2018 Journalism Annual Program Plan

JOUR Journalism

I.A.   Program Profile: Purpose
Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative
The Skyline College Journalism Department offers an academically excellent program that seeks to meet the college goal of leading the Bay Area in transfer rates and providing pathways to AA degrees and certificates. The program offers a certificate, two AA degrees (one of which is an AA-T) and transferable courses that exist on the IGETC and CSU general education course offerings. Courses also exist as either a part of the English AA degree (JOUR 120 or 121), the Communications AA-T degree (JOUR 110 or 120), or general education course offerings. The program prepares students for careers in media, especially through the campus publication, The Skyline View. As such, the department has formed connections with the college's Center for Workforce Development. The department also has the added responsibility of being the district's only remaining journalism program. Finally, in this era of misinformation, the media literacy skills the program teaches are indispensable.

The department mission connects to the college mission and is as follows: "To empower a global community of learners to better understand, evaluate, and create media, particularly as it pertains to responsible journalism and its role in ensuring a viable and strong democracy." This mission has never been more important than it is currently.

I.B.   Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

The Skyline College Journalism Department is composed of a single instructor, Nancy Kaplan-Biegel, whose role is journalism program coordinator.

Despite being a department of one, a couple of other people have also contributed to this document, if not through actual writing, through feedback:

Chris Gibson, Language Arts Coordinator

Mary Gutierrez, Dean of Language Arts

II.A. **Analysis: Progress on Prior Program Objectives (Goals) and Activities**
Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative
The program remains focused on many of the same strategies established over the past few years, with a few additions:

1. Approval of an online or hybrid course offering. As noted in last year's APP, the department coordinator underwent the appropriate training necessary to teach an online or hybrid course. She also modified the course outlines for three journalism courses—JOUR 110: Mass Media and Society, JOUR 120: Writing and Reporting for the Media, and JOUR 121: Advanced Writing and Reporting for the Media to create an option to teach them in these capacities; these are in the approval process. The plan to launch at least one of these courses in fall 2018, though, is being pushed back until after the accreditation cycle, because of the role the journalism program coordinator has in that.

2. Stronger relationships with the high schools and the career workforce center. The department continues to strengthen connections with the Center for Workforce Development. One example of this is the coordination between the journalism program coordinator, the Center for Workforce Development Director Andrea Vizenor and her counterpart in the Sequoia District to create an articulation meeting and brainstorming session for high school journalism teachers which met February 28, 2018 at Skyline College's Bay Area Entrepreneur Center. This was the first of what their district and Skyline College hope will be regular contact. In an effort to increase contact, the journalism program coordinator also joined the Journalism Education Association of Northern California to further strengthen contact with the high school journalism programs in the area. Also, the Center for Workforce Development supported the journalism program coordinator's attendance at a state-wide journalism faculty conference in February 2018 in which statewide employment trends were discussed. Finally, there is beginning discussion between Workforce and the journalism department on whether a certificate in something such as data journalism and/or multimedia might be an appropriate offering.

3. Introduction and training in 360 video. The Center for Workforce Development also purchased a Nano 360 camera for the journalism department. The Skyline View may be the first California Community College to produce its own 360 video, with two pieces currently available on its website. At the most recent Journalism Association of Community Colleges State Convention, one of the TSV staffers had the opportunity to informally present her 360 video

work to her cohorts at a breakout session on what the different schools were implementing. There remains more opportunity to capitalize on the technology and equipment that the program now has.

4. Introduction of data visualization skills to JOUR 120. While progress on this stalled during the fall semester, data visualization is to be introduced as a new lesson to JOUR 120 in May 2018. The students are doing some initial reading about what it is, accompanied by a video lesson out of class, with a hands-on exercise in the lab. Additionally, because the course is experimenting with gamification, the students are being given the opportunity to explore data journalism (and coding) further with a few optional lessons via CodeAcademy and other sites, the completion of which will earn interested students points in the game.

5. Participation in continued meta-major discussions. The journalism program coordinator took place in the talks last year and is satisfied with the placement of the journalism program in the Language, Arts and Communication meta-major.

6. Accommodation in budget and secured funding for several areas of growth: The program has accommodated an annual Viewpoint magazine and supportive cloud-based software—specifically Camayak, School Newspapers Online and SoundCloud Pro—through its current budget. To do so, it has had to limit the number of pages The Skyline View publishes in each issue. Whereas in the past, the students regularly published 12-page issues (and sometimes as big as 24-page issues), they've had to radically cut the amount of pages they publish to pay for what has become necessary tools for the program, specifically the cloud-based software. Because at this point in the program's enrollment history, it would be difficult to support a standalone magazine journalism class, it is the goal of the program to publish the magazine in the fall, as well as the spring, semester, in order to give every student who joins The Skyline View staff an equal opportunity to experience magazine journalism. The current budget has not increased since 1999, if the journalism program coordinator's memory is correct, despite rising printing costs and the addition of cloud-based software and other demands of modern-day publishing.

