

Instructional Program Review 2019/20 UPDATE

Journalism

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer - Janna Braun
- Name of Liaison - Xiaochuan Song
- Department Chair - Chris Sullivan
- Name of Manager/Service Area Supervisor - Linda Hensley
- Is this a CTE program? - Yes

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018-19

Revise curriculum to reflect changes within the field, use industry-standard equipment and increase program visibility

This is a long-term goal. The field of journalism is a rapidly changing one. It is imperative that the curriculum reflect these changes and that our courses prepare students for gainful employment. This includes ensuring a continued focus on the shift toward digital journalism while still maintaining the basic framework skills of writing, reporting, and editing. In addition, we must work on updating existing newsroom technology and making the existing program more visible to the campus community at large.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 4.2,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Permissive Use 10.12, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7,

Institutional Learning Outcomes 2016/17: Communication, Information Literacy

Explore and examine different opportunities to implement OERs in Mesa journalism courses.

This is a short-term goal. A variety of studies have indicated that the use of OERs in college courses increases student learning while at the same time breaking down the barriers of affordability and accessibility. This research also shows that in courses where OERs are used, students had better grades and lower failure and withdrawal rates

than their counterparts. It is imperative that the journalism program give its students every opportunity to be successful. While there are currently limited OER options in journalism, more are beginning to become available and should be implemented in the next few years.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 4.1,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Permissive Use 10.5, Strong Workforce Recommendation 2,

Institutional Learning Outcomes 2016/17: Global Consciousness, Information Literacy

Develop new/strengthen existing relationships with media outlets and media professionals for student internships/employment.

This is a long-term goal. The Mesa journalism program will continue to develop relationships with local media outlets and media professionals in the San Diego area that will assist students in obtaining internships and employment. Having these contacts within a variety of media outlets is critical for Mesa student success, as they can translate the skills they learn in their journalism courses directly into an entry-level job or internship. It is critical to not only nurture our existing relationships but also build new ones through attending local media events sponsored by organizations such as the Society of Professional Journalists, Public Relations Society of America, National Association of Hispanic Journalists, and Association of Asian American Journalists.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.4, Strategic Goal 3.2, Strategic Goal 3.3,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Permissive Use 10.3, Perkins Requirement 3, Strong Workforce Recommendation 1, Strong Workforce Recommendation 3,

Institutional Learning Outcomes 2016/17: Information Literacy, Professional & Ethical Behavior

Embedded Tutor

Many Mesa journalism students struggle with basic grammar skills. Because there is no prerequisite to enroll in any of Mesa's journalism courses, students often times struggle with writing-intensive courses such as Journalism 200 (Intro to News Writing & Reporting). Our goal is to establish a program similar to that in the English Department whereby we have embedded tutors from local universities in our classes that can assist students with their grammar skills.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 4.1,

CTE 2018/19: Perkins Core Indicator Activity 3, Perkins Permissive Use 10.20, Perkins Permissive Use 10.3, Perkins Permissive Use 10.4, Perkins Requirement 1, Perkins Requirement 8, Perkins Requirement 9, Strong Workforce Recommendation 2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018-19

Goal

Goal: Revise curriculum to reflect changes within the field, use industry-standard equipment and increase program visibility

This is a long-term goal. The field of journalism is a rapidly changing one. It is imperative that the curriculum reflect these changes and that our courses prepare students for gainful employment. This includes ensuring a continued focus on the shift toward digital journalism while still maintaining the basic framework skills of writing, reporting, and editing. In addition, we must work on updating existing newsroom technology and making the existing program more visible to the campus community at large.

Action: Curriculum revision	
Describe the actions needed to achieve this objective:	Continued revision of journalism curriculum to reflect current industry changes and trends.
Who will be responsible for overseeing the completion of this objective:	Janna Braun, Professor of Journalism
Provide a timeline for the actions:	These actions are ongoing.
Describe the assessment plan you will use to know if the objective was achieved and effective:	To have all courses revised within the next two years.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Faculty, assistance from curriculum committee, input from adjunct journalism faculty.

Goal: Explore and examine different opportunities to implement OERs in Mesa journalism courses.

This is a short-term goal. A variety of studies have indicated that the use of OERs in college courses increases student learning while at the same time breaking down the barriers of affordability and accessibility. This research also shows that in courses where OERs are used, students had better grades and lower failure and withdrawal rates than their counterparts. It is imperative that the journalism program give its students every opportunity to be successful. While there are currently limited OER options in journalism, more are beginning to become available and should be implemented in the next few years.

