

## 2019-20 Journalism Comprehensive Program Review

### I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

#### Narrative

The main purpose of the Skyline College Journalism Program is an academic one that currently includes two AA degrees—one of which is an AA-T—and one certificate. The course offerings are included in the English AA, the English AA-T, and the Communication Studies AA-T. Courses are also included in the general education requirements for the AA degree under area D: Social Sciences, as well as being a part of the IGETC general education offerings. Most journalism programs across the state are actively included in their CTE programs, something that will be discussed further in this program review.

The purpose of the program extends beyond an academic one to serving the campus community at large through The Skyline View, which records the history of the College as told through the voice of the students, helping the College to meet its own mission of empowering students. It is very worth noting that The Skyline View is the only remaining student publication in the district.

Further, in an era in which misinformation, social media, and fake news threatens democracy, the program has a larger purpose of training the campus community in media and news literacy, a critical mission in meeting the ISLOs such as Information Literacy and Citizenship.

The mission of the Skyline College Journalism Program is explicitly stated, both through the mission statement of the program itself and the mission statement of the student publication, The Skyline View. Both dovetail with the College mission, as well as connecting with ISLOs, such as Critical Thinking, Citizenship, Effective Communication and Information Literacy.

The Journalism Program Mission:

*To empower the individual and society to better understand, evaluate, and create media, particularly as it pertains to the connection between responsible, credible journalism and its role in ensuring a viable and strong democracy.*

The Skyline View Mission (developed by students):

*To report accurate, informative, and relevant news with honesty and professionalism to the Skyline College community and beyond.*

**I.B. Program Student Learning Outcomes**

List the current program student learning outcomes (PSLOs).

**Narrative**

**Understanding Convergence** Define how convergence has impacted journalism, particularly print journalism, and identify ways to adapt practices and content to that impact.

**Communication** Effectively communicate information through a variety of platforms, including the Internet and mobile computing.

**Publishable Articles** Write publishable articles.

**I.C. Program Personnel**

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

**Narrative**

The current staffing is one full-time faculty member. The instructor was at 80% time for years, and so there was a bit of room for growth. With the addition of an online section of Journalism 110: Mass Media and Society, the full-time instructor is now at maximum course capacity without going into an overload. As the program seeks to add more online and hybrid options, the program will need at least one adjunct.

**I.D. Personnel FTE**

- Provide the current FTE of each category of personnel.
- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

**Narrative**

FT Faculty FTE: Nancy Kaplan-Biegel

Adjunct Faculty FTE: none

Classified Staff FTE: none

Administrator FTE: none

**I.E. Program Review Team**

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

**Narrative**

Nancy Kaplan-Biegel, journalism program coordinator and only faculty in the Journalism Program, prepared this program review in consultation with Chris Gibson, dean of Language Arts.

## II.A. Progress on Prior Program Objectiveness (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

### Narrative

**Objective #1:** Track how the addition of the four new 300-level newspaper classes impact enrollment especially for beginning students. Initial numbers suggest that more beginning students are enrolling in the publication course now that they aren't required to be editors. (fall 2014)

The transformation of JOUR 300 from a course that could be taken four times to a sequence of courses (JOUR 320/330/340/350) has necessarily impacted enrollment. The enrollment can fluctuate greatly from semester to semester with little discernable trend, although spring semester seem to consistently have higher enrollment. There is no reliable indication that it is the change to JOUR 320 that has prompted enrollment variations. More fruitful would be to look at the impact of AA-Ts.

**Objective #2:** Begin to explore other newsroom options, as enrollment increases in the 300-level courses. (fall 2015 or next bond cycle)

No bond cycle has come up that would afford The Skyline View, the student publication, a new space. Although this request continues to populate each APP, the reality is that space on campus is at a premium especially with the work on Pacific Heights and proposed work on Building 1.