The good news on the budget front is that the equipment requests made in last year's APP have been funded. This is excellent news, especially because the program has not had any equipment budget in years. (Any new equipment has been purchased by ad money or, in the case of the 360 video device, by workforce money.)
Finally, the program still advocates for expanded newsroom space and a department assistant.

Associated Objectives

553-Secure funding to produce Viewpoint twice a year.

552-Strengthen connections with workforce development and career pathways.

II.B.   Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

One potential change the journalism program anticipates is the meta major and "houses" initiative. There is some development of community college journalism programs around the state renaming (and perhaps rebranding) themselves as media arts or media studies, intended to reflect the expanding media landscape in the age of convergence, mobile and social media. This is worth looking at, but the program may find the shift to meta majors to already helps gain larger exposure for the program and its possibility as a major. One issue that deserves attention is that with the growth of communications studies, students may be being directed to that as a major instead of journalism, even for students for whom journalism is a more appropriate fit. This necessitates educating counseling staff about specific career advantages that a journalism major provides, especially since the Bureau of Labor Statistics predicts that "employment of media and communication occupations is projected to grow 6 percent from 2016 to 2026." Further, the bureau website says that "median annual wage for media and communication occupations was $56,340 in May 2017, which was higher than the median annual wage for all occupations of $37,690."

Another observation about the program's "environment" is that while communications has seen a huge jump in its AAs due to the transfer degree, journalism's growth has been moderate. However, there only exists statistics for one year of the journalism transfer degree. That number puts the combined IGETC and CSU transfer degrees at the same number typical for the regular journalism AA degree. This is an area to watch for future semesters, to see how the transfer degree impacts the program. (Anecdotally, it already has.) Also, the growth in communication degree recipients impacts the journalism program positively because the journalism courses are included in the communication transfer offerings. The regular journalism AA degree is undergoing a bit of revision because of the demise of certain courses in other divisions that served as elective credit possibility for journalism majors.

Finally, the program will continue to strengthen its ties to the Center for Workforce Development, including studying how adding the journalism program to the college's CTE offerings could help connect the program to area high schools, since Arts, Media and Entertainment is one of their 15 industry pathways.

II.C. **Analysis: Student Learning Outcomes (SLOs and PSLOs)**

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

This year, assessment was conducted for all 300-level courses. The results indicate that students are successful in accomplishing the goals of each class. Because these courses are built around actually producing a product, it is not a surprise that these classes did well on SLOs.

The four courses that were evaluated are 320: Newspaper Staff, 330: Intermediate Newspaper Staff, 340: Intermediate Advanced Newspaper Staff and 350: Advanced Newspaper Staff. These four classes were assessed during Fall 2017, because the products necessary for assessment do not come in until the end of the semester. Assessing JOUR 340 and 350 in the spring would have meant the results would not be in on time for the APP.

For JOUR 320, SLO #1: Content Creation was assessed using a five-point rubric. Four out of six students did the assessment--a content checklist. Of the four, all but one had a 5/5, with the fourth student receiving a 4/5. Further, although two students did not turn in the content checklist (an assignment graded under homework), the students both did the actual creation of content, scoring 85% and 90% on this portion of their grades. This was ascertained by what the students actually published throughout the semester and through what they uploaded to their portfolios. The results indicated success with this SLO and no action plan needed.

For JOUR 330, SLO #2: Expert Sources was assessed using a three-point rubric. Out of five students, four received a 3 on the rubric indicating an ability to identify expert sources, while one student did not answer. The instrument used to assess this was Self-Assessment #7, Question #2. These self-assessments are filled out after each publication of the hard copy of The Skyline View. The criterion was met and no action plan created.

For JOUR 340, SLO #3: Training Module was assessed by whether or not an artifact was created that future staffs could use in their training. The sole student in this section during Fall 2017 did a training on lede writing, and she produced a PowerPoint for the training. The criterion of the SLO was met and no action plan created.

For JOUR 350, SLO #3: Special Section was assessed. The sole student successfully produced, designed edited and published a special section of The Skyline View called The Focus, with the topic being veterans. The criterion of the SLO was met and no action plan created.

