

## 2022-23 Program Review Template - Journalism

**Directions for Lead Writers:** Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
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.	Optional	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.	Optional	N/A
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input checked="" type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<b><i>Data Reflection</i></b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	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 2021-22 was 62%, the lowest it has been in the 5-year period where it was tracked. Traditionally under-represented groups, such as Latinx and Black students, had among the lowest

	<p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>overall success rates, while students who identified as White, Asian, or multi-ethnic enjoyed the highest success rates. Success rates plunged even further in 2021-22 for students who identified as first-generation college attendees, with only 52% 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, they are not translating to course success, resulting in equity gaps of -14.3% for Black students and -4.7% for Latinx students. 7 total degrees in both 2022 and 2021. For spring 2023, journalism classes had a 90% fill rate. However, overall enrollment has been trending down from a total headcount of 265 in 2018-19 to 139 in 2021-22.</p>
<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>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.</p>

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	Learning outcomes assessments were completed for the current cycle in Spring 2022. 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.
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*Practice Reflection*

Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	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?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	Our program has employed only one full-time faculty member for the past 18 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. 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.
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**Unit Goals and Action Plans**

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Seek increased budget funding for existing journalism activities and expenses both inside and outside of the classroom. Goal 2: Integrate entrepreneurial media skills/theory into curriculum, i.e., web design, app design, podcasting. Goal 3: Develop marketing campaign to increase enrollment in journalism courses.
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	Goal 1: SO: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers. SO: Goal 2: SO: Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success. SO: Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion. Goal 3: SO: Increase student access and schedule efficiency by coordinating schedules among departments/ disciplines. SO: Use technology to improve communication and accessibility across campus.

Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <ol style="list-style-type: none"> <li>1. Request budget augmentation through BARC proposal process.</li> <li>2. Apply for Perkins grants and other outside funding sources.</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1. Update curriculum to reflect current digital trends.</li> <li>2. Research OER materials for use in journalism courses.</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1. Work with Office of Communications to develop marketing plan.</li> <li>2. Work with Strong Workforce office to assist with additional marketing materials and plan.</li> </ol>
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Janna Braun	
Name of Program/Unit	Journalism	
Manager Name	Linda Hensley	
Submission Date of Program Review Draft to Manager for feedback		
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/18/2023	