**Objective #3:** Create freelancing class that substitutes Journalism 690--possibly a series of courses. (fall 2014 or spring 2015)

Journalism 690 is obsolete, having been replaced by JOUR 695. Both classes add students to the department without adding load for the instructor. This objective was abandoned for now because there is only a single instructor in the program and she is at a full-load. It does not make sense to increase course offerings with new courses until the current courses address the impact of a DE addendum on enrollment and the potential need for adjunct faculty in the department.

**Objective #4:** Plant the seeds for an online version of Journalism 110, as well as the possibility of engaging an adjunct. Faculty would need to undergo STOT training. This would provide multiple pathways for course completion. (fall 2014 or spring 2014)

The full-time instructor went through STOT training, joined the Distance Education Task Force and took the Canvas training, before getting DE addendums approved for JOUR 110, 120 and 121. JOUR 110 is in its second semester of being offered in an online section. Journalism 120 and 121 have being considered for online, as well as in-person sections, for fall 2020 at the earliest. Most likely, JOUR 120 will be offered

experimentally before JOUR 121 is, at which time, depending on whether all sections are viable, the department will need to add an adjunct.

**Objective #5:** Consider separating Journalism 120 and 121, instead of cross-listing them. This would necessitate a big marketing push of Journalism 121.

JOUR 121 currently has a prerequisite of JOUR 120, which severely limits the pool of students that can take JOUR 121, meaning that so far, the only way to offer JOUR 121--which typically has about 5-7 students in it--is to crosslist it with JOUR 120. The question is whether offering JOUR 121 as a standalone online class would garner enough students to be viable. Even with its crosslisting, the course was canceled spring 2019 and fall 2019.

The better focus of this goal is to explore whether offering JOUR 121 as an online class would draw more students because presumably there would be a bigger pool of students from which to draw, since it is likely that JOUR 121 could attract students from outside of the district as well. Going forward, it makes sense to adjust the objective to instead consider whether or not the course will be more viable online and whether it is possible to change the JOUR 120 prerequisite to a recommended preparation instead, which would widen the students eligible to take the course and make it more accessible.

**Objective #6:** Target Journalism 120 for inclusion on IGETC, CSU and General Education lists to further focus on completion goals. (spring 2014-fall 2014)

The faculty has consulted with Marianne Beck, who determined, after doing a search, that no comparable courses statewide have a GE designation.

**Objective #7:** Campaign for media literacy to be added to college goals or institutional learning outcomes. Media literacy is an increasingly necessary primary skill; inclusion of it on college goals would highly benefit students. (fall 2015)

This possibility was discussed at the Journalism Association of Community Colleges State Convention in spring 2019. The group--which is composed of media advisers and journalism instructors from community colleges around the state--agreed at its faculty meeting that media literacy should be included as an institutional learning outcome statewide. However, there is no formal mechanism for bringing this before individual colleges collectively. The group also has some consensus that these two things should be incorporated into each program's PSLOs, especially given the increasing importance of these two literacies in the information age. Therefore, a goal for this year's CPR is to add a fourth PSLO to the current PSLOs in the program.

**Objective #8:** Investigate the badge movement to see if it is a good fit for the journalism program as preparation for what many believe is the next change coming to education: the unhooking of skill and knowledge acquisition from specific courses and degrees. The program intends to stay ahead of the curve, should this change manifest. (spring 2015)

The program continues to use badges within the gamification done in JOUR 120. Despite this and the ability within Canvas to incorporate badges via apps such as

Badge, the past five years has not borne out that this is a major trend. With the inclusion of college-wide digital portfolios and the possibility of including badges within that environment, the journalism department will continue to evaluate whether or not to expand its work with this.

**Objective #9:** Add or substitute an SLO for Journalism 121 that emphasizes data visualization. (fall 2014)

The program added the following SLO for 121: "Produce an interactive data visualization." In 2016, the SLO was assessed with the following outcome: "Out of the 5 students in the course, 4 students passed with a C or better, meaning that 80% of the class received a C or better."

