Academic Program Review

I.

ACADEMIC YEAR	2013 -2014	Basic Skills Transfer X Career Technical Education (CTE) X
PROGRAM	Journalism	
DEPARTMENT	Humanities	
DIVISION	Arts, Letters, and Learning Services	
SUBMITTER	Carol Hegarty, Aaron S. Edwards	

INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

B.

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

	PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)
1	**PAST PROGRAM GOAL #1**	**INSTITUTIONAL GOAL(S)**
	Identify Program Goal from Last Program Review: Journalism program requirements need to be reviewed and revised. Journalism students no longer need to learn Dreamweaver or computer programming for the web (CIS 137 and 214) and Flash (CIS 155). Additionally, IVC needs to create and offer a Digital Photography class, including some Journalistic assignments. This is a goal from Spring 2013 Program Review.	1 2X 3 4
	Met: Partially Met: Not Met X	
	Provide detail on any improvements/effectiveness and detail status on those not fully met: The Chair has explored the creation of a Digital Photography class to discover that the only C-ID for digital art is being used for a “Graphic Design” course, ART 160. This class combines the use of Photoshop and Illustrator software to created graphic design results. This is technically not about using a digital camera, which is what is needed. More research needs to be done. Perhaps the current photography class, ART 170, needs revision and updating to suit these needs.	

2	PAST PROGRAM GOAL #2			INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Explore the idea of a College news site on the IVC homepage, implemented by website news and multimedia classes as part of a Communications program. This is a goal from Spring 2013 Program Review.			1 2X 3X 4
	Met	Partially Met X	Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met: Webpages have just been created for Journalism students to post work on the IVC website.			

3	PAST PROGRAM GOAL #3			INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Explore the creation of an Internet radio station produced by broadcasting/communication/journalism classes. This is a goal from Spring 2013 Program Review.			1 2X 3X 4
	Met X	Partially Met	Not Met X	
	Provide detail on any improvements/effectiveness and detail status on those not fully met: Student Affairs sometimes offers a music station on the IVC website. This is not in conjunction or with input from Journalism program students or instructor. Why not work together? It is important to note that students who speak over the radio should have libel and other types of journalism and communication training.			

Comments:

c. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). **Attach graphs or trend data**.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

Journalism: Journalism courses have been on a steady decline in the last three years. Journalism lost 55% of its students from Fall 2010 to Fall 2012 and an additional 3% from Spring 2011 to Spring 2013.

Term	Enroll	Fill	Sections	Mass Cap	Avg Class Cap	Avg Class Size
Fall 2010	38	76%	2	50	25	19
Fall 2011	40	80%	2	50	25	20
Fall 2012	17	68%	1	25	25	17
Spring 2011	36	72%	2	50	25	18
Spring 2012	13	52%	1	25	25	13
Spring 2013	35	70%	2	50	25	17.5
% Change from Fall 2010 to Fall 2012	-55%	-11%	-50%	-50%	0%	-11%
% Change from Spring 2011 to Spring 2013	-3%	-3%	0%	0%	0%	-3%

   b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate

may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

Journalism: Productivity for Journalism has been on a steady decline from 2010 to 2013. The classes have been in low demand, which has caused the amount of sections offered to decrease. The fill rates have been on the decline as well. The viability of Journalism courses being offered needs to be evaluated. More needs to be done to draw students' interest.

Term	WSCH/FTEF
Fall 2010	323
Fall 2011	340
Fall 2012	289
Spring 2011	306
Spring 2012	221
Spring 2013	297.5
% Change from Fall 2010 to Fall 2012	-11%
% Change from Spring 2011 to Spring 2013	-3%

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps

Journalism: The success rate for journalism has gone up from Fall of 2010 to Fall of 2012 but came back down in Spring 2013. The retention rate has fluctuated as well. It went up 25% in Fall of 2012 but then back down in 30% by the Spring of 2013.

Term	Success	Retention
Fall 2010	39%	66%

Fall 2011	40%	53%
Fall 2012	53%	82%
Spring 2011	42%	69%
Spring 2012	69%	77%
Spring 2013	34%	49%
% Change from Fall 2010 to Fall 2012	34%	25%
% Change from Spring 2011 to Spring 2013	-18%	-30%

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

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Journalism: The main ethnic minority groups that have taken Journalism in the last three academic school years are Hispanic and Mexican American. The success rates have varied greatly over the last three academic school years. The retention rates have varied as well. The success rates were quite low with only 42% for Hispanic students and 33% for Mexican Americans.

