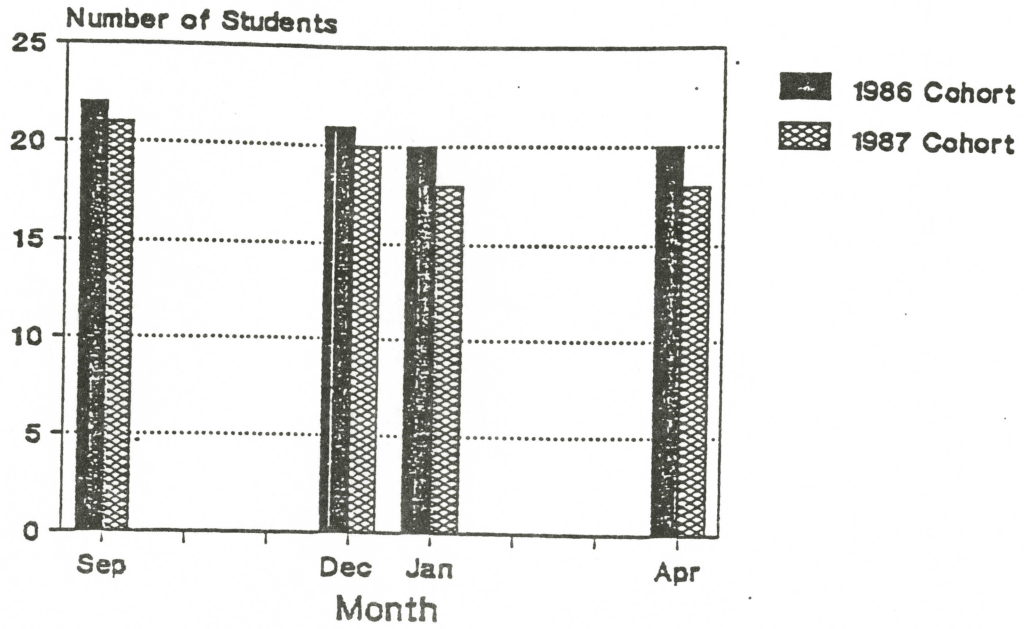
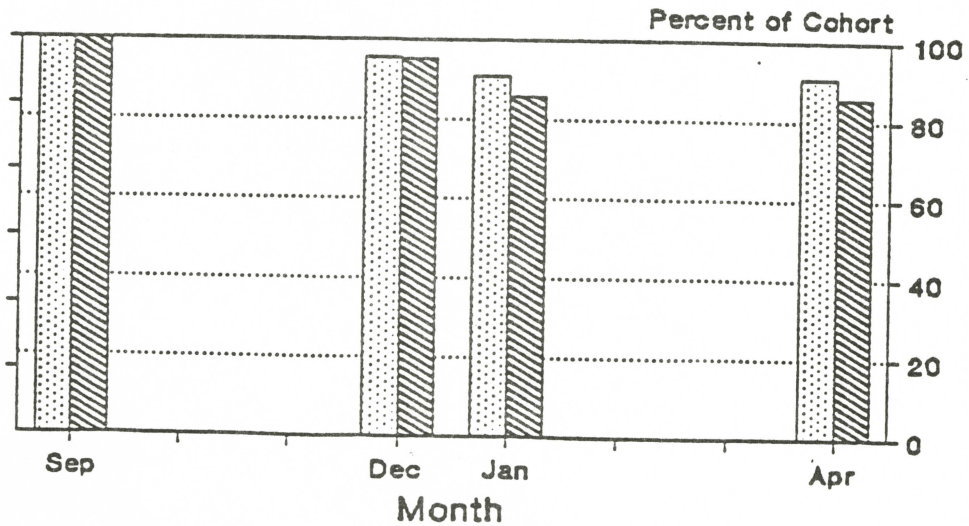