**Questions from the previous CPR that served as a focus of inquiry included the following:**

- Is the badge movement viable for journalism programs? Would this help or hurt enrollment and matriculation goals? (spring 2015-fall 2016)

The badge movement, along with a trend toward certificates, has had some growth, but has not been regulated or had industry-led support to standardize itself. The Journalism Program will continue to monitor how this sort of micro-credentialing plays out. At this point, the movement has had no impact on enrollment and matriculation goals.

- Are there other schools that have begun to include media literacy on their goals or ISLO lists? What are the benefits of doing so, both for the students and for the program? (fall 2015)

The statewide meeting of journalism faculty at the Journalism Association of Community Colleges State Convention in spring 2019 discussed the fact that neither "media literacy" nor "news literacy" seem to be standalone ISLOs on campuses, including Skyline College. Instead, Information Literacy stands in for this. However, the journalism faculty statewide concur that there is a growing need for a more targeted goal that addresses the national level of skepticism of facts and journalism, as well as the assault on "truth" from foreign adversaries using social media.

- Has enrollment increased in Journalism 320 and the other 300-level courses? (fall 2014)

This has been a challenging thing to understand, as the enrollment varies widely from semester to semester.

- Has the AA-T offering increased the number of AA degrees coming out of the program? (fall 2015 and spring 2015) The program hopes to see, in particular, data that confirms increased enrollment in the 300-level courses, as well as an increase in AA degree acquisition.

It is not clear if the AA-T offerings have been successful in increasing the number of students getting a Journalism AA. It is likely a result of several factors--ranging from

changes in the industry and its job markets to the profession being increasingly under attack at the national level--but the biggest local factor is that the department has little by way of resources to effectively promote the major or the courses.

See next actions, but in brief, the department has been working to form better partnerships with Strategic Partnerships, Spanish and Communication to develop mutually beneficial certificates and degrees that would grow Journalism and the other departments.

In particular, the work with Strategic Partnerships and the Online CTE Pathways Grant has highlighted the idea of potentially offering a fully online journalism degree or certificate at some point.

## II.B Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes.

Program data may include:

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

### Narrative

Effectiveness of the Journalism Program can be measured in multiple ways. First, in evaluating the growth of the program over the last five years, the number of unduplicated headcounts remaining relatively stable, with spring semesters having slightly higher enrollment than the fall. Overall enrollment went down from consistently being in the 170s during 2014-2017 to 156 during 2018-2019. However, the spring 2020 enrollment has almost doubled since spring 2019, a jump that may be attributed to offering JOUR 110 online, as well as face-to-face. Load for the program increased significantly during the first three years of this CPR cycle, only to decrease to its lowest levels during 2018-2019, coming in at a load of 367. The demographics of the program indicate that it is comparable to the college at large. The program has generally draws slightly more females (50.4% over the past five years) than males (46%), with 2018-2019 being the exception with nearly 5% more males than females. Compared to the college at large, the Journalism Program generally draws slightly more males to the program. The program draws more Hispanic/Latino, Filipino and mixed-race students than the college at large, with significantly fewer Asian students (11.7%) than the college at large (20.2%) over the past five years. The number of White students and Black students in the program is roughly comparable to the college-wide statistics. In terms of age, the program attracts younger students by significant numbers. In the "under 18 years old" category and the "18-22 years old" category, the program draws roughly double the number of these students than the college at large. As noted in the previous CPR, one reason that the program likely skews younger is that there are currently no night class offerings. It will be interesting to see how, if at all, the addition of online offerings impacts this number in the future. Further, the program also flips the number of full-time to part-time students with the college at large. While the unduplicated headcount by fall unit load for the college indicates roughly 30-39% of the students are full time, the Journalism Program has between 60 to almost 67% full-time students. In terms of retention and success rates, whereas the college overall has average withdrawal rate of 13.4%, the withdrawal rate from the journalism courses



averages out to 16.7%. The retention rates for the program are lower at 83.3% than with the college rate which is 86.6%. However, success rates are comparable. The journalism success rate is 73.4% compared to the college's 73.3%. A deeper dive into these numbers is address under II.F—Program Equity.

