

Ohlone College

Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* Journalism
- *Academic year:* 2015/2016
- *Review Type:* Instructional Disciplines
- *Program/Departments:* Journalism & Legend Magazine (06003)
- *Authority Code:* 45-Dean, Arts and Social Sciences
- *External Regulations:* Yes_ No X
- *Provide a brief narrative that describes the instructional program/discipline:*

The Journalism program prepares students for work as journalists, reporting the news with an emphasis on writing the news and capturing graphics and photos for print media that also have an online component. The program serves career entry students as a CTE program as well as students seeking to transfer to a university.

- **College Mission:**

- *Mission Statement:*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
 - University Transfer
 - Career Entry (CTE)
- *State Your Program Mission/Purpose:*

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

- *Briefly Describe Program Accomplishments:*

The program has won many prestigious awards for excellent work on the college newspaper, The Monitor. In the last few years, the paper has been among top winners for the state of California.

- **Achievement and Resource Data Analysis:**

1. *Research Questions:*

1. FTES has declined in the past three years, yet student success and the overall success within the department has improved. Is there something that can be done to attract more students to this successful program?
2. Completions have consistently been low, but the addition of a new ADT might help. Should the current certificate of accomplishment be revised to align with the new ADT and possibly lead students to declaring a major in Journalism?

• **Resource Assessment Summary:**

1. *Academic Year:* 2013-14
2. *Activity Center Fund 10 Budget Allocation:* \$93122.00
3. *FTES:* Fall: 7 Spring: 7 Summer: 0
4. *WSCH/FTEF:* Fall: 250 Spring: 237 Summer: 0
5. *Course Sections Offered:* Fall: 8 Spring: 8 Summer: 0
6. *Sections Taught FT Faculty:* Fall: 0 Spring: 0 Summer: 0
7. *Sections Taught PT Faculty:* Fall: 8 Spring: 8 Summer: 0

• **Human Resources:**

1. *# of FT Faculty:* 0
2. *# of PT Faculty:* 2
3. *# of Classified Staff:*
4. *# of Administrators:*
5. *% Faculty release/reassigned time:*
6. *Technology:*
 - Specialized Software
 - Desktops
7. *Physical Resources:*
 - Specialized Labs

• **Program Analysis PSLOs - Student Learning:**

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

1. *PSLO Matrix:*

Course	PSLO-1	PSLO-2	PSLO-3	PSLO-4	PSLO-5
JOUR 101A	I	I	I		M
JOUR 132	I	I	I		M
JOUR 146	P	P	P	P	
JOUR 147	P	P	P	P	
JOUR 148	P	P	P	P	
JOUR 155	I	I	I		M

JOUR 170	P	P	P	P
JOUR 171	P	P	P	P
JOUR 172	P	P	P	P
JOUR 173	P	P	P	P
JOUR 174	P	P	P	P
JOUR 175	P	P	P	P
JOUR 176	P	P	P	P
JOUR 177	P	P	P	P
JOUR 178	P	P	P	P

2. *Please Indicate the PSLO(s) which you are reporting on:*

- 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.

- 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.
- 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.

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

3. *Analyze and summarize your assessment findings – What in the data jumped out?*

By the end of JOUR-155 Mass Media and Society, most students find a way to detect misleading marketing messages. Most students have no trouble finding examples in their daily lives. These results partially support student achievement for this PSLO. This data comes from a CSLO for this course.

4. *Give examples of assessments used for your PSLO analysis:*

Faculty observation of student achievement in class and through a one-page paper discussing how they think the ads are supposed to work, which demographic group the ads are aimed at, whether they think the ads are effective in grabbing attention, saying something about the product, and leaving a memory device.

5. *Describe input from Program Advisory Committee (if applicable):*

No active committee; no full-timer.

6. *Comments:*

This PSLO Assessment is a starting point for a more thorough assessment of PSLO #3. Note: The department lacks full-time faculty.

• **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Increase enrollment.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Increase Program Enrollments
- Increase Degrees/Certifications

How will you assess the effectiveness of your PIO:

The two lecture classes, 155-Mass Media and 101A-Newsriting, will achieve an 85% enrollment rate.

PIO Action Plan:

How will you accomplish this?

Publicize the classes through an email blast and flyers.

What is your timeline?

Flyers before December 1. Email blast to English 101A students in January.

Who is going to do this?

Walt Birkedahl and adjunct faculty.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- No fiscal resources needed.

PIO Resources:

- Resource: People Time

Attached Files: