Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Journalism (JOUR)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
The biggest success our program has enjoyed since the last comprehensive review is that we have either increased or maintained the overall number of students graduating with journalism degrees or certificates. Given the challenges that we faced during the pandemic when everything was done remotely, this is an impressive feat. Our students also continue to gain transfer admission to a variety of colleges and universities both inside and outside of California. While San Diego State University continues to be the top transfer college for Mesa journalism students, our students have also chosen to attend Columbia University, Boston University, and Grambling State University, among other prestigious institutions. One of the newest challenges our program has endured in the past year is the closure of the last remaining newspaper printer in San Diego. This has meant the end of the traditional student newspaper with more of a digital focus. The newspaper has always provided excellent program visibility on campus, without that physical product, we must find new methods of promoting our program and our student media. Additional ongoing challenges continue to be lower course enrollment, student success/retention, limited course sections offered, and decreased enrollment in the student newspaper production course sequence.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
Our program has seen a significant reduction in its print newspaper product and more of a focus on online and multimedia content. This is primarily due to the unexpected closure of the last remaining newspaper printer in San Diego County. With the higher costs associated with a printer from Orange or Riverside counties, we have instead elected to print a magazine-style product and utilize our campus' reprographics department.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
N/A

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Overall course success rates dropped during the main Covid-19 years of 2020-21 and 2021-22, but are showing signs of recovery as we start to move past the pandemic. The overall success rate for journalism courses in 2022-23 was 67.4%, an increase of 3% since 2021-22. Traditionally under-represented groups, such as Latinx and Black students, had among the lowest overall success rates, with Latinx student success dropping to 60% and Black students at 40%. Students who identified as White, Asian, or multi-ethnic enjoyed the highest success rates in 2022-23 at 68%. Success rates in 2022-23 for Latinx students who identified as first-generation college attendees had only 56% success rate, while non-Latinx first-generation college students had an 83% success rate. Broken down by individual course, JOUR 220 (Principles of Public Relations) had the lowest success rate in 2021-22 with only 50%. Whereas before the pandemic we were starting to make progress in closing the equity gaps for Latinx and Black students within the journalism program, they have unfortunately widened considerably during the past few years. While the retention rates for these groups remain high (72% for both Latinx and non-Latinx students), they are not translating to course success, resulting in equity gaps of -29.4% for Black students and -13.2% for Latinx students. For spring 2023, journalism classes had a 90% fill rate and that increased to 97% in Fall 2024. However, overall enrollment has been trending down from a total headcount of 265 in 2018-19 to 139 in 2021-22. In Spring 2024, we had a total of 8 students earn journalism degrees at Mesa, a slight increase from 2023.

Summary and Reflection

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

The largest equity gaps we see in our data are in regards to our students who identify as Latinx and Black. For Latinx and Black students, we see equity gaps of -4.7% and -14.3%, respectively. As mentioned previously, prior to the pandemic we were starting to make significant progress toward closing these gaps. However, COVID-19 instead exacerbated them. What stands out the most is that African American male students account for the largest equity gap at -15%, whereas African American female students comprise -8% of the equity gap. On the other hand, both male and female students who identify as Filipino enjoy both the highest success rates and positive equity gaps. There do not appear to be any significant equity gaps in regards to age. However, there does appear to be a significant gap between those students who identify as first-generation college students and those who do not, as do those who identify as low income. One group of Latinx students who have significantly closed the equity gap are those who identify as veterans. They do significantly better (+14%) than white students who identify as veterans. It would be interesting to delve deeper into why this particular group of Latinx students is more successful than non-veterans.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Learning outcomes assessments were completed for the current cycle in Spring 2022 and we started the new cycle in Fall 2023. All journalism instructors strive to create assessments that match all aspects of their instructional plans and are both formative and summative. We are continuing to work toward closing the equity gaps but need additional resources for both students and faculty in order to get there. With only 1 full-time faculty member in the program, it is difficult to have a robust and meaningful dialogue with other adjuncts in the program who only teach one or two journalism courses per year. However, those adjunct faculty are able to participate more in the learning outcome assessment process since Nuventive now allows all faculty to enter their own data into the system.

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

Lead faculty Janna Braun completed the Strong Workforce Faculty Institute in 2021-22, which allowed for a deep dive into the data dashboards to see where the equity gaps are most noticeable. The groups that have the most noticeable equity gaps in journalism are similar when viewed at the college-level as well, so it may also require a more holistic review of campus-wide practices and policies and at what point assistance or services might be necessary to close these gaps. It’s important to recognize that there are some areas that will impact students that are beyond the college’s control. However, in those areas where the college can provide assistance, a more centralized system would likely be beneficial.

What other factors (internal or external) might also impact the above data trends and equity gaps?

Our program has employed only one full-time faculty member for the past 20 years, with a variety of adjunct faculty teaching selected courses. It is often difficult to find qualified adjunct instructors who meet the state minimum qualifications to teach journalism at the community college level because there are no universities within San Diego County that offer master’s degrees in journalism and most professional journalists do not have master’s degrees in general. While there is an equivalency process that potential faculty can utilize, this additional step in the hiring process is often cumbersome to possible new hires who are often experienced journalists with the background and expertise that would best encompass our role as the leading college of equity and excellence. Janna attempted to hire two new adjunct faculty members for Spring and Fall 2024, but human resources claims they were unable to complete the onboarding process despite these potential adjuncts interviewing both with Janna and School of Humanities Dean Linda Hensley and giving their verbal agreements to work at Mesa. As a CTE program, we should be making it easier to hire a more diverse group of faculty that best reflects the students whom we educate, not harder.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
After some significant dips in enrollment during the 2023-24 academic year, enrollment in journalism courses surged during the Fall 2024 semester, with many courses enjoying 100% enrollment and, in many cases, full wait lists. In total, all Fall 2024 courses had a 97% fill rate, an increase from Spring 2024, which had a 75% fill rate. Students continue to successfully earn their transfer degrees in journalism and transfer to 4-year colleges and universities both in and out of state, including San Diego State University, Cal Poly San Luis Obispo, and Arizona State University.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Lead DOC Janna Braun will have the next outcome and assessment discussion with faculty before the start of the Spring 2025 semester with current adjunct faculty and report to the full department at its first meeting.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Outcomes assessment for all journalism courses is currently on schedule. For Fall 2024, we will assess JOUR 200 and JOUR 210A.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
It continues to be challenging to find qualified adjunct faculty for the journalism program, which has only one full-time faculty member. We have been fortunate to find one new adjunct who began teaching in the Spring 2024 semester but other potential candidates have not followed through on the hiring process after initially expressing interest in teaching certain courses. It is unclear whether this is a district issue or an issue with the candidates themselves.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
After some significant dips in enrollment during the 2023-24 academic year, enrollment in journalism courses has stabilized overall. Despite overall fill rates in the mid-high 70s range for Spring and Fall 2025, our core classes (JOUR 200 and JOUR 202) fill at or near 100% each semester. The reason for the overall fill rate in the 75-77% range is due to the fact that few, if any, students enroll in the JOUR 210C and JOUR 210D courses that are offered concurrently with the more popular and degree-required JOUR 210A class. The enrollment of fake students or "bots" continues to be an issue for our online courses, with many students unable to enroll due to the pernicious activity of the bot students. Students continue to successfully earn their transfer degrees in journalism and transfer to 4-year colleges and universities both in and out of state, including San Diego State University, Cal State San Marcos, and Arizona State University.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Overall course success rates are showing signs of recovery as we continue to move past the COVID-19 pandemic years of 2020-22. The overall success rate for journalism courses dropped in 2024-25 to 60.7%, compared to 67.4% in 2023-24. Traditionally under-represented groups, such as Latiné and Black students, had among the lowest overall success rates in 2024-25, with Latiné student success dropping to 55.3% and Black students at 50%. Latiné students represented the largest enrollment group in journalism courses during this time period. Students who identified as Multi-ethnic enjoyed the highest success rate in 2024-25 at 93.8%. Success rates in 2024-25 for Latiné students who identified as first-generation college attendees had a higher success rate for the first time, with a 68.8% success rate, while those who were non-first generation had only a 49% success rate. Multi-ethnic non-first generation college students had a 100% success rate. Broken down by individual course, JOUR 200 (Intro to News Writing & Reporting) had the lowest success rate in 2024-25 with only 51.2%.