**II.C Progress on Program Student Learning Outcomes**

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

**Narrative**

All three PSLOs are being met, as indicated by the course-level assessments. Please see attached PSLO report. One thing to note: The program is adding a new PSLO that focuses on media and news literacy.

## **II.D Program Access**

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

### **Narrative**

The program is currently seeking to grow. This has led to the addition of a DE addendum to JOUR 110, 120 and 121. As of the 2019-2020 school year, an online section of JOUR 110 was added to the class schedule. JOUR 120 may be offered during fall 2020. The journalism program coordinator, in conjunction with the Dean of Language Arts, is considering the viability and impact of what a fully online journalism degree offering would look like. One avenue for exploring and supporting more journalism DE offerings within the degree has been the inclusion of the program in the Online Education CTE Pathways Design Grant led by the Strategic Partnerships and Workforce Development Division.

The program has also begun to explore OER and ZTC options for texts. Currently, JOUR 121 uses OER resources. While JOUR 320, 330, 340 and 350 are not a part of OER or ZTC, the courses use trade paperbacks, meaning the cost for the books are generally between \$15-30. Additionally, both JOUR 110 and JOUR 120 are using Inclusive Access as a way of cutting down on textbook prices.

Finally, the program has been experimenting with using gamification as an experiment with engaging and retaining students. The instructor has given workshops or webinars on this topic to the CTTL, the Journalism Association of Community Colleges, and the National Institute for Staff and Organizational Development (NISOD).

## II.E Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

### Narrative

College initiatives and demand for classes/services: The program has, as one its current goals, the desire to offer more online and hybrid options. To this end, the sole instructor applied for and received a Pathways for Online Degree Development (PODD) grant (now renamed Student Success for Online Learning) to create the JOUR 110 online class. The instructor is also a participant in the Online Education CTE Pathways Grant and will be developing an online section of JOUR 120. The program is studying the impact of online courses on its face-to-face sections. While it initially seemed that offering an online section of JOUR 110 in fall 2019 negatively impacted the enrollment in the other journalism courses--most particularly JOUR 120--the net impact overall was actually positive. And spring 2020 enrollment numbers showed not only the face-to-face JOUR 110 filling to near capacity, but also the online JOUR 110 filling to capacity with a waitlist. Enrollments in the other journalism courses have rebounded past their normal numbers. In fact, a comparison of enrollment from spring 2019 to spring 2020 shows that the program virtually doubled its numbers from 53 in spring 2019 at the start of the semester to 104 at the start of the spring 2020.

Industry needs: The Skyline College Journalism Program seeks to incorporate immersing industry trends and anticipate industry needs. While the journalism profession continues to be in period of change, the labor environment also indicates areas of opportunity on which the Journalism Program should capitalize. According to the U.S. Bureau of Labor Statistics, jobs in media and communication are expected to grow 4% between 2018 and 2028, on pace with the average for all occupation with a projected 27,600 new jobs. The BJS's website says that "demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms." Further, the site puts the median annual wage for media and communication occupations at \$57,530 in 2018 as compared to a \$38,640 median annual wage for all occupations. This indicates an area of potential focus and expansion for the Journalism Program. While reporters tend to have a lower annual wage (though still higher than the median for all occupations), the skills learned through the Journalism Program easily prepare students for other media and communication jobs, such as public relations, technical writing, social media marketing, and other related fields. For that reason, the program has prioritized teaching students different tools and skills that reflect industry trends. Some of these include data journalism, social media, and mobile journalism skills, all of which have practical application to a variety of industries and all of which have been incorporated into classroom practices and assignments. Further, there is an opportunity that some of these skills sets could be transformed into stackable low-unit certificates that could attract a job-enhancing or job-retraining segment of the workforce. For this reason, the program hopes to increase its connection with Strategic Partnerships and explore the program's place in career technical education beyond the its current involvement. It is also hoped that the development of Meta Majors, and the resources this brings to bear, could help the program extend its reach to students beyond their classroom experience and into internships and job opportunities. Additionally, many newsrooms see the value of hiring journalists who are bilingual or have strong second-language skills, particularly in Spanish. Therefore, the program is

also partnering with the Skyline College Spanish Program to initiate a Spanish Journalism certificate. In its early planning stages, the lead instructors from both departments have identified the courses that will make up such a certificate. The target launch date for this is most likely spring 2021. Other practices that are currently being incorporated into the curriculum, such as Solutions Journalism, teach the ability to identify not just societal problems, but also the solutions or responses to those problems. In a time during which it is easy to feel overwhelmed by the global nature of climate change, pandemics, mental health challenges, and gun violence, students who are trained to write critically about how the world is addressing these challenges will be positioned to feel a sense of agency rather than hopelessness. Finally, according to a Pew Center article entitled “Many Tech Experts Say Digital Disruption Will Hurt Democracy,” “about half predict that humans’ use of technology will weaken democracy between now and 2030 due to the speed and scope of reality distortion, the decline of journalism and the impact of surveillance capitalism.” The Skyline College Journalism Program, as the sole journalism program remaining in the district, takes its responsibility very seriously to not just prepare students for jobs, but also to teach students media and news literacy, as the intersection between journalism and democracy is a critical one.

## II.F Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

### Narrative

Discussing the progress and equity gaps in the Journalism Program is somewhat hampered by the frequently low sample size of particular courses and participating ethnic groups. Because of the low number of students in some elements of the program, individual students can disproportionately affect the results, making it hard to establish what trends exist. Nonetheless, the data does reveal at least part of a narrative.

**Ethnicity:** First of all, as mentioned in II.B, the overall withdrawal rates for the program are higher than the college's overall, while success rates are slightly lower. However, a closer look at the data reveals that for students who are Hispanic/Latino, Filipino, White, or Asian, success rates are actually higher within the program than for the college overall, a positive change from the data during the previous CPR. But even the exception, a 53% success rate for Black students, is an oversimplification. With only 31 Black students over the past five years, success rates have varied widely, ranging from 0% in 2018-2019 to 83% in 2016-2017.

**Gender:** While the last CPR showed that the program drew more males than females, a contrast to the demographics of the college overall, that has narrowed, though the program still has more male students, 46%, as compared to the college at large at 44.8% male. Success rates for females over the course of five years trend higher than success rates for male students, sometimes exceeding the male success rates by as much as 12%. It is not clear why this gap exists, but it is large enough to warrant more attention over the next several years.

**Age:** Success rates for the two biggest demographics in the journalism program—the 18-22 range and the 23-28 range—are at 74%, comparable to success rates overall. Indeed, they exceed the overall college success rate by 2%.

### III.A. Curriculum Review

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.  
<http://www.skylinecollege.edu/programreview/cpr.php>
2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.  
<http://www.skylinecollege.edu/programreview/cpr.php>
3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

#### Narrative

Journalism curriculum has been updated through the Curriculum Committee. Two courses--JOUR 301 and JOUR 302--made irrelevant by the sequenced 300-level courses have been deleted. The two-year course offering cycle has been reviewed and uploaded to the document repository.

#### Evidentiary Documents

[CourseOutlinePrereqChecklist--JOUR.pdf](#)

[JOUR--Degree and certificate requirement sequencing--AA-T.pdf](#)

[JOUR--Degree and certificate requirement sequencing--one year journalism certificate.pdf](#)

[JOUR--Degree and certificate requirement sequencing--Regular Journalism AA.pdf](#)

#### IV.A Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

##### **Narrative**

##### **Program Strengths**

1. Awards and Job Placement: The program is measurably successful in two specific ways.

**Awards:** First, The Skyline View continues to win awards. Here are highlights of just some of the awards The Skyline View has won since the last CPR:

1. Fall 2016: Newspaper General Excellence and Online General Excellence at the Journalism Association of Community Colleges NorCal Conference.
2. Spring 2017: Online General Excellence in the two-year college division from the California News Publishers Association's Better Newspapers Competition. Judges said about TheSkylineView.com, "The breadth of the coverage is astounding...the writing is great across all sections."
3. Spring 2018: Online General Excellence and Magazine General Excellence for Viewpoint magazine at the Journalism Association of Community Colleges State Convention
4. Spring 2019: Online General Excellence at the Journalism Association of Community Colleges State Convention.
5. Fall 2019: Online General Excellence at the Journalism Association of Community Colleges NorCal Conference.

**Internship and Job Placement:** The second way the program is measurably successful is in preparing students for internships and jobs. These are some of the current successes:

1. Former Editor In Chief for The Skyline View Michelle Kelly just secured a job at ABC7 as a production assistant for news. It was her first job interview out of college.
2. Former EIC Mark David Magat is a production assistant at the San Mateo Daily Journal, where former EIC Will Nacouzi serves as production manager, after having taken over the position from former TSV Dave Newlands who moved out of state. Newlands was also managing editor for Peninsula Style magazine.
3. Former TSV staffer Diane Thao was a reporter at KRNV Reno, Nevada and KVRR Fox in Fargo North Dakota until recently.
4. Former TSV copy editor Raymond Rapada transferred fall 2019 University of Southern California where he was joined the student publication, The Daily Trojan, as their opinions editor. Spring 2020, he was asked to join leadership as their managing editor. On top of that, he was recently hired by the Los Angeles Times for a part-time design job.
5. Former news editor Laurel B. Lujan did an internship with Metro Eireann in Ireland and was the first recipient of the Carolyn Livingood Scholarship.

6. Former sports reporter Jose Luis Sanchez III covers the 49ers beat for Sports Illustrated's All49ers channel online, including going in front of the camera for post Super Bowl coverage.

2. **Innovation:** The program continually seeks to innovate.

**Gamification:** The program's sole instructor has continually sought out ways to engage students, be it through employing a flipped class model or including data journalism in the courses or now through gamification, a movement to tap into an intrinsic desire to learn. After professional development in this area, the instructor has gamified her Journalism 110 and 120 courses, and is currently experimenting with bringing this experience to the online setting. The instructor has gone on to give workshops in this in Skyline's CTTL and at both the Journalism Association of Community Colleges Mid-Winter Faculty Conference and the National Institute of Staff and Organizational Development via webinar.

**Technology innovation:** The instructor regularly explores technology that can improve engagement and retention, and that offers students opportunities to experiment with cutting-edge technology used in the journalism field, including the use of 360 video cameras.

**Viewpoint magazine:** Without any additional funding or courses, the program has supported a magazine for the past five years.

3. **Partnerships:**

- a) The program is included in the Online Education CTE Pathways Design Grant.
- b) The program has also formed deeper connections with the Strategic Partnerships division, jointly hosting several events over the past several years, including the following: A joint meeting of Skyline College Journalism and Sequoia Union District high school journalism teachers held at BAEC; journalism workshops at two high school Career Path trainings; a Society of Professional Journalism Google Training event; and most recently, School Newspaper Online (SNO) training which brought over 41 students and advisers from roughly seven high schools in the region to Skyline College. Work is currently underway to create a separate training opportunity for the Sequoia Union District with Skyline College as the host.
- c) The program has participated multiple times in the Sustainability Blitz initiative. Spring 2020, the aligned course will incorporate Solutions Journalism into the blitz assignment.
- d) Although in its infancy, Luciana Castro and Nancy Kaplan-Biegel are developing a Spanish Journalism certificate.
- e) Two years ago, the program was gifted with a generous annual journalism scholarship from family of Carolyn Livingood.
- f) The program takes full advantage of its memberships in the Journalism Association of Community Colleges, the Associated Collegiate Press, and the California News Publishers Association. The memberships to these three organizations provides significant opportunities for additional training for students and professional development for the instructor, as well as the opportunities for networking in the field.

