

2018-19 Journalism Annual Program Plan

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. As of fall 2019, the department will also be offering its first online course offering, JOUR 110. 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 Career & Workforce Programs. 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, who teaches journalism courses, serves as the journalism program coordinator, and advises the media publications, The Skyline View and Viewpoint magazine.

Dean of Language Arts Chris Gibson has contributed to this document through feedback.

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

In the last APP, the program focused on three objectives; here is an update on the progress of each.

- 1. Strengthen connections with workforce development and career pathways:** Similarly, to last year, the instructor for the program believes that it is time to sincerely explore whether it makes sense for journalism to be both an academic and CTE program. The instructor continues to work with the Center for Career and Workforce Programs, volunteering again this year to be a part of the Sequoia District day at the College. The program also joined forces with Career and Workforce Programs to bring a Society of Professional Journalists Google Tools Training to the College. A subset of this goal was also to increase the **access the program's students have to scholarships, internships and job opportunities**. As before, Skyline journalism students continue to intern at the San Mateo Daily Journal, with another former Skyline student being offered a job there. The Carolyn Livengood Journalism Scholarship was offered for a second year, with one of the editors in chief of The Skyline View being the recipient this year.
- 2. Creation of expanded enrollment opportunities:** Several components of this still need support. First, while the instructor visited a counseling meeting to educate the counselors about the journalism major, it is unrealistic for recruitment and outreach for the journalism program be done solely by the department's only faculty member. **A combined effort of MCPR, Counseling, Meta Majors, Career and Workforce Programs, Outreach and the journalism program itself could make headway on expanding enrollment opportunities.** As discussed in the last APP, it may be time for the College to consider adding a media literacy component to its requirements, given the impact a lack of media literacy has had on a viable democracy. Skills such as this will be even more important going forward, given the dangers that new technologies and social media pose to the ability to verify information.
- 3. Pursue technological and pedagogical innovation and excellence throughout the program with a budget that accommodates that innovation in several areas of growth:** This past spring, The Skyline View published its fifth edition of Viewpoints magazine, once again without any designated budget. Instead, the program limited The Skyline View to eight-page issues in order to accommodate this new publication. The budget still has not increased, while printing costs have risen and the program has had to

pay for supportive cloud-based software, such as Camayak, School Newspapers Online and SoundCloud Pro. The department asks again for an assistant or at least a work-study position. The department is also still advocating for expanded newsroom space and regular updates to its equipment.

Associated Objectives

[956-Budget Increase to Accommodate Cost of Cloud Software](#)

[958-Budget Increase to Accommodate Cost to Print Magazine](#)

[957-Fund a department assistant or work-study position](#)

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 impact on the program is that the journalism program at CCSF is finalizing the procedure to become part of the CTE program at their college. This is something that the journalism program coordinator at Skyline has believed the Skyline Journalism program should be a part of for years. Further, CCSF is including a Data Journalism Certificate as part of its offerings, something that our program has discussed doing. CCSF has more course offerings and resources that enable easier diversification to happen; however, Skyline's program could and should still find specific niches to round out the CTE and/or Workforce journalism offerings in this region. Some possible areas include drone journalism, 360 and VR journalism, and social media and multimedia journalism. Data journalism is also still a possible market, and the instructor at Skyline has some expertise in this.

A second change will be that the program is offering its first online class, JOUR 110: Mass Media and Society, in the fall. The program will need to assess the overall success of this offering as a means to encourage journalism enrollment. JOUR 110 typically fills at around 35 students. If the online section means an increase of the overall students taking JOUR 110 in the fall, that will indicate it is a successful strategy. As of this writing, both the F2F and online classes have comparable enrollment at 15-17 students. It is likely that both sections will have enough students to progress, but it looks promising that offering the course through two modalities could increase enrollment, but the program will have to wait until closer to the beginning of fall 2019 to know for sure.

A third change reflects what last year's APP also discussed, which is the impact that Meta Majors could have on journalism. As stated previously, the program needs to make sure that counseling (in particular, the dedicated counselor for this Meta Major) understands that the skills and value of being a journalism major extend beyond the traditional role of journalist. This involves a concerted effort to "rebrand" the program and help the audience understand how journalism skills translate to other careers. This is particularly important because, while the program is absolutely committed to educating students to be the best possible journalists in alignment with the College Citizenship and Information Literacy ISLOs, the program must do a better job of communicating how its offerings intersect with a wide variety of careers. This is reflected in the statistics from the Bureau of Labor Statistics, which indicate a decline in journalism careers, but an increase in media/communication careers.

Associated Objectives

[958-Budget Increase to Accommodate Cost to Print Magazine](#)

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

II.C: 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. (Reflection: Considering Key Findings)

For the 2018-2019 year, only one course was assessed: JOUR 110: Mass Media & Society. Four SLOs were assessed:

1. Identify product placement in at least three branches of the media.
2. Explain why broadcasting is regulated whereas print media is not, and indicate what role the FCC plays in this.
3. Describe the ways the Internet has impacted the different branches of the media.
4. Distinguish language in advertising that displays "intentional imprecision."

Out of the four SLOs, only the first one categorically was met. The other three were not met. Some things need to be taken into consideration: First, the assessment tool was a Socrative questionnaire. Some of the questions which had multiple correct answers needed to give the students clearer directions that there was more than one correct answer. This particularly impact SLO #4's results; the instructor feels fairly confident that the students actually do understand this concept, as she did other formative activities that the students mastered well, but did not use these in assessment. Also, in the majority of cases, students got 2 out of 3 answers correct. However, mathematically, that is still only 66% correct. The instructor has created an action plan that includes revision of the assessment tool to include questions that, if a student misses a single answer, could still result in 75% of the answer being correct.

