**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Journalism Program

Program Type: x Instructional  Non-Instructional

Program Mission Statement:

Program Description: Describe how the program supports the Bakersfield College Mission.

The chief goal of this program is to ensure that students graduating from Bakersfield College with an AA in journalism enter the next level of education with the physical and mental tools necessary for success. All students should be able to make a seamless transition to a four-year school journalism program and should be able to say that they were exposed to all facets of journalism while completing the BC program. The courses of the journalism program, which is a program within the Communication Department, offer instruction and hands-on learning in all phases of journalism and many areas of media.

The journalism program provides a curriculum that covers all of the mission statement’s areas of education, such as basic skills, career/technical information and transfer courses. BC journalism classes have been approved for the ADT that will help students transfer more seamlessly to certain CSUs in the field of journalism. The classes include Media and Society, and Beginning Reporting that offer introduction and practical application of the early processes of journalism. The program also has two photography classes – one is an introduction to photojournalism, and the other provides instruction in the rapidly changing world of electronic media. The flagship of the program remains the student newspaper classes, in which students produce the award-winning student newspaper in a professional-type environment. Students completing this program can expect not only to understand the practical application of journalism but experience critical thinking, multiple deadlines, the ethics and standards of the field, and the repercussions and triumphs of producing a product read by thousands on campus every two weeks. They also benefit in attending the Journalism Association of Community Colleges conference each semester, which offers students a chance to interact with hundreds of other community college students in the state, compete in competitions, attend workshops and peruse newspapers from other schools.

**II. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning?

Assessments for SLOs were completed in three journalism classes at the end of spring 2015. Those classes are JRNL B1 Beginning Reporting, JRNL B15 Press Photography and JRNL B16 Multimedia Reporting. The assessments are available on separate documents turned in with this program review. In overview, assessments of the SLOs for those classes revealed that some assignments in each of those classes could be tweaked to better reflect the goal of the SLO.

1. How did your outcomes assessment results inform your resource requests?

The assessments provided some minor revelations regarding class assignments and didn’t not affect resource requests.

1. Instructional Programs only**:** How do course level student learning outcomes align with program learning outcomes?

Journalism mappings from SLOs, PLOS and ILOs were completed for all classes in the spring of 2015. Those documents are attached with the program review.

1. How do the program learning outcomes align with Institutional Learning Outcomes? Journalism mappings from SLOs, PLOS and ILOs were completed for all classes in the spring of 2015. Those documents are attached with the program review.
2. Describe *any significant changes* in your program’s strengths since last year.

\*\* At the end of the 2014-15 school year, the BC journalism program graduated eight students with an associate’s degree in journalism. Five of them have gone on to four-year colleges, and two of them work locally. The program had five graduates at the end of the 2014-15 school year. The college had been averaging 3.4 graduates since 2000, so this is a sharp increase. In March 2013, the journalism professor, after a meeting the current dean and a vice president, offered a plan for targeting journalism students close to graduating and making sure they completed the requirements. For the 2015-16 school year, eight more students have been targeted for graduation in 2016. The journalism program at BC was at the forefront of completing the approval process for the state’s new ADT degree, which is designed to provide more seamless transfer to four-year state college. This has assisted our students in completing their requirements quicker at BC.

1. Describe *any significant changes* in your program’s weaknesses since last year.

\*\* No significant changes in weaknesses since last year. It was thought that the loss of “repeatability” at the end of the 2013 calendar year would cause some difficulties in maintaining the quality of the two newspaper classes, but that has not turned out to be the case. It has caused a slight drop in classroom numbers because students can only take those classes once, instead of multiple times, but it has also been helpful in graduating students quicker, which is what it was intended to do.

1. If applicable, describe any unplanned events that affected your program. \*\* Certain unplanned events at the beginning of the 2014-15 school year, such as having to find a new printing vendor for the school newspaper and working through some computer issues were solved at the beginning of that school year by the journalism professor, the current dean and the IT department, and thus, those events did not affect the pathway to student success.

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)

\*\* No request for new positions.

1. Professional Development (Professional Development form)
2. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.

\*\* Every semester, BC journalism professors and interested students attend the Journalism Association of Community Colleges conference. The fall conference is at Cal State-Fullerton, and the spring conference is either in Sacramento or the Los Angeles area. BC has been attending this conference for nearly 40 years because of its offerings for students and instructors. Although much of the workshops, contests, etc., are for students, instructors also benefit from workshops, meetings and discussions for instructors only. It’s the one chance each semester for journalism professors to network regarding their programs. Many of the discussions center on improving teaching methods, graduation rates and providing an experience for students that allows them to transfer to four-year institutions with the needed skills and confidence.

\*\* Full-time professor attends the required amount of flex hours each school year

1. Provide rationale for future professional development opportunities and contributions that your program can make.

Professional development is an important ongoing activity for journalism instructors, especially to remain current on changing technology, the job climate, and methods for covering media. This translates to our students gaining knowledge in these areas and assimilating well into a four-year school and/or the job market. By staying current, the journalism professor and adjuncts have been instrumental in directing students to four-year colleges that are in line with their goals, and by providing advice and references for students in the professional world.

1. Facilities (M&O requests can be submitted by completing the [M&O request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)

Has your area received any facilities maintenance, repair or updating in this cycle? \*\* No \*\*

1. If yes, how has the outcome contributed to student success?
2. If no, how will your facilities request contribute to student success?