JRN	African-Am			Am. Ind or A.N.			Asian			Filipino			Hispanic			Mexican, M.A.		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010													27	33%	63%	4	25%	50%
Fall 2011													30	37%	53%	8	63%	63%
Fall 2012													12	50%	75%	1	100%	100%
Spring 2011													18	44%	67%	9	11%	56%
Spring 2012													12	67%	75%			
Spring 2013	1	0%	0%										26	38%	54%	2	0%	0%
Totals	1	0%	0%	0	NA	NA	0	NA	NA	0	NA	NA	125	42%	62%	24	33%	54%

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

Although overall enrollment is down, the number of degrees earned has remained steady. Three Journalism degrees were awarded over the three-year period which is consistent with what has been recorded in previous program reviews.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

It is anticipated that having Journalism work posted on IVC's website will draw student interest to the Journalism program.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

   As stated in the goals above, the addition of a digital photography class or digital photography component is being considered. A website for Journalism students to post their work has been created. It is hoped that these will breath new life into the Journalism program.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

   The Journalism program has lost enrollment over the last three years, yet continues to produce one graduate a year, which is stable. The WSCH/FTEF production is low, meaning the program is not productive, and this needs to be rectified if the program is to continue.
   Below are the employment trends from the CTE program review of Fall 2013.

Employment Trends (Employment Development Department):

Occupation	TOP Code	SOC Code	2008	Average Job Openings per

				Year
Writers and Authors	1506.00	273043	110	3*

*Same data as 2012. No updates from State Employment Development
Occupational Employment Projections 2008-2018
Imperial County
http://www.labormarketinfo.edd.ca.gov/CommColleges/

Employment Trends (Faculty Assessment):
Employment with an Associates Degree is possible, however it is dependent on having work experience and skills. There was no employment placement recorded for the IVC graduate in 2012-2013. Most journalist positions require a bachelor's degree or above.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)				INSTITUTIONAL GOAL(S) (Check all that apply.)
1	**FUTURE PROGRAM GOAL #1** Budget Priority #1			**INSTITUTIONAL GOAL(S)**
Identify Goal: Explore possibility of a Digital Photography class, or addition of or expanded digital photography components to current photography class to meet journalistic and other needs. **Objective:** Add Digital Photography content to course offerings. **Task(s):** Research curriculum content and make appropriate revisions to add digital photography content to course offerings. **Timeline:** Have an answer by Spring 2015.				1 2X 3 4
EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
One-Time Recurring	Categorical Specify:	General Fund	Facilities Marketing Technology X Professional Development Staffing	$0

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Implement College news site on the IVC homepage, with website news and multimedia classes as part of a Communications program.		1 2X 3X 4
Objective: Add College News to IVC website offerings.		
Task(s): Journalism students will upload stories and other work on IVC Journalism website.		
Timeline: Journalism students will begin using the IVC Journalism website in Fall 2014.		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
One-Time Recurring X	Categorical Specify: Student Resources	General Fund	Facilities Marketing Technology X Professional Development Staffing	$0

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: Explore the creation of an Internet radio station produced by broadcasting/communication/journalism classes.		1 2X 3 4
Objective: Promote college events and activities, and reach out to the community via an online radio station which allows students to gain career experience while at IVC.		
Task(s): Look into costs and other issues surrounding online radio broadcasts.		
Timeline: Determine feasibility by next program review.		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST

One-Time Recurring	Categorical Specify:	General Fund	Facilities Marketing Technology Professional Development X Staffing	$
			TOTAL BUDGET REQUEST	$

1. How will your enhanced budget request improve student success?

Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

	PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]
PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Demonstrate the ethical responsibilities and practices of the journalism profession and understand basic media law.	ISLO 1 X ISLO 2 X ISLO 3 X