Summary and Reflection

This may be due to the hiring of a brand new adjunct instructor for this course. We are starting to make progress in closing the equity gaps for Latiné and Black students to pre-pandemic levels within the journalism program. Retention rates for these groups remain quite high with 81% for Latiné and 91% for Black students. While there are still equity gaps of -11.3% for Black students and -9.2% for Latiné students, they are continuing a downward trend. Between 2020-25, Mesa has conferred a total of 48 associate degrees in journalism.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Outcomes assessment for all journalism courses is currently on schedule and completed for the 4-year cycle. All journalism courses that had students enrolled were assessed. The only course not assessed during this time period was JOUR 210D due to the fact that there were no students enrolled. There was one course that did not meet all CLO target benchmarks - JOUR 204 (Social Media in the Digital Age). This course is designed for students who intend to transfer to San Diego State as a journalism major and analyzes social media from a content perspective. Specifically CLO #2 (Understand the history of social network formations and explain the impact of newer media technologies on societal norms and practices) did not meet the 70% success benchmark. This assessment requires students to research and write about the history of a specific social media application through the lens of a recent news story. This assignment is typically the final project in the class and turned in on the last day of the semester. To help meet the target benchmark in the next assessment cycle, I will revamp the assignment's timeframe and require either submission of a rough draft and/or a visit with a Writing Center tutor. Students will then utilize feedback from the Mesa Writing Center before submitting the final draft. I will also provide students the option of submitting the assignment as an audio-video slideshow presentation.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

We have been able to find new adjuncts for the journalism program, despite the challenges of finding those who meet minimum qualifications. It is still a very complicated and lengthy process to onboard new adjuncts, which can be a deterrent. While it is also somewhat discouraging to see the lower course success rates, it is encouraging that students are continuing to enroll in Mesa journalism courses. Lead faculty member Janna Braun went on sabbatical leave during the Fall 2025 semester. During this time created a new four-course sequence that will eventually replace the current JOUR 210A-D (Newspaper 1-4) courses to better reflect current industry trends and skills. While the approval process for a new course does require time and patience, it will ultimately benefit both Mesa students and the journalism program as a whole.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Seek increased budget funding for existing journalism activities and expenses both inside and outside of the classroom.

Unit Goal: Goal 1: Seek increased budget funding for existing journalism activities and expenses both inside and outside of the classroom.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Action Plans	Updates
Action Plan Status: Completed **Action Plan:** Request budget augmentation through BARC proposal process. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/18/2024 **Action Plan Update**: BARC requests were denied. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Completed **Action Plan:** Apply for Perkins grants and other outside funding sources. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/18/2024 **Action Plan Update**: Received additional funding through existing co-curricular budget. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 2: Integrate entrepreneurial media skills/theory into curriculum, i.e., web design, app design, podcasting.

Unit Goal: Goal 2: Integrate entrepreneurial media skills/theory into curriculum, i.e., web design, app design, podcasting.

Goal Status: Active

Beginning Year: 2022 - 2023

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Update curriculum to reflect current digital trends. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	
Action Plan Status: Active **Action Plan:** Research OER materials for use in journalism courses. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/30/2024 **Action Plan Update**: Lead faculty Janna Braun has successfully discovered and implemented a number of OER journalism materials that are currently being used in Mesa journalism courses. She received a ZTC grant in Spring 2024 and created a fully online ZTC course for JOUR 202 - Intro to Mass Communication that is accessible to any educator on Canvas Commons. Janna will continue to research and utilize other OER materials and textbooks as they become available. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 3: Develop marketing campaign to increase enrollment in journalism courses.

Unit Goal: Goal 3: Develop marketing campaign to increase enrollment in journalism courses.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

Mapping

Unit Goals, Action Plans, and Updates

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Completed **Action Plan:** Work with Office of Communications to develop marketing plan. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/18/2024 **Action Plan Update**: The Office of Communications worked with the campus' Strong Workforce program to hire an outside marketing communications company to develop marketing plans and materials to help promote the journalism program at Mesa. They developed a variety of deliverables, such as a promotional video, to assist with program promotion. Enrollment in Fall 2024 increased dramatically from the previous years. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed
Action Plan Status: Completed **Action Plan:** Work with Strong Workforce office to assist with additional marketing materials and plan. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/18/2024 **Action Plan Update**: Mesa's Strong Workforce office hired 3Fold Communications to develop marketing plans and materials to help promote the journalism program at Mesa. They developed a variety of deliverables, such as a promotional video, to assist with program promotion. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 09/16/2024 **Action Plan Update**: Will update. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered

New Student Media Practicum Courses

Unit Goal: Create a new 4-course student media practicum sequence to replace the existing courses (JOUR 210A-D) that better reflects the current media skills and knowledge required for students to work in the industry.

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2026 - 2027

Mapping

Unit Goals, Action Plans, and Updates

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)