Ohlone College
Program Review Report

Program Description and Scope:
1. Program Review Title: Journalism
3. Review Type: Instructional Disciplines
4. Program/Departments: Journalism & Legend Magazine (06003)
5. Authority Code: 45-Dean, Arts and Social Sciences
6. External Regulations: Yes _ No X
7. Provide a brief narrative that describes the instructional program/discipline.

The Journalism discipline trains people to write, edit, and publish news and information. Courses introducing students to the field take a Mass Media class, Newsriting, and serve in some capacity on the campus newspaper, The Monitor.

8. Describe how the program specifically serves students, faculty and staff.

The Monitor is the voice of Ohlone. Written, edited, and produced by students, the paper serves the general student body, and in more limited ways serves faculty, staff, and community.

The Monitor is as much like a commercial newspaper as we can make it, within the academic framework. Editors assign stories to reporters and photographers. Page editors place the stories and write the headlines. Advertising sales workers contact business owners and design the ads. When the issue comes out, the staff takes the credit, or the blame.

Students learn to balance the value of individual initiative and the value of teamwork. Editors depend on writers to turn in their stories on time, but writers depend on their own skills to get the facts straight. In the end, each issue of the Monitor is a group effort and an individual effort. Students learn the necessity of planning, get many forms of feedback on their work, and walk away with real-life experience in an attractive field of employment.

firm connections to its community, whether the community is Washington or Ohlone. Our journalism department, through the Monitor, provides an information network that ties faculty, staff, students and administration into the Ohlone community.

9. Describe how the program addresses current needs and applies current technologies.

Students will experience up-to-date technology so they will acquire the computer and camera skills they will need to be competitive in the mass media field. Staff use InDesign for newspaper layout. The Monitor has two high-quality digital cameras. We use Canon professional cameras and lenses, the same equipment used by professional news photographers.
the images using PhotoShop, also an industry standard. Monitor reporters carry laptop computers to cover events, use digital voice recorders, all comparable to equipment used by professional news reporters. We can test this outcome by comparing the equipment our students train on with other schools, which we do when we attend the Northern California and state conferences of the Journalism Association of Community Colleges.

10. Discuss the impact of the program on the college and/or other programs.

As one faculty member said to Bill Parks, former Monitor Advisor, "The Monitor is the only real community we have."

11. Discuss the impact of the program on the community and the impact of the community on the program.

Being a crossroads for information flows, the paper provides information and commentary primarily on the college. Things that come to the paper and the department from outside include sports and entertainment, political and other news. The main impact on the community comes from the fact that our alumni are employed with various East Bay newspapers.

● College Mission

1. Mission Statement

   The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. Vision Statement

   Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. Core Values, Goals & Objectives:

   College Core Values

   ● We provide life-long learning opportunities for students, college personnel and the community.
   ● We open access to higher education and actively reach out to under-served populations.
   ● We promote diversity and inclusiveness.
   ● We maintain high standards in our constant pursuit of excellence.
   ● We value trust, respect and integrity.
   ● We promote team work and open communication.
   ● We practice innovation and actively encourage risk-taking and entrepreneurship.
   ● We demonstrate stewardship for our human, financial, physical and environmental resources.

   College Goals/Objectives

   1. Through innovative programs and services, improve student learning and achievement.
1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.

5. By spring 2013, increase to 600 the number of students transferring to UC and CSU.

6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.

7. By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.

9. By 2011, achieve 100% completion of professional development in online instructional methods and online course management for faculty who teach fully online or hybrid courses.

2. **Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**

   2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.

   3. By 2013 create a curriculum which enhances the availability of programs that focus on emerging industries including green technologies and those identified by the Alameda County Workforce Investment Board and Department of Labor’s high growth, high demand job training initiative.

   4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

4. *Briefly describe how the program supports the college mission, vision selected college values.*

   Journalism supports the mission by teaching students and through direct, hands-on experiences through The Monitor and the magazine. Publications serve the entire campus community.

5. *Briefly describe how the program supports selected college goals.*

   Journalism supports the selected college goals through instruction and student publications.

6. *Briefly describe how the program supports selected college objectives.*

   Journalism supports the selected college objectives through instruction and student publications.

- **Program SLOs & Assessment**

  1. **Program SLO -**

     Students will become skilled at working together, while developing pride in
taking responsibility and working independently.

