What are the strengths of your area?:

1. Journalism is a legacy program that has published The Campus newspaper since 1933.
2. The program has produced several successful journalists including among others a past publisher of the Los Angeles Times, a current online editor at the Los Angeles Times, a news producer at KVPR, the local NPR affiliate, one of the owners of Mineral King Publishing, and several journalists working for the local paper.
3. The program has embraced the digital revolution. An online edition has been published since the early 2000s. Additionally, students actively produce videos, podcasts and other multimedia. The Campus also uses Twitter, Instagram and Facebook to promote student media and actively engage students and other readers.
4. The student media classes offer students untraditional hands on learning community unlike any other at the college.
5. Non-majors are able to participate in this academic program where teamwork and camaraderie are important. This enhances their transcripts and can help with transfer.
6. The Campus has held college-wide forums for students including one on the budget cuts of 2012.
7. The Campus also has streamed several events including graduation, board meetings and sporting events. In fact, The Campus was the first to stream any event on campus.
8. A new ADT degree has been completed and is awaiting state approval.
9. An achievement certificate is being written.
10. The program is up to date with assessments.
11. Two GE/IGETC classes are part of the program. The broad appeal of these classes helps funnel students who had not considered journalism into the student news media classes.
12. Journalism is one of the few academic programs whose students compete in statewide writing competitions. The awards students win are an honor for the college. The program competes in a fall Norcal competition and a statewide competition in April through the Journalism Association of Community Colleges. Both contests feature work sent in electronically before the conferences and timed on-the-spot competitions. These competition give students a real world experience of deadline and it is a resume builder that can help with transfer. Not every college wins awards, but COS has consistently done well and has won awards every year.
13. Students attend two conferences a year that give them an opportunity to network with other two-year student journalists and compete in timed on-the-spot competitions. These conferences are sponsored by the Journalism Association of Community Colleges.
14. Students also have the opportunity to be elected to the board of directors of the Journalism Association of Community Colleges. There are three voting members of the board of directors.
15. In Fall 2013, two students and the adviser attended the National College Media Convention sponsored by the Associated Collegiate Press and College Media Advisers. This is the largest college student media convention with more than 2,000 attendees and 325 sessions.
16. The program maintains memberships in important media organizations such as the Journalism Association of Community Colleges; the Associated Collegiate Press; College Media Advisers and the California Newspapers Publishers Association.
17. The adviser attends a Mid-Winter Faculty conference sponsored by the Journalism Association of Community Colleges. This conference offers networking and training.
18. The adviser attended a three-day multimedia workshop at Brooks Institute in the summer of 2013.
19. The program offers six solid classes, which pack a lot of skill building and media literacy. In the past three years, student success rates vary from a low of 54 percent to a high of 81 percent.
20. Over the past five years, 252 students have declared a major of journalism.
21. The number of hits on the online site is comparable to what other two-year college student media sites are receiving.
22. There is no prerequisite to join the student media to promote the egalitarian idea that any student can contribute.
23. The Journalism program, specifically the student media classes, offers students an opportunity to experiment in different forms of journalism and mass media such as videography, podcasting, graphic design, cartooning, reporting and design and ad sales. This allows them to see what career path they might be successful at.
24. The student media offer students leadership positions.
25. Students in the student media classes learn important life skills, such as leadership, teamwork, deadline, oral and written communication skills and people skills.
26. The student news media helps to keep students informed about campus news and issues relating to college students.
27. The Campus helps promote the college, on campus and off campus as it is distributed to seven off campus sites.
28. The program consistently wins statewide awards. For instance, in 2013/2014, the students garnered four on-the-spot awards, including two first place awards as
29. The adviser serves on the executive board of the Journalism Association of Community Colleges and is a member of College Media Advisers.
30. The photography adviser is a working professional who has worked for the Associated Press, The Fresno Bee and has been published in the New York Times.
31. The program is able to contribute to expenses by monetizing the newsstands, selling advertising and raising money through fundraisers such as selling flowers at graduation.

The success rates in Journalism range from a low of 54 percent to a high of 81 percent, which is to be expected because the classes require college level writing.

The success rates in Journalism have declined in the past three years despite the prerequisite of a “C” or better in English 251. Until recently, an adjunct instructor taught this course. Though the instructor is skilled, the data may reflect a need to entice students with newer forms of journalism including multimedia reporting. In addition, the Journalism course also requires students to interview people and gather. This is difficult for many students.