	Measurable Outcome Summary: Students will understand and practice accurate, objective, fair, and comprehensive journalism, free of conflict, plagiarism or fabrication in the production of news as laid down in the tenets of the Society of Professional Journalists "Code of Ethics." Students will be able to ethically reason through journalistic dilemmas that may challenge the tenets of the SPJ "Code of Ethics." Students will understand the rights of a free press under federal and state statutes and will uphold them responsibly. Students will understand basic media law in relation to libel, privacy and copyright issues. Students will understand and practice timely delivery of news on deadlines prescribed by an editor or producer. Exemplary: 2 Satisfactory: 8 Unsatisfactory: 10 Did the student produce the piece in a balanced, ethical, and fair way? Exemplary: 2 Satisfactory: 7 Unsatisfactory: 8 Did this student conduct pertinent research and interviews that supported his/her final project? Exemplary: 2 Satisfactory: 9 Unsatisfactory: 9 Did this student meet the deadlines for editing and publication of his/her final project? Exemplary: 6 Satisfactory: 5 Unsatisfactory: 9	ISLO 4 X ISLO 5

	Met X	Partially Met	Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met:			

PLO 2	**PROGRAM LEARNING OUTCOME #2**	**ISLO(S)**
	Identify Program Outcome: Demonstrate critical analysis in the research- and information-gathering processes for the production of news that is relevant to diverse groups both locally and globally.	ISLO 1 ISLO 2 X ISLO 3

	Measurable Outcome Summary: Students will understand and practice basic research skills in the production of a news story for print, broadcast or online. Students will understand and practice critical evaluation and identification of relevant and credible information from various sources in the production of a news story for print, broadcast or online. Students will understand and practice the process of finding sources, conducting concise and comprehensive interviews, and correctly attributing the information and direct quotes for a news story for print, broadcast or online. Students will understand and practice newsgathering skills that include development of sources on an ongoing basis which may include sources in public safety, politics, education, public administration, among others. Students will understand and practice the daily monitoring of local, regional, state, national and global news. Exemplary: 2 Satisfactory: 8 Unsatisfactory: 10 Did the student produce the piece in a balanced, ethical, and fair way? Exemplary: 2 Satisfactory: 7 Unsatisfactory: 8 Did this student conduct pertinent research and interviews that supported his/her final project? Exemplary: 2 Satisfactory: 9 Unsatisfactory: 9 Did this student meet the deadlines for editing and publication of his/her final project? Exemplary: 6 Satisfactory: 5 Unsatisfactory: 9	ISLO 4 X ISLO 5

	Met X	Partially Met	Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met:			
PLO 3	**PROGRAM LEARNING OUTCOME #3**			**ISLO(S)**
	Identify Program Outcome: Demonstrate communication skills in writing and editing grammatically sound, comprehensive, and compelling news stories accepted by the professional media.			ISLO 1 X ISLO 2 X ISLO 3 X

	Measurable Outcome Summary: Students will understand and use news formulas in writing hard news and feature news stories for print, broadcast and online. Students will understand and demonstrate a collaborative and respectful effort in producing news stories that involve peer review. Students will understand and identify the different forms of journalism employed by print, broadcast and online media in editorial, opinion, commentary, critical reviews, sports, and "advocacy" journalism, among others. Students will understand and use Associated Press style requirements. Students will write news stories for print, online, television and radio that are of professional, publishable quality. Exemplary: 2 Satisfactory: 8 Unsatisfactory: 10 Did the student produce the piece in a balanced, ethical, and fair way? Exemplary: 2 Satisfactory: 7 Unsatisfactory: 8 Did this student conduct pertinent research and interviews that supported his/her final project? Exemplary: 2 Satisfactory: 9 Unsatisfactory: 9 Did this student meet the deadlines for editing and publication of his/her final project? Exemplary: 6 Satisfactory: 5 Unsatisfactory: 9	ISLO 4 ISLO 5

	Met X	Partially Met	Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met:			

******* ATTACH PLO/SLO GRID *******

SLO Grid						
Course	units	# SLOs Identified	SP 2011	SP 2012	SP 2013	SP 2014
JRN 100	3	3		1	1	
JRN 101	3	3		1	1	NOT OFFERED

Student Learning Outcomes Assessment:
All SLOs have been identified and most classes have had three assessed.

SLO assessments are done in spring semesters.

PLO Grid

Program	PLOs Identified	SP 2011	SP 2012	SP 2013	SP 2014
JOURNALISM	**4**				3