Action: OER for Journalism

Describe the actions needed to achieve this objective:	Continue to review possible OER adoption for Mesa journalism courses.
Who will be responsible for overseeing the completion of this objective:	Janna Braun Other Mesa adjunct faculty
Provide a timeline for the actions:	This timeline is ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Adoption of an OER textbook in a current Mesa journalism course.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Assistance and guidance from Mesa OER librarian

Goal: Develop new/strengthen existing relationships with media outlets and media professionals for student internships/employment.

This is a long-term goal. The Mesa journalism program will continue to develop relationships with local media outlets and media professionals in the San Diego area that will assist students in obtaining internships and employment. Having these contacts within a variety of media outlets is critical for Mesa student success, as they can translate the skills they learn in their journalism courses directly into an entry-level job or internship. It is critical to not only nurture our existing relationships but also build new ones through attending local media events sponsored by organizations such as the Society of Professional Journalists, Public Relations Society of America, National Association of Hispanic Journalists, and Association of Asian American Journalists.

Action: Professional relationships

Describe the actions needed to achieve this objective:	Initiate and continue relationships with professionals in the fields of journalism and public relations to assist students with obtaining internships and jobs.
Who will be responsible for overseeing the completion of this objective:	Janna Braun
Provide a timeline for the actions:	The timeline is ongoing.
Describe the assessment plan you will use to know if the objective was achieved and effective:	In Spring 2019, Mesa College held its first-ever "Journalism Day" on campus. We will continue to hold these types of events to further engage our students with various media professionals.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Honorariums for speakers, assistance from Work Based Learning faculty.

Goal: Embedded Tutor

Many Mesa journalism students struggle with basic grammar skills. Because there is no prerequisite to enroll in any of Mesa's journalism courses, students often times struggle with writing-intensive courses such as Journalism 200 (Intro to News Writing & Reporting). Our goal is to establish a program similar to that in the English Department whereby we have embedded tutors from local universities in our classes that can assist students with their grammar skills.

Action: Embedded Tutor for Journalism courses

Describe the actions needed to achieve this objective: Enter into an agreement with a journalism program at a local university to have student tutors (either seniors or graduate students) embedded into Mesa Journalism 200 courses.

Who will be responsible for overseeing the completion of this objective: Janna Braun

Provide a timeline for the actions: 2 years

Describe the assessment plan you will use to know if the objective was achieved and effective: To have tutors in our classes by the beginning of the Fall 2021 semester.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Funds/grant money to pay tutors

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018-19

Goal

Goal: Revise curriculum to reflect changes within the field, use industry-standard equipment and increase program visibility

This is a long-term goal. The field of journalism is a rapidly changing one. It is imperative that the curriculum reflect these changes and that our courses prepare students for gainful employment. This includes ensuring a continued focus on the shift toward digital journalism while still maintaining the basic framework skills of writing, reporting, and editing. In addition, we must work on updating existing newsroom technology and making the existing program more visible to the campus community at large.

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Who will be responsible for overseeing the completion of this objective:	Janna Braun, Professor of Journalism
Provide a timeline for the actions:	These actions are ongoing.
Describe the assessment plan you will use to know if the objective was achieved and effective:	To have all courses revised within the next two years.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Faculty, assistance from curriculum committee, input from adjunct journalism faculty.

Status for Curriculum revision

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Lead journalism faculty is currently reviewing which courses need to be revised first and will develop a list based on when courses were last revised.

Goal: Explore and examine different opportunities to implement OERs in Mesa journalism courses.

This is a short-term goal. A variety of studies have indicated that the use of OERs in college courses increases student learning while at the same time breaking down the barriers of affordability and accessibility. This research also shows that in courses where OERs are used, students had better grades and lower failure and withdrawal rates than their counterparts. It is imperative that the journalism program give its students every opportunity to be successful. While there are currently limited OER options in journalism, more are beginning to become available and should be implemented in the next few years.

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Who will be responsible for overseeing the completion of this objective:	Janna Braun Other Mesa adjunct faculty
Provide a timeline for the actions:	This timeline is ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Adoption of an OER textbook in a current Mesa journalism course.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Assistance and guidance from Mesa OER librarian

Status for OER for Journalism

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Journalism faculty are still exploring different OER textbook options for Mesa journalism faculty. They will continue to search for different resources and seek the guidance of the Mesa OER librarian.

Goal: Develop new/strengthen existing relationships with media outlets and media professionals for student internships/employment.