Explanation of data metric: success rates:
Journalism 7 and Journalism 20 data reflect the general nature of these courses. Unlike social science, there is no prerequisite for either class. Success rates for what used to be called the Newspaper Production class have fluctuated in the past three years and reflect the difficulty of the classes. This reflects student desire to be a part of the student news media. The higher success rate of Journalism 104 (now journalism 114/115) reflects the more advanced nature of these classes, which are the leadership, and editorial board classes. The success rate of the one photography class has increased in the past three years.

FTES for Journalism for the past three years beginning with 2010/2011 is as follows:
- 2010/2011: 474
- 2011/2012: 373
- 2012/2013: 390

In 2010/2011, there were 15 Journalism classes offered including two sections of Journalism 7, Mass Communication, an IGETC class and three sections of the photography class, two on the main campus and one in Hanford.

The drop in FTES for 2011/2012 reflects mandatory budget cuts when three classes were cut. This was a big hit in such a small program. The number of classes offered in 2012/2013 remained at 12, with the FTES only slightly better.

One additional note is that Journalism 7, Mass Communication generates good FTES and has a high success rate. Journalism 103a-d, the class formerly known as Newspaper Production, generates even better FTES than Journalism 7.

In spring 2014, students garnered four awards, including two first places, at the annual state conference sponsored by the Journalism Association of Community Colleges. Nine students and the adviser attended the state convention and four students attended the fall Norcal convention. Students get a taste of real world journalism at these conferences through networking, competing and attending seminars conducted by working professionals. Four-year college representatives also attend. In fall 2013, two students and the adviser attended the National College Media Convention with more than 2,000 attendees and 325 sessions and workshops.

For 2010/11 through 2012/13, course success rates varied from a low of 54 percent to a high of 81 percent. This is to be expected because many of the classes are writing classes.

Journalism is a one-person program with a limited curriculum. New equipment and software must be continually updated to keep up with the migration to digital. The program must now pay for web hosting services and an edit flow system and because there is no budget line item these expenses must come out of the print budget. As a result, The Campus has a reduced its publishing schedule.

Describe any external opportunities or challenges:
1. The loss of repeatability from eight sections of the student media/newspaper to four has affected enrollment, skill development, team building and the quality of the student media.
2. Because there is no prerequisite for the student media classes, students are often unprepared. This assertion is supported by course success rates, which are below state average, inadequate student portfolios and the adviser’s opinion of the declining quality of student news media.
3. The state requirement of the AA-T has limited the curriculum. Students who want a fast track to a state college are now restricted to fewer journalism units and the number of overall units they are permitted to take. This means students stay in the program for a shorter period of time.
4. New equipment and software must be continually updated to keep up with the migration to digital. There has not been a computer update in five years. Software is
5. The program must pay for web hosting services and an edit flow system, and because there is no line item, these expenses must come out of the limited print budget.

6. The print budget, already limited, was further reduced during budget cuts. The budget has not been restored, causing a domino effect: fewer print issues limits student participation, has lessened the visibility of the student media on campus and has thus affected enrollment.

7. Because this is a small academic program that inhabits a niche, success rates are hard to judge. Many non-majors participate. Over the past five years, 252 students declared journalism a major, a fraction of the number of students in the program.

8. A decline in written and oral communication skills of students. Most students spend an excess amount of time with screen devices. I believe this has led to poor oral and written communication skills and shorter attention spans.

**Overall Outcome Achievement:** The overall outcome achievement for Journalism is favorable based on the limited number of classes. The general education classes reflect a diverse student body not always prepared for the critical thinking or writing that is required for demanding these classes. The entire three-year cycle has not been completed. This was sensible but also necessary as the curriculum has changed with the deletion of repeatability and the new transfer degree.

**Changes based on outcome:**

1. Deletion of outdated assignment in Mass Communication class. The deleted assignment dealt with giving up TV or the Internet for one to two weeks, which many students found unrealistic and not of practical value because they had no plan to make any lasting change. The assignment has been modified as a one-day screening awareness assignment.

2. Outcomes continue to be refined.

3. Assessment has lead me to the conclusion that to improve student success the program needs up-to-date multimedia equipment to prepare students for digital platforms. Those who work in news media are expected to have a broader skill set.