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

The key findings or conclusions drawn after analyzing the SLOs, program environment and progress toward previously stated goals are as follows:
First, the journalism program is successfully meeting its goals. Because the SLOs and their assessment instruments for the 300-level courses revolve around producing a product of some sort—a body of publishable work, a portfolio, an artifact that can be used in future journalism trainings, etc.--the assessment process for the newspaper courses indicates that students are leaving the program with work they can use to secure internships and future jobs. Another sign of success is that program goals are still relevant and timely. For example, innovations in technological and pedagogical innovation is just as important now as it was when the journalism department underwent its most recent comprehensive program review, innovations in such areas as data journalism, flipped learning, gamification, and virtual reality/360 video. Another example is the goal of working more closely with the Center for Workforce Development, particularly valid as the college moves on its meta-majors and its focus on providing students with clear pathways to careers and degree attainment. Likewise, goals such as pursuing online and hybrid options dovetail with other goals such as seeking expanded enrollment opportunities.
Nonetheless, continued work in the area of outreach to Skyline College counselors and area high schools could be fruitful in educating those that direct students into programs as to the real benefits that a journalism major provides. Doing this, as well as continuing innovation technologically and pedagogically, requires resources. Thankfully, the program did receive some funding for equipment this APP cycle. It remains to be seen whether or not the program will be funded for its additional needs.

Associated Objectives
📕 552-Strengthen connections with workforce development and career pathways.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?

(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

While the program's PSLOs are mapped to the ISLOs, the program did not participate in this year's assessment of ISLOs. However, the program has been invited to participate in next year's assessment and will do so.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

The three strategies from the last comprehensive program review strategy are as follows:

1. Strengthened outreach to high schools.
2. Creation of expanded enrollment opportunities.
3. Increased focus on data-driven journalism.

The program identified additional, though related, strategies in the last APP:

1. Approval of an online or hybrid course offering.
2. Stronger relationships with the high schools and the career workforce center.
3. Introduction and training in 360 video.
4. Introduction of data visualization skills to JOUR 120.
5. Participation in continued meta-major discussions.
6. Accommodation in budget and secured funding for several areas of growth.

In an effort to bring these into alignment, the program has the following goals going forward:

1. **Strengthen connections with workforce development and career pathways:** This goal is based on the fact that most community college programs around the state are academic AND CTE programs, a goal that has been reinforced by the positive interfacing the program has had with not only the Center for Workforce Development, but also with the area high schools themselves (which connect their journalism programs to CTE). Also to this end, the journalism program coordinator participated on the Job Placement Task force to help establish comprehensive job placement on campus. A subset of this goal is to also **increase the access the program's students have to scholarships, internships and job opportunities**. The program has had a number of successes in this area already, with a regular partnership (if informal) with the San Mateo Daily Journal, for one. Students from The Skyline View are regularly selected for internships there, with at least one person gaining a paid position as a direct result of his internship. Another success has been in

supporting Skyline College journalism students to apply for scholarships and other related opportunities. This resulted in two of the program's current students being recipients for Journalism Association of Community Colleges scholarships, and one current staff member being chosen as one of five participants in the pilot California Community College Journalism Collaboration Project, funded by the California Press foundation. Even more exciting is that the college has established a significant journalism scholarship in Carolyn Livengood's name. Still, there remains the opportunity to cast a wider net for scholarships, internships, and job referrals for the program's journalism students. The journalism program coordinator recently reached out to the Nova Job Center at SparkPoint at Skyline College to see if there exist any opportunities to collaborate around intern and job referrals.

2. **Creation of expanded enrollment opportunities:** With the advent of meta-majors and the AA-T degree, the goal of expanded enrollment opportunities should be modified to focus on better educating the college's counselors and students about the journalism major. Anecdotal evidence gleaned from the journalism faculty conference in February suggests that journalism programs have a branding problem, with many potential students being directed to communication programs instead. Work should be done within the college and the district to ensure students are being encouraged to consider journalism as a viable major and career, especially in an era in which media literacy skills are so necessary. Further, the college should consider adding a media literacy component to its requirements, given the impact a lack of media literacy can have on a viable democracy, especially in this era of social media.

3. **Pursue technological and pedagogical innovation and excellence throughout the program with a budget that accommodates that innovation in several areas of growth:** Viewpoints magazine; equipment, particularly for 360 video; expanded newsroom space; department assistant; data journalism; and supportive cloud-based software, such as Camayak, School Newspapers Online and SoundCloud Pro.

Associated Objectives
📕 553-Secure funding to produce Viewpoint twice a year.
📕 552-Strengthen connections with workforce development and career pathways.

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests
Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

Associated Objectives
📕 553-Secure funding to produce Viewpoint twice a year.
📕 552-Strengthen connections with workforce development and career pathways.
📕 Budget and Objectives of Journalism Department

Objectives of Journalism Department

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2413JOUR00	Journalism	Kaplan-Biegel, Nancy

Objective Status: New/In Progress

552   Strengthen connections with workforce development and career pathways.

The program will seek to work with the Center for Workforce Development by helping to host a training for high school students and/or their teachers.

553   Secure funding to produce Viewpoint twice a year.

It is the goal of the program to secure funding in the budget to publish the magazine in the fall, as well as the spring, semester, in order to give every student who joins The Skyline View staff an equal opportunity to experience magazine journalism.