This is a long-term goal. The Mesa journalism program will continue to develop relationships with local media outlets and media professionals in the San Diego area that will assist students in obtaining internships and employment. Having these contacts within a variety of media outlets is critical for Mesa student success, as they can translate the skills they learn in their journalism courses directly into an entry-level job or internship. It is critical to not only nurture our existing relationships but also build new ones through attending local media events sponsored by organizations such as the Society of Professional Journalists, Public Relations Society of America, National Association of Hispanic Journalists, and Association of Asian American Journalists.

Action: Professional relationships

Describe the actions needed to achieve this objective:	Initiate and continue relationships with professionals in the fields of journalism and public relations to assist students with obtaining internships and jobs.
Who will be responsible for overseeing the completion of this objective:	Janna Braun
Provide a timeline for the actions:	The timeline is ongoing.
Describe the assessment plan you will use to know if the objective was achieved and effective:	In Spring 2019, Mesa College held its first-ever "Journalism Day" on campus. We will continue to hold these types of events to further engage our students with various media professionals.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Honorariums for speakers, assistance from Work Based Learning faculty.

Status for Professional relationships

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	This goal will be ongoing as we continue to build and develop relationships with professional media outlets and working journalists to engage with Mesa journalism students.

Goal: Embedded Tutor

Many Mesa journalism students struggle with basic grammar skills. Because there is no prerequisite to enroll in any of Mesa's journalism courses, students often times struggle with writing-intensive courses such as Journalism 200 (Intro to News Writing & Reporting). Our goal is to establish a program similar to that in the English Department whereby we have embedded tutors from local universities in our classes that can assist students with their grammar skills.

Action: Embedded Tutor for Journalism courses

Describe the actions needed to achieve this objective:	Enter into an agreement with a journalism program at a local university to have student tutors (either seniors or graduate students) embedded into Mesa Journalism 200 courses.
Who will be responsible for overseeing the completion of this objective:	Janna Braun
Provide a timeline for the actions:	2 years
Describe the assessment plan you will use to know if the objective was achieved and effective:	To have tutors in our classes by the beginning of the Fall 2021 semester.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Funds/grant money to pay tutors

Status for Embedded Tutor for Journalism courses

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	There has been an initial discussion with the Dean of Humanities regarding this goal. The dean is looking into possible options and will meet with lead journalism faculty in Spring 2020 to discuss.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

File Attachments:

1. Estimate SNO_Sites.pdf

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Journalism

(REQUIRED) Program name

Journalism

(REQUIRED) Are you on target with your assessment schedule?

In the Mesa journalism program, most courses have only one section, and the courses that have multiple sections taught by both full-time and part-time faculty. When a course is scheduled for assessment, all sections of the course are planned to be assessed.

Unfortunately, part-time faculty have not consistently responded to requests for course learning outcome assessment, so this requires more thorough departmental planning and conversation. Assessing CLOs and talking about them—especially in department meetings or as a group of faculty who teach a particular course—is imperative to strategize ways to improve equity and student success. At least one section of each journalism course that Mesa has offered in the last four years has been assessed. There is one new course that Mesa plans to offer for the first time in Spring 2020 (Journalism 204), and the CLOs will need to be mapped and added into Taskstream in order to begin the assessment cycle.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

In general, students have done well in meeting the benchmarks set for course learning outcomes across the curriculum. The one course that students have struggled with meeting these benchmarks is Journalism 200 - Introduction to News Writing and Reporting. This course is the first in several writing/reporting courses that journalism majors are required to eventually take upon transfer to a 4-year college or university, so the standards for success are rigorous. Students struggle with basic skills such as grammar, spelling, and punctuation, which, compounded with the unique style of journalism writing, presents quite a challenge. It has been challenging to determine the exact reason for these difficulties, but based on data provided in the Mesa dashboard, the students who struggle with them the most identify as first-generation college students and traditionally underrepresented student populations, particularly African-American and Latinx males.

(REQUIRED) Based on your assessments, what resource needs have you identified?

The grad student program that English courses have with students from USD and SDSU - would be nice to have something similar for the journalism program in the J200 classes. I discussed this idea with my dean Linda Hensley at a meeting held on Oct. 28. She indicated that she would inquire about this.

Please provide any other comments.

It is critical that the Mesa journalism program maintain its high standards when it comes to course learning outcome assessment. Popular 4-year programs such as San Diego State are extremely selective when it comes to accepting transfer students, and many of our students who have grades beyond the minimum required for transfer are still not admitted.

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Journalism

Program Name

(REQUIRED) Type your program name.

