

SAN DIEGO
MESA COLLEGE



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 Not Accurate - Update In Progress

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 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 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

Summary and Reflection

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.

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.

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. 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.

Related Documents for Charts and Graphs

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 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

Summary and Reflection

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.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Summary and Reflection

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: (X - Highlight the X to Align)

- Pathways and Partnerships - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Request budget augmentation through BARC proposal process.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Apply for Perkins grants and other outside funding sources.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

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

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Scholarship - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Update curriculum to reflect current digital trends.</p>	

Summary and Reflection

Action Plans	Action Plan Update
Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active Action Plan: Research OER materials for use in journalism courses. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Work with Office of Communications to develop marketing plan. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active Action Plan: Work with Strong Workforce office to assist with additional marketing materials and plan. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	