Program Name:

Journalism

A.   **PAST:**   Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09, 2009-10

1.   List the objectives developed for this program during the last comprehensive program review.

    The main objectives of the Journalism program for 2005-2008 are:
    1.   Secure the hire of a new speech and journalism instructor
    2.   Secure a stable, dedicated classroom/lab space to house the journalism program
    3.   Expand printing of school newspaper
    4.   Research feasibility of developing a college radio station

2.   Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
    a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
    b. For non teaching programs this data should include the following: TBD

Program Review - Journalism Program Enrollment Count at Census																	
	Fall				Spring				Summer				Winter				Grand
Course	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	Total
JRN 100	11		19	30	7	16	16	39	4			4					73
JRN 101			11	11			13	13									24

Course	Fall 2007	2008	2009	Total	Spring 2008	2009	2010	Total	Summer 2007	2008	2009	Total	Winter 2008	2009	2010	Total	Grand Total
JRN 102	10			10	7			7									17
JRN 106	8	17		25	14			14									39
Total	29	17	30	76	28	16	29	73	4			4					153

Journalism Program
Number of Sections

Course	Fall 2007	2008	2009	Total	Spring 2008	2009	2010	Total	Summer 2007	2008	2009	Total	Winter 2008	2009	2010	Total	Grand Total
JRN 100	1		1	2	1	1	1	3	1			1					6
JRN 101			1	1			1	1									2
JRN 102	1			1	1			1									2
JRN 106	1	1		2	1			1									3
Total	3	1	2	6	3	1	2	6	1			1					13

Journalism Program
Average Number of Students per Section

Course	Fall 2007	2008	2009	Total	Spring 2008	2009	2010	Total	Summer 2007	2008	2009	Total	Winter 2008	2009	2010	Total	Grand Total
JRN 100	10		19	15	7	16	16	13	4			4					12
JRN 101			11	11			13	13									12

Course	Fall 2007	Fall 2008	Fall 2009	Fall Total	Spring 2008	Spring 2009	Spring 2010	Spring Total	Summer 2007	Summer 2008	Summer 2009	Summer Total	Winter 2008	Winter 2009	Winter 2010	Winter Total	Grand Total
JRN 102	10			10	6			6									8
JRN 106	7	17		12	14			14									13
Avg.	9	17	15	12	9	16	15	12	4			4					12

Journalism Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
JRN 100	90%		42%	66%	71%	44%	38%	51%	100%			100%					64%
JRN 101			27%	27%			43%	43%									35%
JRN 102	70%			70%	100%			100%									85%
JRN 106	86%	29%		58%	50%			50%									55%
Avg.	82%	29%	35%	57%	74%	44%	40%	58%	100%			100%					61%

Journalism Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
JRN 100	90%		63%	77%	86%	63%	50%	66%	100%			100%					75%
JRN 101			45%	45%			93%	93%									69%

JRN 102	80%			80%	100%			100%									90%
JRN 106	100%	41%		71%	71%			71%									71%
Avg.	90%	41%	54%	70%	86%	63%	71%	77%	100%			100%						76%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
JRN	200730	Sum.	2007	JRN100	4							0		4	100.0%	100.0%
JRN	200810	Fall	2007	JRN100	3	6						0	1	10	90.0%	90.0%
JRN	200820	Spr.	2008	JRN100	5				1			0	1	7	71.4%	85.7%
JRN	200920	Spr.	2009	JRN100	5	1	1		3			0	6	16	43.8%	62.5%
JRN	201010	Fall	2009	JRN100	2	5	1		4			0	7	19	42.1%	63.2%
JRN	201020	Spr.	2010	JRN100	3	2	1		2			0	8	16	37.5%	50.0%
JRN	201010	Fall	2009	JRN101	2	1		1	1			0	6	11	27.3%	45.5%
JRN	201020	Spr.	2010	JRN101	3	1	2		5			2	1	14	42.9%	92.9%
JRN	200810	Fall	2007	JRN102	6	1		1				0	2	10	70.0%	80.0%
JRN	200820	Spr.	2008	JRN102	3	1	2					0		6	100.0%	100.0%
JRN	200810	Fall	2007	JRN106	6							1		7	85.7%	100.0%

JRN	200820	Spr.	2008	JRN106	7			1			2	4	14	50.0%	71.4%
JRN	200910	Fall	2008	JRN106	5			2			0	10	17	29.4%	41.2%

Journalism Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
JRN 100	1.1		2.0	3.1	0.7	1.7	1.7	4.0	0.4			0.4					7.6
JRN 101			1.1	1.1			1.3	1.3									2.5
JRN 102	2.1			2.1	1.4			1.4									3.5
JRN 106	0.8	1.8		2.6	1.5			1.5									4.0
Total	4.1	1.8	3.1	9.0	3.5	1.7	3.0	8.2	0.4			0.4					17.6

Journalism Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
JRN 100	0.20		0.20	0.40	0.20	0.20	0.20	0.60	0.20			0.20					1.20
JRN 101			0.20	0.20			0.20	0.20									0.40
JRN 102	0.40			0.40	0.40			0.40									0.80

	Fall 2007	Fall 2008	Fall 2009	Fall Total	Spring 2008	Spring 2009	Spring 2010	Spring Total	Summer 2007	Summer 2008	Summer 2009	Summer Total	Winter 2008	Winter 2009	Winter 2010	Winter Total	Grand Total
JRN 106	0.20	0.20		0.40	0.20			0.20									0.60
Total	0.80	0.20	0.40	1.40	0.80	0.20	0.40	1.40	0.20			0.20					3.00

Journalism Program FTEs per FTEf																	
	Fall				Spring				Summer				Winter				Grand
Course	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	Total
JRN 100	5.7		9.8	7.8	3.6	8.3	8.3	6.7	2.1			2.1					6.3
JRN 101			5.7	5.7			6.7	6.7									6.2
JRN 102	5.3			5.3	3.4			3.4									4.4
JRN 106	4.1	8.8		6.5	7.3			7.3									6.7
Total	5.1	8.8	7.8	6.4	4.4	8.3	7.5	5.9	2.1			2.1					5.9

3. **Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.**
    List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

Course	SLO	Cycle Assessment Completed	ISLO Linked to
Journalism 100	Develop and produce a news story that is logically structured and grammatically correct.	SLO Identified, Assessing in Spring 2011	ISLO1, ISLO2, ISLO5
	Ensure that the news story is ethical, balanced, and fair	SLO Identified	ISLO2, ISLO3
	Conduct pertinent research and personal interviews	SLO Identified	ISLO1, ISLO3, ISLO4
	Complete the news story on deadline for publication	SLO Identified	ISLO1, ISLO3
Journalism 101	Develop and produce a multimedia news story that is logically structured, grammatically correct, and completed by deadline	SLO Identified, Assessing in Spring 2011	ISLO1, ISLO2, ISLO5
	Ensure that the news story is valuable to public interest and is ethical and unbiased	SLO Identified	ISLO2, ISLO3, ISLO5
	Ensure that the story is adequately researched and interviewed.	SLO Identified	ISLO2, ISLO4

4. **Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)**

In 2004, a full-time faculty member was hired to teach Speech and Journalism. However, during the 2007-2010 year analyzed by the data, this faculty member taught no Journalism classes. The Journalism program, therefore, was in the hands of adjuncts and of full-time faculty in other areas who taught Journalism as overload. As a result, the Journalism course offerings have fluctuated wildly from one semester to the next, as is illustrated in the following graph:

Journalism Enrollment by Semester

Journalism Course Offerings by Semester
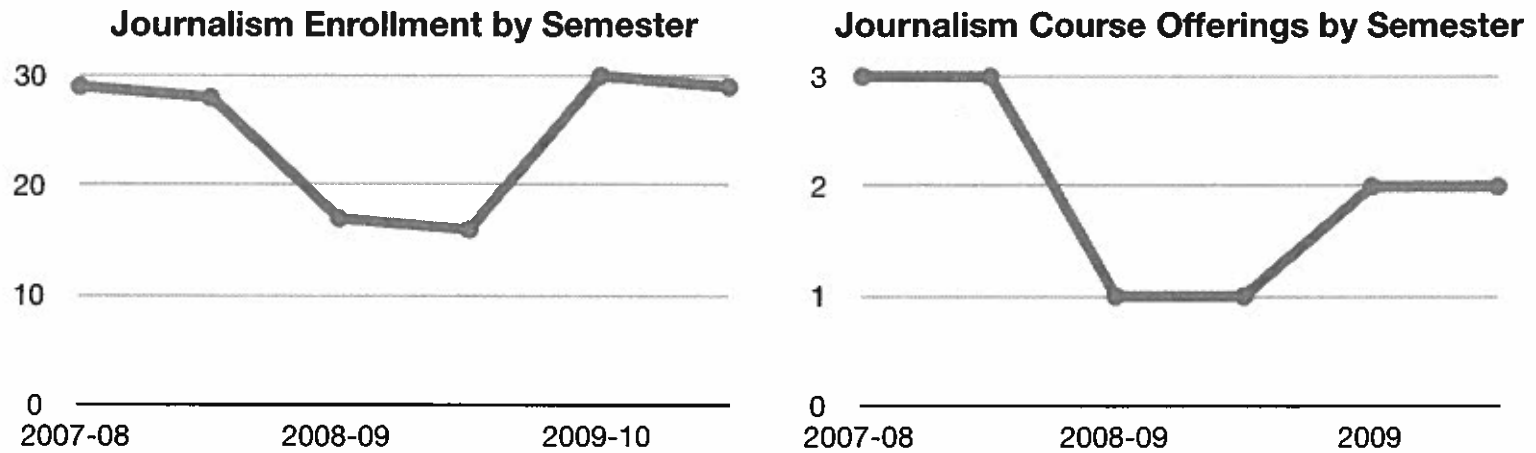
So Journalism began this review cycle with three sections per semester; it dipped down to one section in 2008-09; then it rose up to two sections per semester in 2009-10. Significantly, of the six Journalism classes offered at IVC, only two of them--Journalism 100 and 101--are taught with any regularity. Journalism 102 and 106 have not been taught since Spring 2008, and Journalism 104 and 108 is not listed as having been taught at any time in the recent past. There is, however, some consistency in the Journalism program currently, as the same adjunct instructor has taught Journalism 100 and 101 for the past few years.

Journalism Success Rates (%) by Semester
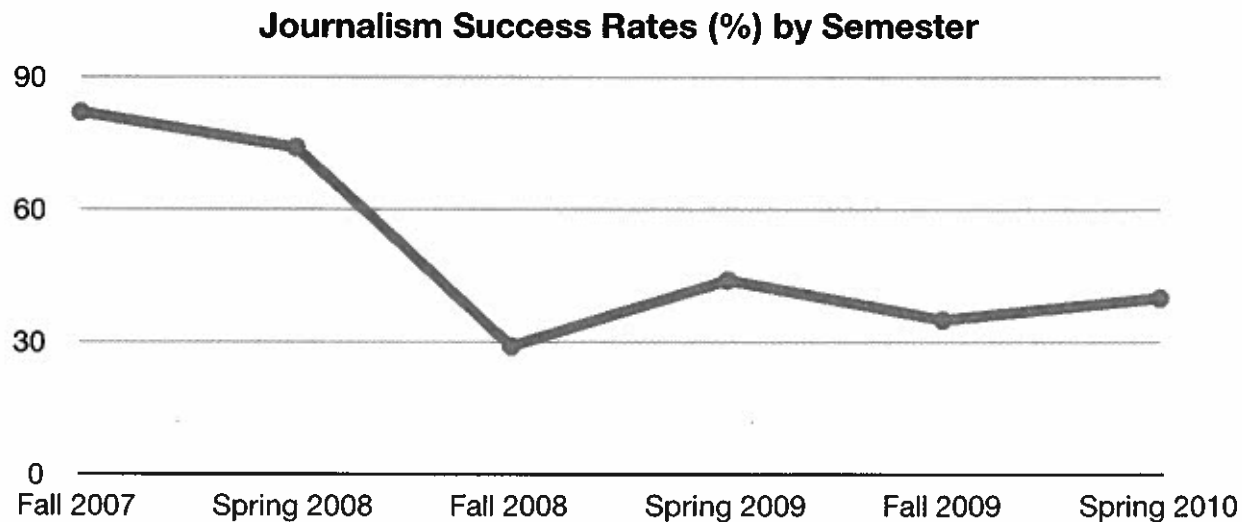
Just as the offerings for Journalism have fluctuated wildly from one year to the next, so too have the success rates for students, which were as high as 80% in Fall 2007 and as low as 30% in Fall 2008. Both of these numbers are problematic. The 80% success rate is far above the college average, and well above the average for most writing-intensive classes like Journalism 100. The average success rate for each semester has stabilized to around 40% over the past few years, largely because of the continuity in instructor. 40% is still rather low, but it is comparable to the success rates in other writing-intensive classes like English 99 and English 101.