Figure 8 Cohort Program Enrolments in Communications Media



Carlboo College

Figure 8A Cohort Program Enrolments in Communications Media

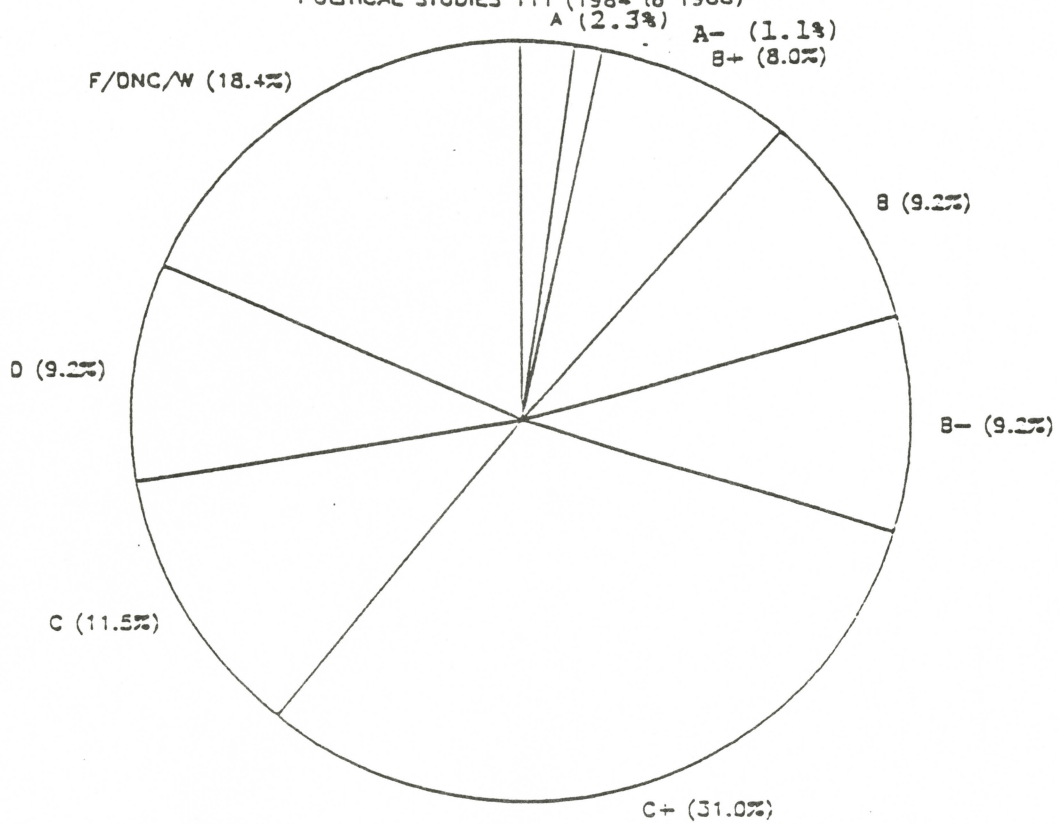


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FIGURE 9

CMMD STUDENT PERFORMANCE

POLITICAL STUDIES 111 (1984 to 1988)



CMMD STUDENT PERFORMANCE

POLITICAL STUDIES 121 (1985 to 1989)

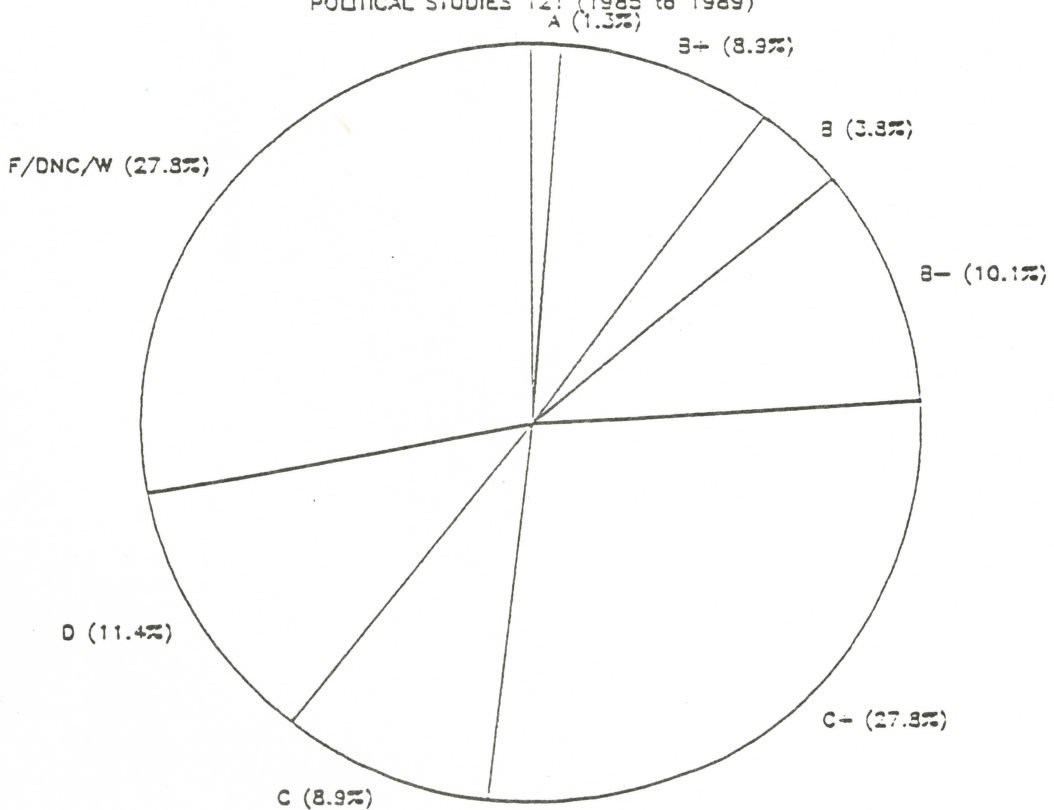
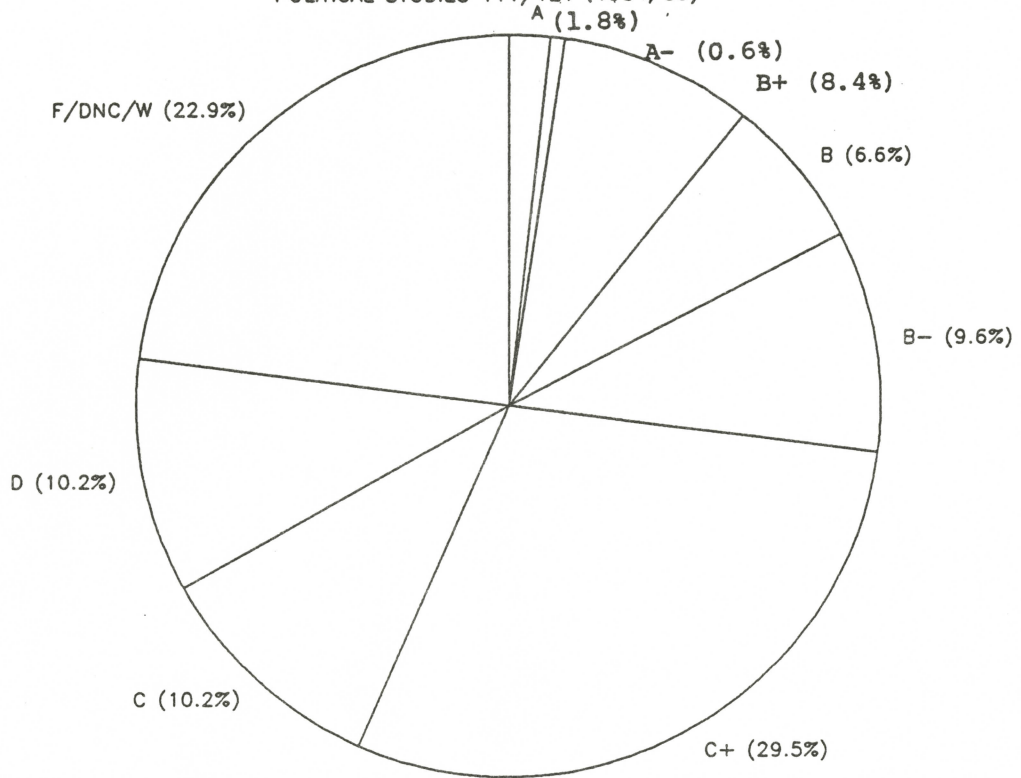


