**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Journalism program

Program Type: x[ ]  Instructional [ ]  Student Affairs [ ]  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

**The Bakersfield College journalism program continues to be among the state leaders in graduation and transfer rates for its diverse population of students. The program was one of the first at BC to offer the AA-T in its discipline, which has led to doubling the graduation rates in the program in the past three years.**

**The program encourages participation from students of all cultural backgrounds and majors. It has increased its general education offerings through the AA-T degree and by adding more seats in its one GE journalism class, exposing more students to the field.**

**The program aligns with the college’s mission in that the curriculum fosters development in a variety of skills that meet industry standards in the media workplace. The courses cover an array of specific areas in journalism that challenge students to acquire basic skills, develop critical thinking and communicate effectively. The hands-on publishing courses align with teaching workplace skills and remain popular with students from various majors and differing backgrounds.**

Program Mission Statement: **The Bakersfield College journalism program promotes a learning environment that provides a path for students to graduate with an AA-T in journalism and/or seamlessly transfer to the next level of education with the tools necessary for success in the field of media. The program provides the opportunity for exposure to all facets of journalism through instruction and hands-on learning.**

**The program’s 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 and online publication in a professional-type learning environment. Students completing this program can expect not only to understand the practical application of journalism but engage in critical thinking, communication skills, 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 at least one journalism conference each school year, which offers students a chance to interact with hundreds of other community college and four-year college students in the nation, compete in competitions, attend workshops and peruse newspapers from other schools.**

**II. 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** |
| 1. Rewrite descriptions for journalism classes B27a and B26 to better reflect that these are first-semester and second-semester courses for the student newspaper. | x[ ]  1: Student Learning x[ ]  2: Student Progression and Completion [ ]  3: Facilities x[ ]  4: Oversight and Accountability x[ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: Sept. 2016 | The loss of repeatability and requirements in the AA-T degree have caused a decrease in enrollment in the newspaper classes and has led to confusion as to which class should be taken first for the student newspaper. Better descriptions will be clearer to students in helping them follow their degree path in journalism at BC |
| 2. Investigate other funding options for printing of newspaper and attending conferences | x[ ]  1: Student Learning x[ ]  2: Student Progression and Completion [ ]  3: Facilities x[ ]  4: Oversight and Accountability x[ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: Sept. 2106 | The BC journalism program is one of the most under-funded among community colleges in the state. The cost of printing the student newspaper and attending conferences can reach $20,000 per year. The program is funded usually not more than $4,000 as well as “front money” for printing costs that the program pays back through advertising revenue. In polling other community colleges, more than 40 that offer full journalism programs are funded well beyond BC’s funding and some up to $30,000 per year. As well as CTE funding possibilities, the journalism professor plans to check on the possibility of Foundation grants and other avenues of revenue to help offset costs of printing the student newspaper and attending conferences. |

1. List new or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **Not applicable at this time** | [ ]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  |  |

**III. 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).

**Current numbers for gender, age and ethnicity show only slight changes within the program and are similar to collegewide numbers as well. In gender, a slight increase took place in the 19-younger age bracket (39 percent in 2015-16 compared to 36 percent in 2014-15). Gender remained almost identical to past years and to collegewide numbers (53 percent women and 47 percent men taking journalism classes in 2015-16). For ethnicity, again, numbers are virtually similar to years’ past in the program and to collegewide numbers. Hispanic/Latino students made up 69 percent of journalism students in 2015-16. The number of white students in journalism classes is 19 percent, the lowest in the program’s history but only by one percentage point. The collegewide number is 22 percent.**

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

**As of the start of the 2016-17 school year, the eight sections in the journalism program show a total of 190 students, which is a solid number. Once again, though, the two newspaper classes are low in enrollment. This is due in a large part to the loss of “repeatedly” in those classes and the changes in the requirements upon implementation of the AA-T degree, in which students don’t necessarily have to take JRNL B26, which is the second semester student newspaper class.**

1. Success and retention for face-to-face, as well as online/distance courses.

**For 2015-16, the journalism retention rate for subject was 86 percent and the success rate was 71 percent, the highest success rate in the program over the past five years. That rate also matches the collegewide success rate. In the Subject Overall Combined category, the retention rate is 84 percent with a 66 percent success rate, which virtually match the collegewide numbers.**