We live in an individualistic culture, with solitary heroes like Shane or Rocky dominating our myths. However, in the real world, most things are accomplished through a blend of individual and group effort. In the crucible of the newsroom, students quickly learn which of their fellow staff members will reliably turn in a well-written story on deadline, and which ones are "flakes" who cannot be relied upon. Student editors (and the adviser) reward the reliable ones with more stories and work with the other group so they will do better next time. Such is the nature of individual effort and group pressure, the same pressures the graduate will encounter in his or her first newsroom job.

a. Indicate program assessment strategies used.
   i. Other
      Ability to work in teams evaluated through observation and peer evaluation.
   
b. Describe the criteria and standards used to appraise student work.
   c. Enter assessment results and analyze student success in achieving this program SLO.
   d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
   e. Future Action (Improvements)

2. Program SLO -

Students will develop writing and editing skills. Based on an understanding of basic news writing principles, students learn to write by writing, and writing, and writing some more. With editing in between, of course. Student reporters become better reporters by reporting. Same process for student editors.

a. Indicate program assessment strategies used.
   i. Portfolio
   ii. Department Testing
   iii. Other
      Portfolio consists of past editions of the Monitor.
   
b. Describe the criteria and standards used to appraise student work.
   c. Enter assessment results and analyze student success in achieving this program SLO.
   d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
   e. Future Action (Improvements)

3. Program SLO -

Students will experience up-to-date technology so they will acquire the computer and camera skills they will need to be competitive in the mass media field.
This year the Monitor switched from PageMaker to the more advanced InDesign layout program. The new program has more robust features for page production. The Monitor also acquired a new digital camera, one that takes photos in faster "bursts," allowing more successful sports photography. We use Canon professional cameras and lenses, the same equipment used by the professional news photographers. We process the images using PhotoShop, also an industry standard. Monitor reporters carry laptop computers to cover events, use digital voice recorders, all comparable to equipment used by professional news reporters. We can test this outcome by comparing the equipment our students train on with other schools, which we do when we attend the Northern California and state conferences of the Journalism Association of Community Colleges.

a. Indicate program assessment strategies used.
   i. Portfolio
   ii. Other

   Portfolio consists of past issues of the student paper as well as online-based student journalism.

b. Describe the criteria and standards used to appraise student work.

c. Enter assessment results and analyze student success in achieving this program SLO.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

e. Future Action (Improvements)

4. Program SLO -

Develop a keen judgment of what makes a news story and how to go about gathering information.

a. Indicate program assessment strategies used.
   i. Other

   A reporter's job has three parts: gathering the news (reporting), writing the story, and meeting the deadline. The first two take practice and skill, the third takes dedication, sometimes motivated by panic. Measurement of this outcome is done in the obvious way: students in the beginning news writing class are given the raw facts of the story, they construct a news story from the facts, then the instructor pencil-edits the story and hands it back. Then the stories are discussed in class.

b. Describe the criteria and standards used to appraise student work.

c. Enter assessment results and analyze student success in achieving this program SLO.

   Weekly Monitor newspaper produced by the students.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

e. Future Action (Improvements)
5. Program SLO -

Describe the history, operation, and culture of different forms of mass media, including newspapers, magazines, radio, television, film, and online communication.

Communication theory, advertising, public relations will also be covered, even though technically those are not forms of media. Field trips to the campus newspaper, radio station and TV studio augment the students' exposure. Also, for the past four or five semesters, students have traveled by BART to San Francisco to tour Channel 5 and sit in the studio audience for a show called The Last Honest Sports Show. Outcomes are measured in several ways. Students are tested on their understanding of the various types of mass media. Some students decide to declare their majors in TV and radio after the field trips. Others use information from the field trips as the basis for their term projects, sometimes interviewing people they met during the trips.

a. Indicate program assessment strategies used.
   i. Portfolio
   ii. Department Testing
   iii. Other

   Portfolio consists of archived Monitor editions.

b. Describe the criteria and standards used to appraise student work.

c. Enter assessment results and analyze student success in achieving this program SLO.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

e. Future Action (Improvements)

• SLO Matrix

  Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

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• SLO Matrix Comments

• Course SLO & Assessment

JOUR 101A Newswriting
1. Conduct news-gathering interviews using the techniques introduced and practiced in class.
2. Examine how the history and culture of the American newspaper affects today's news business.
3. Analyze mass media messages, utilizing the communication model to understand who is saying what to whom, and why.
4. Write news stories and feature stories in the news style, emphasizing the action, putting all elements in order and featuring the human interest angle.
5. Critique the ways in which mass media content is regulated by state and federal laws, despite the guarantees of the First Amendment, which says government shall make no law restricting freedom of the press.
6. Demonstrate the importance of the visual image in television communication by composing a television news package.
7. Work comfortably under deadline pressure, producing accurate, interesting and complete stories based on interviews, personal experience and research.
8. Identify and obtain documents, either printed or online, necessary for in-depth news stories.
9. Explore the relationship between journalistic ethics, personal ethics, legal requirements and demands of the marketplace.