FIGURE 10

CMMD STUDENT PERFORMANCE

POLITICAL STUDIES 111/121 (1984/89)



CMMD STUDENT PERFORMANCE IN POLITICAL STUDIES 111
(1984 TO 1988)

<u>Year</u>	<u>Enrolled</u>	<u>A's</u>	<u>B's</u>	<u>C's</u>	<u>D's</u>	<u>F/DNC W's</u>	<u>% Pass</u>	<u>% Attrition</u>
1984	17	1	5	9	1	1	94.1%	5.9%
1985	17	-	5	5	1	6	64.7%	35.3%
1986	18	2	4	6	3	3	83.3%	16.7%
1987	15	-	1	10	1	3	80.0%	20.0%
1988	19	0	8	6	2	3	84.2%	15.8%
	—	—	—	—	—	—	—	—
TOTAL	86	3	23	36	8	16	81.4%	18.6%
	—	—	—	—	—	—	—	—

ALL STUDENTS' PERFORMANCE IN POLITICAL STUDIES 111 1984/89

<u>Year</u>	<u>Enrolled</u>	<u>A's</u>	<u>B's</u>	<u>C's</u>	<u>D's</u>	<u>F/DNC W's</u>	<u>% Pass</u>	<u>% Attrition</u>
1984	103	15	36	26	3	23	76.7%	23.3%
1985	91	13	34	20	4	20	78.0%	22.0%
1986	87	11	27	21	8	20	77.0%	23.0%
1987	122	22	24	32	3	29	76.2%	23.8%
1988	137	8	41	41	8	39	71.5%	28.5%
	—	—	—	—	—	—	—	—
TOTAL	540	69	164	150	26	131	75.7%	24.3%
	—	—	—	—	—	—	—	—

Comparison of these two tables shows that the mode grade for CMMD students in Political Studies 111 over the past five years is a C/C+, while the mode grade for all students over the same period is in the B range. However, the pass rate of CMMD students as a group over the past five years (81.4%) is significantly higher than the 75.7% recorded for all students over the same period.

CMMD STUDENT PERFORMANCE IN POLITICAL STUDIES 121
(1985 TO 1989)

<u>Year</u>	<u>Enrolled</u>	<u>A's</u>	<u>B's</u>	<u>C's</u>	<u>D's</u>	<u>F/DNC</u> <u>W's</u>	<u>% Pass</u>	<u>% Attrition</u>
1985	16	1	-	9	-	6	62.5%	37.5%
1986	15	-	2	3	2	8	46.6%	53.4%
1987	18	-	6	3	5	4	77.7%	22.3%
1988	14	-	3	6	2	3	78.5%	21.5%
1989	16	-	7	8	-	1	93.8%	6.2%
	—	—	—	—	—	—	—	—
TOTAL	79	1	18	29	9	22	72.2%	27.8%
	—	—	—	—	—	—	—	—

ALL STUDENTS' PERFORMANCE IN POLITICAL STUDIES 121 1985/89

<u>Year</u>	<u>Enrolled</u>	<u>A's</u>	<u>B's</u>	<u>C's</u>	<u>D's</u>	<u>F/DNC</u> <u>W's</u>	<u>% Pass</u>	<u>% Attrition</u>
1985	103	11	34	31	4	23	77.7%	22.3%
1986	86	6	35	17	6	22	74.4%	25.6%
1987	89	10	27	20	12	20	77.5%	22.5%
1988	117	27	39	22	5	24	79.0%	21.0%
1989	109	15	44	29	3	18	83.5%	16.5%
	—	—	—	—	—	—	—	—
TOTAL	504	69	179	119	30	107	78.8%	21.2%
	—	—	—	—	—	—	—	—

Once again, the mode grade for CMMD students in Political Studies 121 over the five year period 1985/89 is C/C+, while the mode grade all students in Political Studies 121 over the same period is in the B range. However, in this course, CMMD students' pass rate over the five year period (72.2%) is marginally below the 78.8% rate recorded for all students in Political Studies 121 over the same five year period. This suggests that CMMD students experience the same difficulty with the Contemporary Ideologies course as do their academic peers.

It is also significant that the attrition rate for CMMD students jumps from 18.6% in Political Studies 111 to 27.8% in 121, corroborating the hypothesis that, for whatever reason, Political Studies 121 is more of a stumbling block for CMMD students than is 111.

If we compare these attrition rates with that of all CMMD-acronymed courses (see Figure 1), we note that while the 18.6% five-year attrition percentage for Political Studies 111 is not much greater than the 13.6% five-year attrition total for CMMD courses, the 27.8% attrition rate for Political Studies 121 is more than double the average for CMMD courses.