Journalism

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

In surveying patterns of course success rates at the program level by race/ethnicity, several stand out. First, those students who identify as Latinx and African-American have the lowest rate of overall course success within the journalism program, at 54% and 57%, respectively. Conversely, the students who identify as Pacific Islander and Filipino have the highest success rates at 100% and 81%, respectively. The highest equity gap is with those students who identify as American Indian at -11%, followed by Latinx at -7% and African-American and Unreported at -4%. Thus, the traditionally marginalized and underrepresented populations of students have the lowest success rates and the largest equity gaps.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

For students who identify as African-American, the course patterns are fairly consistent over the past 5 years, with an average success rate of 59%. It is even lower (57%) for students who are not first-generation. For students who identify as Latinx, the numbers are a bit more encouraging, with course success rates rising from 52% during the 2014-15 academic year to 64% during the 2018-19 academic year, with an average success rate of 60%. In 2014-15, first generation Latinx students struggled mightily with a 36% success rate but that number has risen to 64% in 2018-19. The equity gaps, unfortunately, are increasing for both groups despite an increase in overall success rates for Latinx students.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

There may be a variety of factors that have influenced these results. Some Mesa students may be unaware of the various services that college provides, such as counseling, financial aid, and assistance for former foster youth. In addition, there are many factors that can be somewhat beyond the control of the college, such as housing insecurity and food insecurity. The college has taken great steps toward assisting students with these areas, but there can still be others that can hinder students, such as employment status, home situation, and childcare.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

I have made it my personal mission to include information about many of the existing services we have on campus in my course syllabus and at various times throughout the semester. I also make announcements about the Free Farmers Markets and The Stand. As a foster parent, I make it a special point to make students aware of the FAST Center that has recently opened on campus. In the future, I plan to invite representatives from the Office of Student Equity, FAST Center, The Stand, and Counseling, to ensure that students know that there are specific people that they can contact if they need assistance with any of these areas.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

As our program includes the award-winning student newspaper, The Mesa Press, we are committed to covering events and representing traditionally underreported populations on campus. This includes coverage of events such as the Gracia Molina de Pick Speaker Series and LGBTQ Week. In addition, other core courses within the Mesa Journalism program emphasize the importance of including Latinx/Hispanic contributions to the world of journalism and mass communication, as well as the sometimes difficult topic of how to appropriately report on different races/ethnicities. This includes providing students with important resources from organizations such as the National Association of Hispanic Journalists (NAHJ), the Maynard Institute, and the Diversity Style Guide.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

Our programs biggest need is with our Journalism 200 (Intro to News Writing and Reporting) course. This is the course that all students struggle with the most, but particularly Latinx and African-American students. The course has an overall success rate of 60% over the past five years. Latinx students have a 53% success rate and African-American students have a 57% success rate. In addition, first-generation students have a 53% success rate. This is a very writing-intensive course and sometimes instructors are not able to provide students with individualized assistance on the areas where they struggle the most, such as grammar, spelling, and punctuation. It is essential that students have high marks in these areas before they transfer to 4-year colleges and universities. Many popular journalism programs at universities such as San Diego State, require their students to take a grammar/spelling/punctuation exam and achieve at least an 80% score before they can begin taking their upper-division journalism courses. I would like to see an in-class tutor who is either a senior journalism major at San Diego State or University of San Diego within our Journalism 200 courses that can either assist students during class or during certain office hours outside of class with these areas. Another option is to have a course that is similar to English 101x that provides students enrolled in Journalism 200 with an additional hour of instruction that focuses on grammar/spelling/punctuation as it specifically relates to

journalism. This has been a successful program for the English Department at Mesa College and I would like to see something similar to assist our journalism students.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes, I have created a new program goal that addresses this specific need.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Last year, our program focus was on two primary areas:

- Increasing student success rate in individual courses, particularly those courses that are required for transfer to a 4-year college or university.
- Increase in the number of students who earn an associate's degree or certificate.

One of our program's newest goals is to increase the success rate in our core Jour 200 course, as this is the one most students struggle with the most, particularly Latinx and African-American students. We are just starting to delve into this area of focus, so we have not yet seen any results but if we can implement an embedded tutor program or add an additional 1-unit course onto our existing Jour 200 course, it is my hope that the success rate will increase.

Since the introduction of the Associate Degree for Transfer in Journalism, we have seen an increase each year in students earning those degrees. Even though not all CSU institutions accept the AD-T in journalism, counselors are still encouraging students who declare a major of journalism to obtain the degree just in case they are not accepted into their school of choice.