Very little can be said for the other objectives spelled out back in 2004, as they largely concern capital improvements that have yet to materialize. We have been unable to secure a dedicated newsroom/lab for the Journalism program; the journalism classes must share the computer lab space with other programs. We have not advanced the concept of a dedicated radio station, either, due to a lack of funding and a lack of personnel to oversee it. Finally, though we have not expanded the printing of a college newspaper, our journalism students have been publishing their work online at Borderzine.com.

Ultimately, the biggest change that has taken place in Journalism over the past several years was its move from the Humanities Division to the Arts & Letters Division during the college reorganization in Summer and Fall 2010. Journalism is now part of the English Department, a logical move given the historical ties between journalism and English programs at most colleges. This is also a fortuitous move because a number of current English faculty (both full-time and part-time) are qualified to teach Journalism classes. Should the college's economic situation improve, allowing us to offer more Journalism classes, these English faculty could conceivably teach additional sections.

Finally, because we have not offered Journalism 102, 104, 106, or 108 for several years, we have not developed SLOs for those classes. SLOs have been developed for 100 and 101, but they have not yet been assessed. Assessment of those SLOs should begin in Spring 2011.

B.   PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1.   Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

In Spring 2011, IVC is offering one section of Journalism 100 and one section of Journalism 101. These are taught by one adjunct instructor. There are a total of 36 students enrolled in the two classes, which is a 72% fill rate.

There are currently ten students enrolled as Journalism majors. Sadly, because we are unable to offer Journalism 102, 104, 106, and 108, there is currently no way for those students to complete their majors.

2.   Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

A good journalism program requires space, equipment, and dedicated staff. We have an excellent adjunct who teaches two Journalism courses per semester, but she lacks the proper space and equipment to ensure that the students learn everything there is to learn about journalism. The budget situation prevents money from being allocated to updating equipment or adding a dedicated newsroom space, and these are the biggest factors preventing our journalism program from succeeding.

3.   List any significant issues or problems that the program is immediately facing.

The biggest issue that the journalism program is facing is the budget. Due to potential cutbacks, it's possible that we will not be able to offer journalism courses in the near future. If this happens, even the modest gains we have made in the past few years will vanish, and the program will die.

C.   FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1.   Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Hire a full-time Journalism instructor	Employment data	Fall 2012
Develop a new Digital News Production course	Course outline	Fall 2013
Redesign Journalism 100 and 101 in conjunction with the development of the digital news course	Course outline	Fall 2013
Explore the feasibility of creating a Writing major, which would feature Journalism courses alongside English writing and CIS courses	Course catalog	Fall 2013
Develop a dedicated newsroom for Journalism classes	Budget, Facilities Plan	Fall 2013
Complete SLO assessments for all Journalism SLOs	SLO Assessment data forms	Spring 2014

2. **Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.**

SLOs were identified for Journalism 100 and 101 in Fall 2010. They will be assessed over the coming years (one SLO per class per year) using the following timeline:

Semester	SLO Objective
Spring 2011	Collect data on SLO #1
Fall 2011	Assess data on SLO #1, Collect data on SLO #2
Spring 2012	Assess data on SLO #2
Fall 2012	Collect data on SLO #3
Spring 2013	Assess data on SLO #3

Semester	SLO Objective
Fall 2013	Collect data on SLO #4
Spring 2014	Assess data on SLO #4

Since Journalism 102, 104, 106, and 108 have not been taught for the past few years, no SLOs have been identified for those classes. It is very likely that, before these courses are taught again, they will be redesigned, and SLOs will be identified through that process.

3. **Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.**

The English Department made four resource requests for the 2011-12 budget. One of these is specifically targeting the Journalism program: $45,000 for technology and equipment, including software licenses, video cameras, microphones, lighting, and computers. Because it is unlikely that the budget situation at IVC will allow for the district to fund these resources, the department will be looking elsewhere, to grants and foundations, for the money required to expand and improve the program.

Additionally, although it was not requested for the 2011-12 budget, a full-time Journalism instructor will be needed in the near future, at $80,000/yr.

4. **Identify any outside factors that might influence your program during the next three years.**

The college faces severe budget cuts for the 2011-12 year. Weathering that storm is the greatest challenge that Journalism faces currently. Thus, seeking outside funding and support to allow journalism to continue and to grow at IVC will be the biggest challenge for the program.