

Comprehensive Program Review Report



Program Review - Journalism

Program Summary

2021-2022

Prepared by: Judy House Menezes

What are the strengths of your area?: Students on The Campus receive practical hands on training in news skills, critical thinking, teamwork, and leadership. They learn to communicate effectively, manage projects, work with people, and engage in real world problem solving. Mass Communication and Gender, etc in Visual Media classes teach students media literacy and critical thinking.

These aspects make the classes and the program beneficial for almost any student. The program is marketed to non-journalism majors.

The Journalism program is both academic and career technical.

What improvements are needed?: 1. Two additional class sections of Mass Communication. Justification follows.

- a. This IGETC class always meets enrollment.
- b. This is a feeder class for the student news media and thus would strengthen the program.
- c. Media literacy and critical thinking are important life and career skills.
- d. Student interest is high
- e. Many students from the Valley are economically and geographically disadvantaged. They often do not have the media literacy skills their peers in Northern and Southern California do.
- f. It is unusual for a two-year college this size to not offer more than one section.

2. Curriculum for an additional two sequences of Media Practicum

- a. Due to the abolishment of repeatability, students can be on The Campus for only one year.
- b. A beginning student, in one year, has to choose to between learning reporting, writing, word press publishing, photography, podcasting, videography, editing. In today's job market, journalism students must have more than one skill area. With new technologies, there is much for to students to learn to be ready for transfer and employability.
- c. Second semester (and sometimes first semester) students have to take leadership positions they are not ready for leading to frustration and sometimes low staff morale.
- d. The quality of the student news media would greatly increase.
- e. This would COS in line with other two-year college journalism programs.

3. Reestablishment of a hybrid photojournalism class.

- a. This class was rewritten years ago to include all types of photography due to enrollment concerns.
- b. When this class was rewritten by a since retired division chair, videography was just getting started.
- c. This class no longer functions as a feeder class to The Campus
- d. Journalism students on The Campus have little to no training in photography.
- e. The program should offer a hybrid course in photojournalism and videography with an emphasis in journalism.

4. Marketing of the program so students understand the difference between mass communication and communication, which used to be called speech. Both disciplines are important but, many students confuse the two disciplines. Some opt for communication only to discover upon transfer that they should have enrolled in journalism classes where there is more

emphasis on writing.

Describe any external opportunities or challenges.: COVID caused a disruption, but the students enrolled in The Campus class adapted with remote teaching and reporting, and continued to publish a student news site. Without in person social interaction, students felt less camaraderie which greatly affected the experience of being on staff. On the other hand, students learned another real world skill that may be the future of the workplace and one that working journalists were experiencing just as they were. That is learning to work efficiently and with discipline remotely and holding themselves accountable. Students seemed reluctant to embrace zoom and social media for reporting. At times they seemed distracted by COVID. I do not have data to support this, but many students has a hard time coping with the pre vaccine part of the pandemic when they could not go out. The transition to online teaching was smooth for the other journalism classes.

Overall SLO Achievement: The SLO achievement was mixed, especially in the classes that were not The Campus. Four different SLOs were assessed in 2020 and 2021 with all of them coming in about 10 percentage points lower than previous measurements. This could be that students were distracted with the ongoing pandemic (during this time frame all classes were still remote), they were still not adjusted to remote learning or that they knew they could bail with a late drop if they needed to. The results may be skewed a bit by students who just disappeared or did mediocre work knowing they would probably drop the class.

The Campus class dropped a bit, too. That certainly was due to the lack of in person interaction and staff differences in the spring.

Changes Based on SLO Achievement: I think remote teaching will become more commonplace. The challenge will be to encourage students to embrace this type of learning and to see the benefits. I think I would coach students more on what they specifically need to do to succeed online. Many were unprepared for the sudden shift. Some were unable or unwilling to solve their problems (technical, personal, etc).

I was surprised to learn that some students never enable Canvas announcements or do not check Canvas every day. A more rigorous and specific unit that takes them through the process might work even though many resources were provided. I am a big believer in the On Course methods and would like to see the entire college embrace this model.

Better SLOs that gauge real understanding of news literacy and the big effect social media has had. Some but not all social media is journalism. Many students do not understand where it begins and ends. By and large they are not newspaper readers. Some students fall in love with the tech (which is OK and understandable) without realizing how important it is to write well and communicate effectively.

Overall PLO Achievement: Program outcomes were met, but there is still room for improvement. The statistics for the measurements were passable but much lower than I would like. Part of this may be student fascination with TikTok and disinterest in journalism.

Though each of the classes work together, there are two distinct parts to the program: The Campus and the rest of the classes. Student learning outcomes for the lecture classes are serviceable. The student learning outcomes for The Campus are harder because of the different roles on staff. Students are lumped together whether they are a reporter or photographer or social media manager. Though there are skills they all should know, they are sometimes reluctant to come out of their silos to attain these skills.

Changes Based on PLO Achievement: I would like to see more rigorous project-based PLOs perhaps dealing with social media and news literacy that could then be publicized and also be used for recruiting for The Campus.