**Challenges:**

First, expansion and experimentation is hampered by a lack of instructors in the department. This hampers not only the ability to continue to innovate with varied course offerings, but also in terms of additional benefits to the program, such as having faculty who can help recruit more students or do outreach. One challenge to the offering of a Spanish Journalism degree is that the college does not offer typical courses that are included in a certificate such as this. For example, Skyline College has no history of Latinos in California.

Second, the budget for the program has not increased in decades, despite rising printing costs, the addition of a glossy magazine, the cost of maintaining professional memberships, conference costs, and technological necessities such as having a web host and content management software. In particular, opportunities such as networking at professional conferences can lead quite directly to job and internship opportunities and the lack of funding for these professional experiences should be seen as an equity issue.

Third, during times when the newsroom sees growth in enrollment, the room is too small to accommodate the staff members.

Another challenging area is that in an effort to provide students with additional hands-on training and networking that can lead to job and internship placement, the program attends student journalism conferences every semester. However, the funding to do so is never guaranteed and, in fact, students who attend have to pay, for example, \$250, for these opportunities. As stated above, this is an equity issue; no student who wants to attend should be denied the opportunity because of the lack of funds to cover registration costs.

Finally, it is also challenging to fully analyze PRIE data because of the small number of students in the program.

**Opportunities:**

One of the biggest opportunities and areas for growth is in the online education space. Because the program is connected to Online Education CTE Pathways Design Grant, there is a real opportunity to explore the development of a fully online journalism degree. Further, the program should capitalize on its CTE top code by considering becoming one of Skyline College's CTE programs in addition to being an academic program, the way most other CCC journalism programs have.

In the current climate of mistrust in the media, government and other institutions, the program should more deliberately campaign for media and news literacy skills on campus. These efforts should be included in PSLOs for the program and should clearly connect to the citizenship ISLO, amongst others.

**Concerns:**

The program has not awarded Journalism AA-Ts at the highest rate possible. This seems like an area of growth, but one in which the sole instructor needs more support. The creation of Meta Majors could provide some of that needed support.

**Areas for further research:**

1. How will the additional online sections impact enrollment long term?
2. Would JOUR 121 enrollment increase if it were offered online and changed its prerequisite of JOUR 120 to recommended preparation instead?
3. How best can the program ensure increased success rates across all ethnicities in its JOUR 110 online section?

#### IV.B Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

#### Narrative

The ideal future for the Journalism Program is one of growth, growth in terms of enrollment, growth in terms of the number of faculty, and growth in terms of the variety of course modalities, scheduling choices, and matriculation options. Course-modality and matriculation growth means potentially offering a fully online degree, provided that it doesn't negatively impact the face-to-face course enrollments (especially in terms of the publication courses). It also includes the creation of potentially stackable certificates that could be used for job retraining and skill enhancement. This could even involve having shorter one-unit courses that "stack" skills together, but allow students greater flexibility. It could also mean exploring inclusion the NOW initiative, all of which is dependent on faculty growth. Growth would also mean an increase in the number of AA-Ts awarded. Growth also means potentially increasing the journalism budget and envisioning a larger, more appropriate space for The Skyline View.

While in previous years, the program pursued the academic goal of creating an AA, a certificate, and an AA-T, the program has an obligation to ensure the employability of its graduates, especially in such an expensive region as the Bay Area. The program seeks to be far more engaged with vocational goals and will need the full support that Meta Majors, Strategic Partnerships and Workforce, and outreach to local high schools, both those with and without journalism programs.

All of this needs to be done through an equity lens to ensure that the program provides to its diverse group of journalism students opportunities and support that rival those offered at four-year universities and private colleges. As newsrooms throughout the country seek to diversify both their reporters and editors in an effort to tell stories that are important to a variety of communities, the Skyline College Journalism Program is well positioned to train these future journalists. The program of the future would also be mindful of OER and ZTC resources.