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

**The journalism program showed 7 total awards (AA and AA-T) degrees for last year, one of the highest showings in the history over the program. This also doesn’t reflect two other students who transferred to four-year colleges (including one in Australia) after finishing the journalism program but not the associate’s degree.**

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

Use attached **Assessment Report Form AU Tab**

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

**The program graduated seven students and two more were accepted and transferred to four-year colleges without completing the degree. The increase in graduate numbers (5, 5 and 7 the past three years) is a significant increase in the graduation average of 3.4 prior to the increase. The journalism professor holds informational seminars in classes to educate students about the AA-T degree requirements and an increased effort has been made by the journalism instructors to target students more carefully in guiding them through their academic path.**

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

**The loss of repeatability in the newspaper classes has started to affect enrollment in those classes. This semester, there are only 16 students in the two classes combined (the JRNL B26 class is for second-semester students and often has a lower enrollment). The loss of repeatability and the fact that the second-semester newspaper class is now an elective in the AA-T degree has caused somewhat of a double-edged sword because numbers are down but students are graduating faster because they are not taking the newspaper classes multiple times. This graduation rate is a good thing and is more of a priority for our students’ success, but the journalism professor is concerned about the classroom numbers and the very low numbers of the more-experienced second-semester students in the JRNL B26 class.**

1. If applicable, describe any unplanned events that affected your program.

**An unplanned event in 2015-16 involved gaining CTE status that has opened doors for funding that the program has already exercised. The main journalism room received replacement computers that have the latest software necessary for page design, photography and multimedia that are conducive to student learning in journalism classes. Also, a new printer has been ordered to replace the printer in the main journalism room that is almost 20 years old. The printer is used by the instructor from his office, by students for printing out assignments, and mainly for printing out copies of pages of the student newspaper for proofreading.**

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

**No additional positions are being requested.**

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

**At least once a school year, the BC journalism professor, sometimes an adjunct and interested students attend a major journalism conference. For years, BC attended the Journalism Association of Community Colleges fall and spring conferences but last year, BC attended the national ACP conference in Los Angeles. The conference offered hundreds workshops for students and several for instructors from four-year and community colleges. It’s the one chance during the school year for journalism professors to network face-to-face to network regarding their programs. Many of the discussions center on improving teaching methods, graduation rates and working within confined budgets. The conferences are where the journalism professor learned first about the AA-T degree and how to contribute to its implementation.**

1. What professional development opportunities and contributions can your program make to the college in the future?

**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. The journalism professor and adjuncts must remain current in order to make the contributions that translate 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. The journalism professor could offer professional development workshops to faculty and staff that include use of certain types of technology that could enhance the learning environment or workshops on how media operates that could be related to classroom subjects.**

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

**For a number of years, requests for maintenance in the main journalism room in Campus Center 1 were not answered. In 2015-16, though, the request to fix floor tiles was completed. This took care of a safety hazard of possible asbestos as well as dangerous areas in which students were tripping on the broken tiles. Also, a fax machine that was rewired when a new phone system was put in hadn’t worked for a year. But that has been repaired also. So certain repair issues that caused distractions and possible safety hazards to students have been addressed. And the fax machine is working, which is used for organizations to send press releases and by advertisers working with the journalism professor.**

1. How will your Facilities Request for next year contribute to student success?

**There are no planned facilities requests at this point.**

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

**The replacement of computers in Campus Center 1, as stated above, took place in the summer of 2016, but just a few weeks into the semester, it has been much easier for photographers to work with the updated software, and allows the press photography class to take advantage of the more-advanced programs in photo preparation and video editing. The journalism professor has just been informed that even with the new technology, software updates planned Apple could result in necessary requests for new computers with the latest software, but this is probably something that won’t take effect for at least two years. The journalism professor will attend regular CTE meetings and will request funds for this equipment if it becomes necessary.**

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

**The technology, which provides a software program known as Creative Cloud, meets current industry standards in virtually all forms of professional media. Students learning this technology will have training with that software that will be part of most job requirements in the field.**