PLACEMENT DATA

Types of Employment:

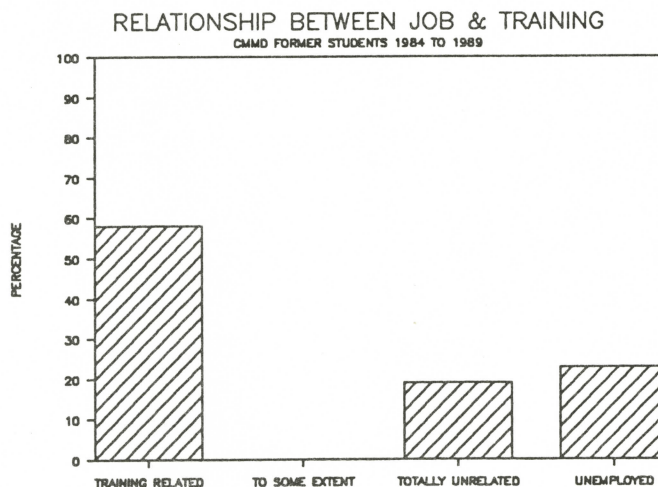
Graduates of the CMMD program are suitable for entry level employment in such areas as broadcast and print journalism, broadcast production, and commercial copy writing.

Employment Rates:

Nothing official is done by the College to place students; instructors' contacts with the communications industry, however, help some graduates secure employment.

Of 43 former student respondents, 25 (58%) indicated that they were employed in training-related jobs; 8 (19%) indicated that they were employed in jobs unrelated to their training; ten (23%) gave no indication of whether they were employed or not, or stated they were unemployed or engaged in domestic duties. The training-related employment figures corroborate the CMMD faculty's estimate that, while over 70% of program graduates initially find employment in communications, only about 50% are still in the field after two years. Statistics Canada's Job Futures (British Columbia): An Occupational Outlook to 1995 (1989 Edition) confirms this high turnover pattern in media-related occupations.

TRAINING RELATED	58
TO SOME EXTENT	0
TOTALLY UNRELATED	19
UNEMPLOYED	23



Current Salaries:

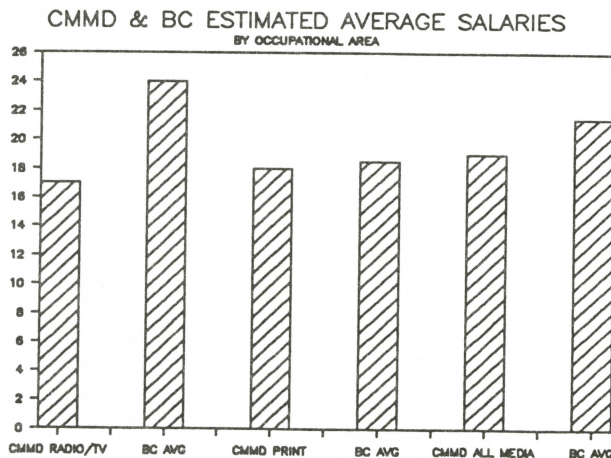
Of the 43 former student respondents, 17 disclosed their approximate earnings. The high was \$3,500.00 per month (\$42,000.00 per year); this was reported, however, by a

respondent from Yellowknife, N.W.T., who was working full-time and freelancing in print, radio and television journalism, and is not typical of the range of reported earnings. The low was \$800.00 per month (\$9,600.00 per year); the average was \$1,589.00 per month (\$19,072.00 per year).

According to Statistics Canada's Job Futures (British Columbia): An Occupational Outlook to 1995 (1989 Edition), the average annual employment income for radio and television announcers/newscasters was approximately \$24,200.00 in 1986. This, however, is based on the assumption two years' post-secondary or a bachelor's degree. CMMD graduates working in this area report average monthly earnings of \$1,438.00 (\$17,250.00 per annum), the high being \$2,000.00 (\$24,000.00 per annum), and the low \$800.00 (\$9,600.00 per annum). The fact that CMMD graduates are earning considerably less than the Provincial average may be accounted for by the facts that (i) they enter employment with only one year of post-secondary education, as opposed to the normal two, and (ii) they tend to work for smaller radio and television stations which pay less than their larger counterparts.

The same source estimated the B.C. average income for journalists and editors at \$18,600.00 in 1986. Forty nine percent were employed full-time, and these workers' earnings averaged \$26,700.00. CMMD graduates working in the occupations of journalism and photo journalism reported average monthly earnings of \$1,490.00 (\$17,880.00 per annum), the high being \$2,233.00 (\$26,796.00 per annum), and the low \$990.00 (\$11,880.00 per annum). Again, the discrepancy between CMMD graduates' average earnings and the Provincial average may be explained by the gravitation of CMMD journalists and photographers to smaller, lower paying newspapers.

CMMD RADIO/TV	17
BC AVG	24
CMMD PRINT	18
BC AVG	18.5
CMMD ALL MEDIA	19
BC AVG	21.5



Wages for radio and television broadcasting equipment operators are negotiated in collective bargaining by the National Association of Broadcast Employees and Technicians (NABET). The 1986 census indicates that 53% of employees in this occupational group worked full-time and earned an average income in B.C. of \$25,800.00; the overall average was \$19,900.00. From the data available, no differentiation could be made between those CMMD graduates working in the broadcast field on the journalism side and those on the production side.

Job Opportunities Projection:

Although job growth in broadcast newscaster/announcer occupations was below average between 1981 and 1987, projections to 1995 call for average increases in this area. The projection for 1995 is about 1,030 jobs, including an estimated 140 new job openings and 70 replacement opportunities. Turnover is high, which creates numerous job openings in addition to those resulting from growth and attrition.

Projections to 1995 in the journalism field indicate a slower than average growth as compared to other occupations. An estimated 1,050 job openings are expected over this period, most of them being caused by retirement or career change.

For radio and television broadcasting equipment operators, the projected B.C. growth is small, and will be contingent upon replacement openings. By 1995 approximately 430 people will be employed in this area, with the estimated number of openings from 1989 to 1995 being 50.

Further Education Opportunities:

Currently, CMMD carries no transfer credit to any of the universities or to the British Columbia Institute of Technology. Those students wishing to transfer to the latter institution may informally arrange to have certain units of the BCIT two-year diploma in Broadcast Communications, such as CRTC and law, waived on the basis of their CMMD experience. Communications English (CMMD 153/163) has also been credited on an individual basis towards the University of Victoria's Co-Op. B.A. in Creative Writing. Such arrangements, however, are isolated and ad hoc.