**Outcome cycle evaluation:** Student learning outcomes continue to be refined as mass media rapidly changes and new challenges arise from an ever changing student population. Outcomes are up to date but the entire three-year cycle has not yet been completed. Writing skills and media literacy are low in this student population.

**Action:** Increased training for students in professional media equipment.

Students will be able to shoot digital photos and video with professional equipment for student news media classes.

**Implementation Timeline:** 2014 - 2015

- Start Date: 10/07/2014
- Completion Date: 05/21/2015
- Status: New Action

**Identify related course/program outcomes:**

Course outcomes for the student media classes include production of student news media. In addition, program outcomes quote from actual outcome/program outcome

**Person(s) Responsible (Name and Position):** Judy House Menezes/David Robinson

**Rationale (With supporting data):** Students must have equipment to produce student news media, especially with the migration to the Internet. All three program outcomes require knowledge, use, and understanding of multimedia equipment in tangential ways. For instance, an editor needs to know how to choose a photo to learn the power and effect of visual images. Producing writing and “other products” includes knowledge of multimedia. Critical thinking is also a component of choosing photos and multimedia. Journalism is no longer divided into print or photo; it relies now on telling a narrative in a variety of ways that are often heavily visual whether that involves still photography, videography, or interactive graphics. In addition, 10 to 12 students drop the photography class each semester because they do not have a digital single lens reflex camera. There are only four out of date cameras available for a class of 30 photography students. Another four cameras, housed in journalism, are the
staff of the student news media, in addition to students in the other journalism classes. A bar code check out system housed in the journalism department is requested to keep track of equipment. Currently, the four cameras for the photography class are kept in audio visual, which is inconvenient for students who need to check out a camera because the AV person is often out and there also seems to be a question of where cameras are at any given time. Also, these four cameras are apparently checked out to faculty for personal recreational use, which was not the intended use of these cameras. This is particularly troublesome because these cameras have a finite number of pictures they can take before they no longer function.

| Priority: High |
| Safety Issue: No |
| External Mandate: No |

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<th>Add Resource Request for Action</th>
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<tr>
<td><strong>Resource Description</strong></td>
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<tr>
<td>Above base funding to purchase 30 DLSR cameras and a barcode system with software.</td>
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**Action:** Produce more issues per semester. The action is to publish 11 issues each semester. We have current funding to produce four issues per semester. We would like to increase it.

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 10/07/2014
- **Completion Date:** 05/21/2015
- **Status:** Continued Action

**Identify related** Program and student learning outcomes for student news media classes center on successful production and publication of student media. Program outcomes: Visual:

**course/program outcomes:** When students leave this program, they will understand the elements, including the power and effect, of effective visual images and text on all print and digital platforms.
Written and oral: When students leave this program, they will be able to produce writing or other products, both print and digital, and be knowledgeable about oral communication skills, which reflect understanding of journalistic and professional standards.

Critical thinking: When students leave this program, they will understand and apply concepts of critical thinking, media and information literacy, effective leadership, including decision-making, newsroom management and hierarchy, and basic media ethics and law.

Person(s) Responsible (Name and Position):
Judy House Menezes/David Robinson

Rationale (With supporting data): The print budget was cut during the 2011/12 budget cuts and never restored. The cut has caused a spiraling down of the program as evidenced by enrollment and lack of interest in the paper on campus because the publication schedule is so limited. Though digital platforms are the future, for college campuses print is still a successful endeavor.

Priority: High
Safety Issue: No
External Mandate: No

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<th>Add Resource Request for Action</th>
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<tr>
<td><strong>Resource Description</strong></td>
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<tr>
<td>Base budget funding. Increase The Campus student newspaper print budget by $6,000.</td>
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Action: Research software for online/digital portfolios.

Start Date: 10/07/2014
Completion Date: 05/21/2015
Status: New Action

Identify related course/program outcomes: Student learning outcomes for the student media classes require students to be familiar with new digital platforms. In addition, online portfolios are the industry standard.

Person(s) Responsible (Name and Position): Judy House Menezes

Rationale (With supporting data):
A number of two-year and four-year journalism programs have migrated to an online portfolio system.

Priority: Medium
Safety Issue: No
External Mandate: No