Still, despite a potentially flawed assessment tool, the instructor bears responsibility for the students not meeting SLOs #2 and #3. These are challenging concepts and the instructor welcomes the opportunity to reflect on how better to help students' understanding. While the instructor uses several formative assessment tools and activities to teach the concepts, she did not use these for the SLO assessment; next time, it would be interesting to also include these to see where in the process students may be confused.

Additionally, an assessment was done in JOUR 120: Writing and Reporting of the Media in support of the ISLO, information literacy.

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

After analyzing the SLOs, program environment and progress toward previously stated goals, the key findings or conclusions drawn are as follows:

First, program data for journalism indicates that unduplicated headcounts have slightly increased over the course of five years, even as Skyline College's overall unduplicated headcount has declined. Despite this note of success, the program still needs to pursue ways to bring more students into its courses. Possibly most fruitful would be to include the journalism program in CTE and to align it more strongly with the Center for Career and Workforce Programs. One of the strongest needs of the program is to have more support for promoting the department's goal to better market how journalism skills can serve non-journalists. This support is needed financially for marketing materials and in terms of personnel support, as the department has but a single professor.

Second, the program seems to be successfully in its endeavor to explore teaching methods that engage students. Success rates for the program have trended up, rising a full 11 points over five years and exceeding college-wide rates, while retention rates have remained steady and slightly under college-wide rates. The program has experimented with a range of intentional pedagogical methods over the past five years, including a flipped class model and gamification. SLOs for most courses are successful, though this year's assessment revealed some struggles in JOUR 110.

Third, if offering JOUR 110 online this coming fall 2019 proves successful, it may be worth exploring what a fully online degree in journalism would look like, not in the coming year, but perhaps in the years to come. The biggest barrier to that is the experience of working for The Skyline View, which is difficult to conceptualize as an online course.

Fourth, the program would like to position itself well within its Meta Major, particularly in terms of using JOUR 110 as a pivotal GE course within that house that could introduce students to some of the other degrees within the Meta Major.

Fifth, the program needs support in keeping its software and hardware capabilities and resources up to date. Most notably, the journalism budget has never increased, despite the fact that printing costs, including those for the addition of Viewpoint magazine, have risen and the program uses cloud software both to host its website and as a content management system. These and other

services, such as the SoundCloud Pro account that The Skyline View uses, are all necessities in order to run modern program but each one costs money.

Finally, the program would benefit from a staff assistant or a work-study position that could help the one faculty member in the department with promotion and recruitment.

Associated Objectives

[956-Budget Increase to Accommodate Cost of Cloud Software](#)

[958-Budget Increase to Accommodate Cost to Print Magazine](#)

[957-Fund a department assistant or work-study position](#)

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

The program participated in this year's ISLO assessment for Information Literacy. Eight JOUR 120: Writing and Reporting for the Media students were assessed on two elements: Message Delivery and Information Analysis and Comprehension. Out of those students, 5 students had proficiency or high proficiency in message delivery according to the assessment rubric. The other three had some proficiency. For the second component on information analysis and comprehension, four students had proficiency or high proficiency, while three students had some proficiency. One student had limited proficiency.

The JOUR 120 assignment that was assessed is a challenging one for many 120 students, for it is the first assignment in which students write real-life stories that require them to find and interview sources, something is extremely challenging but worthwhile.

The results indicate that there is still additional work to be done in this area. Coincidentally, JOUR 120 is set to be assessed in terms of SLOs in fall 2019, so this will be a good opportunity for the department to further explore the skills assessed with this ISLO.

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 Journalism Program is continuing to focus on the same three goals:

- 1. Strengthen connections with workforce development and career pathways:** Similarly, to last year, the instructor for the program believes that it is time to sincerely explore whether it makes sense for journalism to be both an academic and CTE program. The instructor continues to work with the Center for Career and Workforce Programs,

In an effort to increase access to scholarships, internships and job opportunities, the program should continue to seek partnerships with Career and Workforce Programs, as well as potentially situate the program within the College CTE offerings, particularly because CCSF has now pursued a CTE listing along with creating a data journalism certificate. The program should also work closely with the College to offer more internships.
- 2. Creation of expanded enrollment opportunities: The department would like to see a combined effort of MCPR, Counseling, Meta Majors, Career and Workforce Programs, Outreach and the journalism program itself focused on improving recruitment and outreach for the program.** Along with this, the College should consider adding a media literacy component to its requirements, given the impact a lack of media literacy has had on a viable democracy. Skills such as this will be even more important going forward, given the dangers that new technologies and social media pose to the ability to verify information.
- 3. Pursue technological and pedagogical innovation and excellence throughout the program with a budget that accommodates that innovation in several areas of growth:** While the program has continued to grow its reach from a biweekly newspaper to a print magazine to an online presence, the budget--static since its inception--has had greater and greater stressors on it, from having to cover a variety of cloud-based software to accommodating higher printing costs.

Associated Objectives

[956-Budget Increase to Accommodate Cost of Cloud Software](#)



958-Budget Increase to Accommodate Cost to Print Magazine

957-Fund a department assistant or work-study position

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. Need help? Contact the PRIE Office for further instructions.

Narrative

Associated Objectives

[956-Budget Increase to Accommodate Cost of Cloud Software](#)

[958-Budget Increase to Accommodate Cost to Print Magazine](#)

[972-Budget Increase to Accommodate Cost of Magazine](#) [linked from Language Arts Division]

[971-Cloud Software for Journalism](#) [linked from Language Arts Division]

[957-Fund a department assistant or work-study position](#)

[973-Student Assistant for Journalism](#) [linked from Language Arts Division]

Enhanced Budget and Objectives and Tasks

[Enhanced Budget and Objectives of Journalism unit](#)