Further, the program seeks to continue to innovate both in terms of engaging teaching practices and in terms of providing students with skills that will be needed not just now, but in the future, skills in data journalism and visualization, multimedia, mobile journalism and more. This means continued professional development for journalism faculty. It also means that students on the publication staff will need the necessary support in terms of multimedia equipment and online resources to enhance their digital-first approach. And the program would like to be at the forefront of promoting a Solutions Journalism mindset that can help both the students and the community not just be informed about, but ready to face and solve the myriad challenges ahead, including climate change, gun violence, mental health concerns and more.

Finally, the mission critical role that the program plays in terms of promoting media and news literacy cannot be overstated. Educational institutions should seek to increase

the confidence and engagement needed to have a thriving democracy, and a healthy journalism program has a role to play in that. The ideal program of the future would see increased connections between the mission of the program and the mission of the college in terms of several of its ISLOs. While the program contains only a single GE offering, the program can be a leader in promoting the modern literacy skills so necessary to combat the misinformation that accompanies the development of social media and technology.

The program has several long-term results it would like to achieve:

- increase the number of students who earn program certificates and degrees
- vary the modalities of the course offerings, including the careful consideration of a fully online journalism degree
- decrease the number of units in the current journalism certificate
- increase overall enrollment
- offer more OER and ZTC and low-cost textbooks
- consider ways to connect better with Canada and College of San Mateo media students and with Skyline digital media students
- consider inclusion as a CTE program and connect strongly to Strategic Partnerships and Workforce Development
- be active in helping students to connect with the program through Meta Majors
- develop alternative and perhaps stackable certificates to be additionally responsive to industry needs
- strongly connect with efforts to promote internships and jobs to students in the program
- promote media and news literacy within the campus community and connect both to the ISLOs
- secure a larger newsroom
- increase its budget

**V.A. Program Strategy**

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

**Narrative**

The Journalism Program has identified objectives in six key areas:

**Flexible and Varied Course Offerings:** Provide students with a variety of flexible course offerings that can accommodate not only an academic sector, but also a job retraining sector of students.

**Increased Vocational Focus:** Increase connection with Meta Majors, Strategic Partnerships, and local high schools with journalism or related programs in an effort to concentrate on the vocational training the Skyline College Journalism Program provides.

**Enrollment and Matriculation Growth:** A major goal is to ensure the program grows over the next six years. This is especially important because it is the only remaining journalism program and publication in the district. Another primary goal is to increase the number of AA-Ts, among increasing the variety of educational offerings, such as a Spanish Journalism certificate. Each of these goals require support beyond the capabilities of a single instructor.

**Equity:** Equity is important not just in success and retention rates, but also in terms of access to materials and opportunities that can provide career building experiences.

**Media and News Literacy:** The program needs to strengthen its mission critical role of helping to teach the campus media and news literacy skills.

**Structural Support:** As the program seeks to make these changes, it will need the structural support of more faculty, larger newsroom space and a budget increase that supports innovation, such as expanded efforts online; and vocational and equity issues, such as being able to get every student who wants to participate in career-launching events--such as student conferences like the Journalism Association of Community Colleges State Convention and the Associated Collegiate Press conference--can.

**V.B. Action Plan and Resources Requests**

Develop one or more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR 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 CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

**Narrative**

Please see the Planning Modules.

**Associated Objectives**

[1037-Create a Spanish Journalism Certificate](#)

[1038-Add a DE Addendum to 320 330 340 and 350](#)

[1039-Increase the number of AA Ts awarded yearly](#)

[1040-Add a media and news literacy PSLO](#)

[1041-Reduce the number of units for the journalism](#)

[1042-Secure long term viability of student confere](#)

[1043-Increase Enrollment](#)

[1044-Budge Increase to Accommoda Cost to print](#)

**Enhanced Budget with Objective and Task Detail**

[Journalism Enhanced Budget with Objective and Task Detail](#)