This is an area that is a concern. M&O requests used to be carried out very quickly, but that is no longer the case. Campus Center 1 houses the student newspaper classes, the press photography class and the journalism professor’s office. That area is literally crumbling beneath us. Several floor tiles have been replaced over the years but more continue to break off, which causes concerns of asbestos exposure. Request forms for repairs have been filled out over the past year, but none of the tiles have been replaced in that time. Those classes have several hours of laboratory time, and the lack of response for certain physical issues in the room creates an unpleasant and perhaps unsafe environment for students.

1. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
2. Has your program received new or repurposed technology in this cycle? \*\* Yes \*\*
   1. If yes, how has this technology contributed to student success? \*\* We receive annual updates of the MacIntosh computers in Campus Center 1, and the IT Department responds to any difficulties we have with those computers in a timely manner. Currently, the software on those computers is out of date with industry standards and not current with software on Macs in other departments. The journalism professor and IT have been in contact about the best ways to purchase and install the updated software, but this is something that should be done when class is not in session. The current software can function well enough so that students are not compromised in successfully completing projects. The proper request form will be completed when the time comes for the software to be updated.
   2. If no, how will your new or repurposed technology request contribute to student success?
3. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.

\*\* The JRNL B2 Beginning Reporting class was moved last year to smaller room in Language Arts that does not have some of the overhead technology, such as a document scanner, that is useful in teaching the class. I’ve had to go back to handouts for certain information. The journalism professor plans to seek a room change for the class for next semester, preferably to a science building lecture hall with updated equipment.

1. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

\*\* This is not a request for budget changes but more of an update on the current budget and how it works. The journalism professor, the dean and the department chair (neither that dean nor the department chair are in those positions now) met in spring 2015 regarding budget issues for the journalism program. The program will not be getting any more funding than it already gets for printing the student newspaper or for travel to conferences. Funding for the BC journalism program is among the lowest in the state for similar community college programs. The funding we do get does give us a start for printing the student newspaper and attending conferences. We offset the other costs through advertising revenue. The funding for the student newspaper in provided in “front” money to the program, and then that money is paid back through advertising revenue.

**IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity) -- Changes in student demographics (gender, age and ethnicity) – A slightly higher number of females and students 29 years or younger enroll in journalism classes than the percentage of those students at the college overall. In general, though, most of the demographic numbers seem similar.
2. Changes in enrollment (headcount, sections, course enrollment and productivity) -- The program currently offers seven sections made up of six classes (Media and Society is the only class with two sections). The addition of the Multimedia Reporting class five years ago and the raise in class caps has contributed to more students in journalism seats. As of the start of the 2015-16 school year, nearly 200 seats were filled in journalism classes at BC. Numbers for the newspaper classes (currently at 17 total) are down because of the loss of “repeatability” in these classes (normally, the numbers are 20-15).
3. Success and retention for face-to-face, as well as online/distance courses -- Success and retention rates, according to the latest statistics appear to be higher than the college average.
4. Other program-specific data that reflects significant changes *(please specify or attach).*

The journalism program eight degrees for 2014-15. This is, more than likely, the most awarded by any community college in the state for that year and probably the most ever awarded at BC.

**V. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| 1. Increase number of students in journalism classes that don’t fulfill GE or articulation requirements. | x 1: Student Success x 2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  x 6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **x** Ongoing: Began Sept. 2015 (Date) | Step up recruiting with high schools and participating in school activities to promote programs. |

1. New or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **1. Maintain/increase graduation rates for journalism students.** | x 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  x 6: Professional Development | **More than two years ago, the journalism professor made a plan to incrementally increase graduation rates from its current 3.4 per year average. Five students received journalism degrees for 2013-14, and eight more graduated in spring 2015.** |

**VI. Curricular Review (Instructional Programs only):**

1. Review of Course Information:
   * Column A list all of the courses associated with the degree.
   * Column B list the Fall term the review process will be started for ongoing compliance.
   * Column C list the compliance due date.
   * Column D list any changes to courses with regard to distance education.
   * Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

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| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| JRNL B1 – Media and Society |  |  |  |  |
| JRNL B2 – Beginning Reporting |  |  |  |  |
| JRNL B15 – Press photography |  |  |  |  |
| JRNL B16 – Multimedia Reporting |  |  |  |  |
| JRNL B27a – Newspaper production/ reporters |  |  |  |  |
| JRNL B26 – Newspaper production/editors |  |  |  |  |
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1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

\_Yes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

\_\_\_Yes.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes Yes or No

**\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

\*\* The journalism program classes have been approved for the ADT, as of summer 2014.

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**VII. Conclusions and Findings:**

Present any conclusions and findings about the program.

**VIII. Attachments (place a checkmark beside the forms listed below that are attached):**

[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

x [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand alone certificates fill out the entire Annual Update.

**Certificate Form**

**Annual Update 2014-15**

**Name of Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_Not applicable\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a**  **stand alone program?** |
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Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for *addition*.
2. List certificates that are proposed for *deletion*.
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response.
4. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
5. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
6. Based on what you know about your area, what emerging/potential institutional factors (internal) and industry factors (external) will impact this certificate? How are you planning to incorporate these factors in your planning and evaluation of this certificate?