STRENGTHS OF THE PROGRAM

The Program Evaluation Committee identified the following strengths in the Communications Media Program:

1. All surveys highly praised the dedication and commitment of the faculty.
2. The eight-month program format allows Cariboo CMMD graduates to enter the job market more quickly than those attending media programs with a two-year (4 semester) format. (It should be noted that this strength is also perceived by many as the program's greatest weakness.)
3. The program mix of Print and Broadcast Journalism and Production is unique and attracts students who want a basic but comprehensive introduction to the major media.
4. In contrast to other media programs, which respond to a more sophisticated sector of market demand, the CMMD program meets the employment training needs of the lower end of the media market scale.

AREAS WHICH CAN BE IMPROVED
(WITH RECOMMENDATIONS)

This section highlights areas of the Communications Media Program which the data suggest can be improved. The recommendations are prioritized, with Objectives, Curriculum, and Program Design being the areas that the Evaluation Committee identify as requiring immediate attention; facilities and equipment needs will necessarily be determined by the re-design of the program.

1. Program Objectives:

During Committee discussions, it became evident that, while the CMMD program co-ordinator has a clear vision of the objectives and intended outcomes of the program, these are not widely enunciated in public documents (calendar, brochures, etc.). Consequently, there is a need to re-articulate and focus the aims of the program, particularly in the light of the shifting patterns of demand for media-trained personnel predicted for the 1990's and the 21st Century. Generally, the aims of the program seem to be the development of writing, reporting, editing and production skills appropriate to entry-level positions in small and medium newspaper, radio, and T.V. businesses. However, more specific input goals (who should come to the program to learn, who should teach in the program), process goals (the environment to be created and maintained, the attitudes and values to be rewarded), and outcome goals (the general and specific knowledge, the skills and attitudes sought or intended in graduates) need to be developed, as well as some indication of the expected criteria (performance levels) that graduates should meet. The program should also determine which goals are most important. Accordingly, the Committee recommends:

- a) that the CMMD program co-ordinator and faculty, the relevant departmental Chairperson, and the Advisory Committee engage in consultative clarification and enunciation of program objectives in relation to the needs expressed by employers, former students, and faculty, and ensure that these appear in the College calendar and other promotional literature relating to the program.

2. Curriculum

In examining course outlines and faculty comments, the Evaluation Committee noted a lack of articulation among various courses in the program -- e.g. CMMD 150/160 (Newspaper Journalism), CMMD 151/161 (Broadcast Journalism), and CMMD 153/163 (English). Moreover, most of the course outlines lacked a syllabus (a day-by-day schedule of course topics and activities). It seemed to the Committee that flowing from the re-articulation of program objectives (see above) should be a re-examination of curriculum. Accordingly, the Committee urges:

- a) that all program faculty (full-time and part-time), the relevant departmental Chairperson and the Advisory Committee initiate a DACUM study to identify those competencies required in the media, and that the CMMD curriculum be reformulated on this basis.

The Committee sees this study as crucial to the revitalization of the program, and urges that work should start on it in Spring, 1990.

The Committee also recommends:

- b) that, whether or not the DACUM process is completed by Summer, 1990, all CMMD faculty revise their course outlines to include a prospectus (a day-by-day schedule of topics and activities), and revise them periodically thereafter in the light of DACUM findings.

Although the Committee recognizes the importance of The 210 Express as a training device, it urges:

- c) that production of this newspaper not be allowed to drive the curriculum and program pace, as is the tendency at present, and that its role and function be carefully reviewed and subordinated to curriculum priorities.

3. Program Design:

Advisory Committee members, employers, faculty, current students and a high proportion of former students indicated that, while the program provides a good foundation in media skills, it is too short and too broad-based to develop the depth and range of skills required in specific media. The result of this is that, while most CMMD graduates are

equipped to obtain entry level positions in small media businesses, usually in remoter areas of the province, they find it hard to compete with graduates of two-year programs, who have had an extra year to hone their skills. While there are notable exceptions (such as the CMMD graduate who secured a job with Reuters), and while several of the more competent and ambitious graduates break into the major market within a year or two, program graduates do not have the depth of technological skills for modern news production. Accordingly, the Committee recommends:

- a) that, given the market demand for more specialized and more extensive training, the Vice President, Instruction, consider implementation of one of the following options:
 - i) expansion of the program from a one-year (2 semester) certificate to a two-year (4 semesters) diploma;
 - ii) retention of the one-year certificate, but insistence on successful completion of one year of academic studies as a program prerequisite (in analogy to the one-year Fine Arts prerequisite to Digital Art and Design);
 - iii) retention of the current two-semester format, but with the addition of a practically oriented two-month Spring semester, to bring program duration to ten months;
 - iv) retention of the current two-semester format, with the addition of a two month practicum or work placement in May/June each year.

The Committee also recommends:

- b) that the program co-ordinator and the departmental Chairperson make the following adjustments to the program structure:
 - i) re-design of second semester curriculum so as to allow for student specialization in either broadcast or print journalism; this will involve the re-examination and re-allocation of vectoring weights currently assigned to CMMD courses;
 - ii) creation of a program-specific section of Political Studies 111, whose curriculum will familiarize students with the political, economic, and social infrastructure at the local and municipal level;

(Alternatively, it may be expedient for CMMD students to continue attending Political Studies 111 lectures, as at present, but to have their own specially tailored seminar.)

- iii) **deletion of Political Studies 121 as a program requirement, if and when first year academic studies become a program prerequisite.**

4. Staffing:

The Committee noted that CMMD is one of the few programs at Cariboo College with only one full-time faculty member, and recognizes the problems of overload attendant to this situation. While the full-time CMMD instructor is scheduled for only 16 hours' instruction per week, extended production sessions two days a week and assisting in the Newspaper Production course (CMMD 155/165) raise the actual instructional time to over 20 hours per week. This figure does not include preparation, marking, and office hour time. On top of this, the instructor is expected to undertake program co-ordination and promotional, recruiting, and liaison duties. Clearly, this is too much for one person to handle.