Outcome cycle evaluation: Because Journalism is a one-person program, the task of outcomes always falls on one person who is sometimes pulled in different directions. The one adjunct instructor requires reminders to get his SLOs done.

Action: FT Journalism instructor

Replacement for retiring professor.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

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Identify related course/program outcomes: This position is directly related to every part the Journalism program outcomes and the college mission statement.

Person(s) Responsible (Name and Position): Vice President of Academic Services, Dean and Division Chair of Languages and Communication.

Rationale (With supporting data): Without a full-time journalism instructor, there is no journalism program. The position must

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be FT for stability and to offer students a successful experience. Each piece of this small program supports the other. For instance, Mass Communication and Film in Society and Culture are IGETC classes that also feed into the student news media classes. Though much has changed with technology, journalism is still vital to values citizens hold. Students remain interested and most colleges have college newspapers, albeit online. We all live in a media saturated world. Enrollment in the program has remained steady for such a small curriculum. The enrollment during this COVID period has increased. The program offers students life skills and is aimed at journalism majors and non-journalism majors alike.

The Campus student news media has existed since 1933.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 3.1 - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.
District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

Action: Online classes

Offer additional sections of journalism online.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Program Outcomes • Articulate the power and effect of mass media on culture and society. • Create quality journalism that reflects professional standards. • Understand and apply concepts of critical thinking, effective leadership, hierarchy, and basic media ethics and law.

Person(s) Responsible (Name and Position): Cynthia Johnson, Division Chair; Judy House Menezes, Journalism professor/adviser

Rationale (With supporting data): Many two-year journalism programs offer online courses. Online courses reach students who are not currently being served (pre-covid)

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation: Though there is not an external mandate, there may be very soon due to covid. Surprisingly, enrollment in the program increased with online classes. Even when the pandemic ends, the program should offer some online classes to serve a student population that was not served prior to covid.

Action: Add curriculum

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Write curriculum for an additional two sequential semesters for the student news media class so students who choose to may gain experience in several skills such as reporting, podcasting, photography, videography, editing, social media, and leadership positions instead of having to concentrate on one skill. This would also bring the program in line with other two-year programs across the state.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Judy House Menezes, professor/adviser

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Action: Mobile Journalism

Provide every student on The Campus student media with a simple mobile journalism equipment package for an entire semester. This would include a backpack, external microphone, extension cord, tripod and mount.

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

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Identify related course/program outcomes: Program outcome: Create quality journalism that reflects professional standards.

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

Rationale (With supporting data): Students cannot afford mobile journalism equipment. Tulare and Kings Counties both exhibit poverty levels above the California average as well as median and mean incomes below the state average. For example, Tulare County's poverty rate is more than double the state's poverty level and families with female

householders in both counties have a poverty level at or above 36%. Additionally, the median income in both counties is less than the state by \$17,000 (Kings County) and \$22,000 (Tulare County). Most students do have smart phones , but they do not have the other equipment that is required for quality mobile journalism. This is significant because the industry continues to move in that direction, especially now with COVID. This equipment could also be used for the beginning news writing classes and for projects in the Mass Communication class.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/08/2021

Status: Continue Action Next Year

Additional equipment has been purchased and the program is closer to achieving this goal.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Instructional - A lavelier microphone, a handheld microphone, a tripod, extension cord, smart phone clamp, storage pouch (Active)

Why is this resource required for this action?: Equipment needed for mobile journalism.

Notes (optional): Increasingly, journalists are asked to do it all, reporting, photography, video and audio.

Cost of Request (Nothing will be funded over the amount listed.): 6000

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Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

Action: Funding for a high quality print publication twice a year

Funding for a high quality print publication twice a year. This would be a supplement to the online news site that would provide students with experience in publishing a print product. This is attractive to all students but especially to graphic designers and photographers.

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): Though the industry and public have moved to online journalism, print is still attractive to many students precisely because most high schools no longer print and students have no experience with that medium. It is particularly attractive to graphic designers and photographers. A high quality, hold in your hand publication is likely to help with recruiting as it is "push communication" and not "pull communication" such as a website. It is likely to appeal to the community of COS, faculty, staff, students, who miss the print edition of The Campus and would like something they can hold in their hands and perhaps keep for longer than a print edition. The pass along circulation could also be good for the college.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action
Updates
Update Year: 2021-2022
Status: Continue Action Next Year
This request was turned down.
Impact on District Objectives/Unit Outcomes (Not Required):

09/08/2021

Resources Description

Equipment - Instructional - Printing cost for high quality publication, twice a year (Active)
Why is this resource required for this action?: Cost of printing
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 5000

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years

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District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

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District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

Action: Restore link

Restore the link to The Campus newspaper on the landing page of the college website.

Leave Blank:

Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes: This relates to the program SLO of producing quality journalism and also relates to district goals.

Person(s) Responsible (Name and Position): Computer services/marketing director

Rationale (With supporting data): The link was removed after the college site was redesigned.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/08/2021

Status: Continue Action Next Year

This simple request has not been granted.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

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District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

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District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.