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

**Students physically use the programs, such as InDesign, Premiere and Photoshop, to successfully complete assignments in classes. All of these programs are musts in the professional world of media, thus the goal of preparing our students for the next step in education and/or professional work is enhanced by this updated technology in the journalism program.**

1. Budget: Explain how your budget justifications will contribute to increased student success for your program.

**With a new dean overseeing the journalism program, the journalism professor was asked to provide a budget outlook for the program, including assessing needs and costs. This will assist the dean an idea of journalism budget needs. That suggested budget will contribute to student success by providing funding for the student newspaper, which is still the best way to teach the full process of journalism and funding for conferences. The printing and conferences are the brunt of our budget request. Journalism conferences, which BC has been attending for more than 40 years, are instrumental in student/professor networking, workshops and contests. Students also gain exposure to how other community colleges operate in their journalism programs and gain contact regarding transferring with vendors from four-year colleges. Conferences are also the journalism professor’s one time each semester or school year to interact with peers regarding areas of instruction and administration of a community college journalism programs.**

**VI. Conclusions and Findings:**

**Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.**

**The journalism program continues to provide the necessary skills and education for students to meet the AA-T requirements and move forward in the next phase of their lives. Although people might question the viability of a journalism education, it remains more important than ever to teach this often-misunderstood and difficult subject with the current landscape of misinformation distributed so freely in social media arena and by commentary-based media. The courses offered in the program guide students through the process of journalism and culminate with applying those skills in the student newspaper classes and online publication.**

**\*\* The increase in graduation rates in the past three years, the overall student count in classes in the program each year, the continued success of the student newspaper and online edition, and the work/teaching experience of the instructors suggest that BC continues to provide one of the top community college journalism programs in the state. If contests are any indication, the BC student newspaper placed ninth in the nation in the Best of Show competition by the Associated Collegiate Press organization and its online publication placed second in the nation. The newspaper was rated third in the state by the California Newspaper Publishers Association for 2015. The full-time journalism professor and two adjuncts, all former professional journalists, continue to help students even well after they’ve left BC with advice, letters of recommendations and networking in the field.**

**\*\* The implementation of the AA-T degree more than two years ago has assisted students in transferring seamlessly to CSUs. The program, which only had one GE class, expanded to offer three sections of that class (one in Delano) with a total of 130 possible seats as compared to 50 total four years ago. Also, with the AA-T, journalism students are required to have six units of general education classes within the major. This has also increased our GE offerings. The program has also benefited non-journalism majors, especially Communication majors, in the development of their skills necessary to work in non-journalism fields that involve writing, organization, critical thinking, photography, editing and publishing.**

**\*\* With the CTE designation, the program has already and will continue to seek funding that enable it to provide the areas of the program that have always contributed to student success, such as printing costs of the student newspaper and online publication, conferences and technological needs. Certain technological and classroom maintenance needs have been addressed in the past year.**

 **All of these are positives for the program, and all of these must be maintained at the high level, but the program does face certain issues that need to be addressed in order to keep it vital.**

**\*\* The journalism professor is concerned about low numbers in the student newspaper classes, which in part, can be attributed to loss of repeatability in those classes and the fact that one of the classes is no longer a degree requirement but an elective for the AA-T. Hence, many students are transferring without taking that class because they are already qualified for a four-year school.**

**The journalism professor considered trying to get the class listed as a repeatable class and/or writing auditing into the curriculum. However, this would also enable students who should be finishing at BC to take the class again and possibly hold up their academic pathway. The journalism professor has down as a goal for this year to rewrite the course descriptions but to also step up recruiting in the other journalism classes as well as moving to the high school level also.**

**\*\* The other consideration for the program, as always, is the funding provided in the budget each year. The journalism professor has provided the dean with a budget request and reasons for those requests. The brunt of the budget focuses on printing costs and costs to attend conferences, all of which are crucial to maintaining the quality of the program and leading to student success. CTE funds, working with the BC Foundation on possible grant money, and perhaps some changes to the budget funding will all be investigated through this school year.**