Illuminating parallels can be drawn with other one-year programs, such as Practical Horticulture and Digital Art and Design, both of which have intakes comparable to CMMD's, but whose student/instructor ratio is lowered by the presence of a laboratory demonstrator. CMMD, with its intake of 20 students, compares particularly badly with DAD, which has two instructional staff for an intake of 16 students.

Accordingly, the Committee recommends:

- a) **that the Dean, Arts and Education, recognize the co-ordinating, promotional, recruiting and liaison duties performed by the CMMD co-ordinator, and assign him appropriate release time.**
- b) **that, to offset this release time, to cover hitherto unsupervised lab time, to ensure proper supervision of currently vectored lab time, and to allow for creative scheduling to maximize efficient use and regular maintenance of limited capital equipment, the Dean, Arts and Education, hire a CMMD laboratory demonstrator, effective August, 1990.**

5. Admissions:

Numerous complaints from employers, Advisory Committee members, faculty (particularly those involved in developing copy-writing and editing skills), and former students refer to the inability of entering (and even exiting) students to compose a coherent sentence.

In addition, one inference that may be drawn from the program's quinquennial 50% non-completion rate is that student quality is not all it might be. While not all attrition occurs in writing-related courses, and not all reasons for failure are even academic, English, Political Science, and Newspaper Journalism evince a 13%, 23%, and 15% attrition rates respectively, as opposed to the CMMD norm of 13.6%. More indicative of the lack of aptitude among incoming students are the percentages of those achieving grades in the "C+" - "D" range: 39% in English, and 45% in Newspaper Journalism.

The Committee also feels that the essential pre-requisite for those who wish to make their living from journalism should be demonstration of some degree of competence and vocation in that area.

Finally, if the CMMD program moves to a two-year format, it will need to attract better prepared students to sustain it.

On these bases, the Committee recommends:

- a) that the CMMD program faculty and Advisory Committee adjust program prerequisites to a minimum "B" in English Grade 12 (or Level 4 on the L.P.I.), with completion of 1st year Academic studies strongly recommended;
- b) that, as of January 1991, English 020 cease to qualify as a prerequisite for CMMD.

6. Facilities:

The CMMD program has languished since 1974 in facilities that even in those days were seen as temporary and ad hoc and now are even more cramped and inappropriate. The Committee draws attention to the fact that these facilities were intended for a program intake of 14 students; the current figure of 20 constitutes an almost 50% increase, with no concomitant expansion of facilities. Current CMMD facilities are totally inadequate: the radio and television equipment is crammed into office-sized cubicles in which demonstrations to groups of more than six are impossible; the "classroom" space is primitive and ill-equipped, and constitutes an impediment to

learning; the darkrooms are not only inadequate for groups of more than five, but constitute health hazards because of their lack of ventilation; and the news production equipment is currently housed in a rebuilt trailer situated in an isolated part of the campus with no telephone link to other CMMD facilities.

Given the deplorable state of its facilities and the fact that CMMD program will require increased space for specialization, if not expansion (see Program Design), the Committee recommends (in prioritized order):

- a) that the Vice President, Instruction, the Vice President, Administrative Services, plan to rehouse the CMMD program in the General Arts Building (scheduled for completion in 1991), in a 4,500 square foot area that will encompass print production, radio, television, and conference/classroom facilities;
- b) alternatively, that the Vice President, Instruction, the Vice President, Administrative Services, designate the current Respiratory Therapy laboratories A223 and A225 and the accompanying office space of A225A and A225B, contiguous to the CMMD room A221, for CMMD when the Respiratory Therapy program is re-housed in the Science Building Extension in 1991;
- c) alternatively, that the Vice President, Instruction, the Vice President, Administrative Services, assign the current Modern Language laboratory A220 to CMMD to accommodate a print production and study area when it is freed by the relocation of Modern Language laboratory in the General Arts Building in 1991.

7. Equipment:

Every constituency surveyed expressed great concerns about the danger of the program becoming irrelevant within the next two to three years because of obsolete and burned out equipment. Some verbatim quotes from survey respondents will serve to illustrate the seriousness of the situation and the general concern about it:

- "The photolab was pathetic" (former student).
- "The lab equipment, darkroom equipment, and camera equipment are so out of date it is ridiculous....I certainly wouldn't hire anyone graduating from the program" (faculty member).
- "The program is underfunded and ill-equipped. It's in danger of becoming totally out of step with the industry within five years" (employer).

Given this state of affairs, the Committee sees it essential that the program undergo a total equipment update so that it can prepare students for the kind of work situations they will experience in the computerized newsroom and broadcast station. The Committee recommends a two-stage treatment of this problem:

- (a) the immediate infusion of capital funds into the program as a stop-gap measure to purchase one computer and laser writer to replace the obsolete printing equipment in the trailer;
- (b) on completion of DACUM study, implementation of the following procedure for refurbishing less urgent items of print, electronic and darkroom equipment;

Print Media:

- i) the program co-ordinator and departmental Chairperson survey the equipment inventory of the BC/Yukon Community Newspaper Association to ascertain the current state of technology in the newsroom and production department;
- ii) the program co-ordinator and departmental Chairperson list the capacities and capabilities they consider appropriate for CMMD print media equipment, and establish purchase criteria;
- iii) the technology sub-committee of the CMMD Advisory Committee (see Advisory Committee recommendations) be consulted and involved during the process of equipment identification;
- iv) the program co-ordinator and departmental Chairperson secure competitive costed bids on equipment packages from Commodore, IBM, and McIntosh (see Appendix C);
- v) the program co-ordinator and departmental Chairperson submit a prioritized, three-year equipment list (1990/93) to the Dean, Arts and Education;
- vi) the Dean, Arts and Education, accord these requests the highest divisional priority over the three-year period.