| Indicate planned course assessment strategies |
| Describe the criteria and/or performance standards used to appraise student work. |
| Completion of this segment of the program review awaits the hiring of a full-time Journalism faculty member. |

Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

• Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

  1. List expected student achievement outcomes:
  2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

Since 2005-06 FTES for Journalism has grown from 13 to 21 in 2008-09, according to Instructional Summary Data. For 2010-11 the XEMGT tool reports 20 FTES. As a percentage, Journalism's high skill attainment, completion, and persistence numbers held firm at 100% between 2007-08 and 2009-10. It should
be remarked that this is a small population of about 10 to 11 students. It is a significant achievement nonetheless.

3. **Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.**

4. **Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.**

5. **Describe any additional notable program achievements (optional).**

6. **Additional Program Table Data**

7. **Future Action**

   Current levels of student achievement indicators maintained.

- **Program Analysis**

  After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs

1. **Describe program achievements and successes.**

2. **According to the evidence, what are the areas needing improvement?**

   In order to maintain the high standards of the program, it is necessary to hire a full-time replacement. The Journalism program and the publications require a great deal of time and interaction with students in order to be successful. A part-timer cannot normally sustain the time commitment required.

- **Program Improvement Objectives:**

1. **Objective:**

   Ensure the Journalism program provides a comprehensive real-world experience for students by providing core Journalism courses and an active student newspaper that meets current industry standards.

   **a. Action Plan**

   **Year 1:**

   Hire a full-time Journalism instructor.

   **b. Staffing**

   **Year 1:**

   Gain approval for the position. Advertise, recruit, and interview.

   **Year 2:**

   New hire receives orientation and commences work. Assign a mentor. Evaluate instructional effectiveness and progress.
c. Technology (Include items that fit under IT budget codes)
   Year 2:

   Provide a new computer for new faculty use.

d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

   1. Through innovative programs and services, improve student learning and achievement.
   Rationale:

   Faculty members have a significant, profound impact on student learning success.

   5. Lead and educate the community in environmental sustainability.
   Rationale:

   Campus publications play a role in disseminating information about sustainability.

   6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
   Rationale:

   Campus publications play a role in disseminating information about arts and culture events, diversity awareness and understanding.

   8. Engage all members of the college community in active, continual institutional improvement.
   Rationale:

   In a free society the press raises awareness about issues of concern to the community and the institution. Awareness leads to analysis of the problem and to development of solutions.

2. PIO Assessment
   a. Future Action

   1. Objective:

   Update student learning in Journalism by putting up-to-date web and mobile media
news technology in place.

a. Action Plan
   Year 1:
   Seek grant funding for design of a web and mobile media facility for students to use in order to learn how to use up-to-date news technology.

   Year 2:
   Once funding has been identified, the project should be ready for student use within a year's time.

b. Staffing
   Year 1:
   Design and programming specialists, employed on a temporary basis or by contract.

   Year 2:
   Same as year one if project has not been completed.

c. Technology (Include items that fit under IT budget codes)
   Year 1:
   Server. Other items to be determined.

d. Assessment Plan: List Assessment Strategies
   Year 1:
   A successful electronically mediated news facility should give students the same (or nearly) experience they would have if they were employed by a news organization as reporters and editors. This can be measured through review and guidance from an advisory committee of industry practitioners. Without a full-time faculty member, it will not be possible to activate this committee until such time as a replacement can be hired.

   Year 2:
   Same as year 1, depending on project timing.

e. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and
achievement.
Rationale:

Journalism students need to be able to function in the real world of contemporary news, including print, broadcast, blog, video blog, news website, and mobile media, as well as social media as deemed appropriate by faculty.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
Rationale:

A vibrant community needs ways of communicating, using viable current and future technologies. Ohlone can play a role in developing talent for this role through this project.

5. Lead and educate the community in environmental sustainability.
Rationale:

This project can play a role in providing a foundation for educating the community in environmental sustainability through electronic means.

2. PIO Assessment
   a. Future Action

1. Objective:
2. PIO Assessment
   a. Future Action

- Outside Review Results
  1. List each team members name and title.
     None.
  2. Discuss key feedback provided by team and how it was incorporated into the report.
     None.

- Attached Files