Electronic Media:

- i) the program co-ordinator, departmental Chairperson, and Advisory Committee establish a three to five-year (1990/95) priority list for replacement and upgrading of radio and T.V. equipment;

- ii) the Dean, Arts and Education, accord these requests high priority within the divisional capital budget over the next five years;

Darkroom:

- i) the program co-ordinator, photography instructor, and departmental Chairperson create a three to five-year (1990/95) priority list to refurbish darkroom equipment.
- ii) the Dean, Arts and Education, accord high priority to these requests within the divisional capital budget over the next five years.

8. Program Co-ordination, Communication, Etc.;

The Committee noted the wide-spread concern among part-time faculty about the absence of meetings. The Committee sees regular faculty meetings as essential for the discussion and dissemination of program goals and objectives, the examination of detailed course outlines to preclude duplication or conflict of content, and the pursuit of measures to ensure more effective program integration. Accordingly, the Committee recommends:

- a) that the program co-ordinator convene regular faculty meetings at least once (preferably twice) a semester;
- b) that the program co-ordinator and departmental Chairperson communicate to part-time faculty the critical importance of attending such meetings.
- c) As well as the individual interview sessions that are a part of the admissions procedure, the Committee strongly urges that the program co-ordinator institute formal program orientation sessions, to be held in the first week of classes, or the week preceding that, to introduce enrollees to the program's faculty, structure, operation, and desired outcomes (employment opportunities); and generally, to establish a congenial and learning-conducive climate.

The Committee also noted the absence of any regular and formal liaison with colleges offering cognate and similar programs. It therefore recommends:

- d) that the program co-ordinator maintain closer, more regular ties and lines of communication with colleges, such as S.A.I.T., N.A.I.T., V.C.C. (Langara), Kwantlen, and B.C.I.T., offering cognate and similar programs.

The Committee noted the high pattern of attrition over the past five years and inferred that two reasons for this might be the dubious quality of some program enrollees, and their vague and often unrealistic perception of the nature of media work. In order to restore the CMMD program profile and broadcast accurate representations of the nature and requirements of media careers, the Committee recommends:

- e) that the program co-ordinator, departmental Chairperson, and Dean, Arts and Education, engage in an intensive campaign to refurbish the image of the CMMD program.

Strategies should include the following:

- revised calendar copy for 1991;
- development and distribution of program brochures in conjunction with the Public Relations Officer and the Counselling Department;
- high school visitations promoting Journalism as a career;
- increased promotion of CMMD among first year Academic students;
- increased liaison with employers and potential employers;
- familiarization with the goals, policies, and publications of the BC/Yukon Community Newspaper Association;

9. Professional Development:

Comments from employers and Advisory Committee members suggest the need for program faculty, particularly those engaged in full-time instruction, to return to the media field on a regular basis in order to keep abreast of the technology. Accordingly, the Committee recommends:

- a) that full-time CMMD faculty use their professional development time to return to industry on a regular basis (say for a month every three years) to ensure that their expertise is current;

It is also recommended:

- b) that, in between these triennial work immersions, CMMD instructional faculty liaise on a frequent and regular basis with industry.

10. Operating Budget:

The Committee notes that the CMMD supplies budget has been hitherto supplemented by advertising revenues earned through The 210 Express. With the new practice of funnelling of 50% of this money into General Revenue, CMMD is left annually with an operating shortfall. The Committee therefore recommends:

- a) that in accordance with College policy, the Bursar allocate sufficient operating funds so that essential training activities are not dependent on advertising revenues from The 210 Express. This may entail doubling the current supplies budget.

11. Advisory Committee:

Advisory Committee and faculty responses indicated some confusion as to the role and function of the Advisory Committee. It is therefore recommended:

- a) that the Dean, Arts and Education, or his delegate, re-familiarize the members of the CMMD Advisory Committee with Advisory Committee terms of reference as per CCPM 2013 and 2013R, especially in regard to their function as agents of program promotion and market analysis;
- b) that the CMMD Advisory Committee create three sub-committees to focus, respectively, on promotional strategies, technology, and market analysis, and identification of employment opportunities;
- c) that the Dean, Arts and Education, or his delegate, clarify for the Advisory Committee its lines of communication with the College Administration.

APPENDIX A

METHODOLOGY

The methodology was fourfold:

- 1) Standard questionnaires were administered to CMMD former students, advisory committee members, employers, faculty, and current students. All data were entered into an SPSSX software program to achieve mean responses. Verbal comments for each group were recorded separately and anonymously.
- 2) "Descriptive Data" on the Communications Media Program's history, description, objectives, budget, etc., were solicited from the program instructor, John Cooper, via the standard "Data Required from Director" form, along with course outlines for Winter and Fall 1989. (See list below)
- 3) Statistical data on annual headcounts, attrition rates, graduation rates, gender ratios, and grade distribution were provided by the Office of Institutional Research.
- 4) Several discussions were conducted with John Cooper, Instructor, CMMD, during the design of the questionnaires and collection of the data.

WINTER (1989)

CMMD 160	NEWSPAPER JOURNALISM	Jo Fitzsimmons
CMMD 161	BROADCAST JOURNALISM	John Cooper
CMMD 163	COMMUNICATIONS ENGLISH	Joan Weir
CMMD 164	PRINCIPLES OF PHOTOGRAPHY	Mike Rimmer
CMMD 165	BASIC NEWSPAPER PRODUCTION	Fitzsimmons/Cooper
CMMD 166	BASIC BROADCAST PRODUCTION	John Cooper
POLI 121	POLITICAL STUDIES	Derek Cook

FALL (1989)

CMMD 150	NEWSPAPER JOURNALISM	David Butler
CMMD 151	BROADCAST JOURNALISM	John Cooper
CMMD 153	COMMUNICATIONS ENGLISH	Joan Weir
CMMD 154	PRINCIPLES OF PHOTOGRAPHY	Mike Rimmer
CMMD 155	BASIC NEWSPAPER PRODUCTION	Butler/Cooper
CMMD 156	BASIC BROADCAST PRODUCTION	John Cooper
POLI 111	POLITICAL STUDIES	Derek Cook

APPENDIX B
GRADUATE LIST BY STUDENT NAME
(STGOAA002.LIS)

15-Nov-1989
Page 1

Student Number	Student Name	Certificate	Qualification Date
8231168	BLEILER, JACK DAVID	CMMD	87-04-30
8711431	BRADSHAW, RUSSELL JAMES	CMMD	89-04-28
8431115	BUCHANAN, STACY LYNN	CMMD	85-04-30
8531512	BUTLER, APRIL DAWN	CMMD	86-04-30
8331337	CAMERON, ALLEN BRUCE	CMMD	86-04-30
8631552	CASE, LAURIE ANN	CMMD	88-04-29
8331476	CHARLESWORTH, BRAD EDWARD	CMMD	87-04-30
8831846	CLACK, ANNETTE MARIA	CMMD	89-04-28
8831812	COSTANTINO, MELI	CMMD	89-04-28
8831487	CURTIN, KAREN ANN	CMMD	89-04-28
8832033	DANIELSON, KEVIN SCOTT	CMMD	89-04-28
8033524	DESROCHERS, CAROL ANN	CMMD	89-04-28
8513078	DOUCET, DANIELLE NICOLE	CMMD	86-04-30
8433092	DOUCET, MICHAEL LEO	CMMD	88-04-29
8631346	FAST, STEVEN VICTOR	CMMD	87-04-30
8832511	FROESE, NADINE JACQUELINE	CMMD	89-04-28
8831408	GOGUEN, SUZAN GILBERTE	CMMD	89-04-28
8631192	HYMAS, TRACEY	CMMD	87-04-30
8831815	IMHOFF, SHARLENE JEAN	CMMD	89-04-28
8731745	MCCANN, ALAN GEORGE ROBERT	CMMD	88-04-29
8626592	MCDONALD, JEANNINE ANNE	CMMD	88-04-29
8531155	MITCHELL, GLENN LLOYD	CMMD	86-04-30
8636381	MUZZILLO, PENNY GAYE	CMMD	88-04-29
8621078	PERRAULT, BRUCE EDWARD	CMMD	88-04-29
8232502	PLAYER, MARY ANN	CMMD	89-04-28
8731744	RICHEY, JAMES WILLIAM	CMMD	88-04-29
8731633	RUGG, LOIS KATHLEEN	CMMD	88-04-29
8731523	SCANNELL-DYCK, MARY ANNA	CMMD	88-04-29
8732304	TURMEL, VANN ALAN	CMMD	89-04-28
8411205	VOLLMER, BRUCE DOUGLAS	CMMD	86-04-30
8531538	WILCOX, TRACY LYNN	CMMD	86-04-30
8526320	WIND, STEVEN	CMMD	89-04-28
8711061	WOOD, MICHAEL ROBERT	CMMD	88-04-29
8831132	WOZNIAK, NATASHA CHRISTINE	CMMD	89-04-28

APPENDIX C

COMPARATIVE CAPITAL EQUIPMENT COSTS

MACINTOSH:

HARDWARE:

Mac 11 Cx	3	\$ 20,847
8 Meg ram	3	10,500
80 Meg HDrive	3	4,800
Radius Full Page Display	3	6,600
LaserwriterNTX11	1	8,775
Apple talk cable 10m	3	300
Apple talk connectors	4	520
20 Meg HardDrive		
Everax 2006	1	850
Radio Shack		
Model 102	18	11,700
Apple Scanner	1	2,695
SUB-TOTAL		<u>\$ 67,587</u>
EDUCATIONAL DISCOUNT		-27,034
SUB-TOTAL		<u>\$ 40,553</u>

SOFTWARE:

Aldus Pagemaker		
Aldus Freehand		
Desk Draw and Desk Paint		
Image Studio		
Microsoft Word		
A Telecom Program		
or Desk Accessory		
Networking software		
probably TOPS		
Some utility programs for		
backup, file		
management/recovery		\$ 3,500

T.V./RADIO EQUIPMENT:

Character generator		5,000
T.V. Editing System		20,000
Audio Cart Machine		<u>3,500</u>
TOTAL		<u>\$ 72,553*</u>

* With full educational deductions.

COMMODORE AMIGA:

Amiga Model 2500	(3 units)	\$12,792*
(includes 3 Meg ram;		
additional 5 meg for total of 8 meg)		4,500**
HDrive (40 meg incl.; add 40 meg @ \$600 per unit)		<u>1,800**</u>
SUB-TOTAL		19,092

(Figures above given for comparative purposes with MacIntosh. E.G. Ram expandable to 16 Megabytes; Hdrive available in 80 Meg configuration among others.)

* with educational deduction
** before educational deduction

Monitors (2 DTV @ \$695 ea; 2 DTP @ \$2,000 ea = 4 units)		5,400**
Printer		7,000**
Cable connectors		820
Radio Shack 102	(18 units)	11,700
Scanner		<u>1,550</u>
SUB-TOTAL		45,562
<u>SOFTWARE</u>		1,500

T.V./RADIO EQUIPMENT:

Genlock (can be used for character generation in place of character generator; plus other video overlays)		700
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T.V. Editing System (supplementary hardware only; interfaceable with Amiga control)		10,000
Video Digitizer		300
Video Framegrabber		600

Audio Cart Machine		<u>3,500</u>
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TOTAL		<u>\$62,162***</u>
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***No educational deductions except for base system; educational deductions on other items will vary.

