



Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program LANGUAGE ARTS/ JOURNALISM

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

Author: Michael Moreau

Division Chair: Lourdis Girardi

Date Received by Program Review: Revision-January 9, 2012

Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

The Journalism program serves a diverse range of students who wish to improve their critical thinking and writing skills by teaching them to examine a broad range of ideas and to approach the campus community with the goal of writing about people and their ideas in a balanced and reasoned way. Many students go on to major in and transfer into Journalism programs and then to work in the profession.

Please list the **most significant achievement** accomplished since your last program review.

Most significantly, the program has increased course offerings to better prepare students for transfer to four-year Journalism programs and for professional work. This semester Journalism 250 (Visual Communication) has been offered for the first time. This is a course that is required at CSUN and other colleges for Journalism majors. The same is true of Journalism 210 (Advanced News Writing), which unfortunately didn't make this semester because of a scheduling mix-up. We are also in the process of introducing Journalism 150 (Writing for the Web), an exciting new course that will help prepare students for the new digital world of journalism.

List the current major strengths of your program

1. Increased course offerings to attract students
2. The addition of highly qualified adjuncts to the program

3. Incremental moves into the new digital world of journalism

List the current weaknesses of your program

1. We have yet to create a major
2. Our equipment (particularly computers) is outdated and inadequate for instruction
3. We have inadequate space for the newsroom and classes

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTEF Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
AMERICAN SIGN LANGUAGE	2007-2008	50	4.6	345	0.0%	69.5%	72.4%	0
	2008-2009	64	4.4	466	0.0%	102.8%	75.7%	0
	2009-2010	45	3.3	429	0.0%	104.8%	75.4%	0
	2010-2011	52	3.2	509	0.0%	97.0%	78.7%	0
	% Change	+3.3%	-29.9%	+47.5%	--	+39.6%	+8.7%	--
	4-Yr.Trend	stable	decreasing	increasing	increasing	increasing	stable	
FOREIGN LANGUAGE	2007-2008	531	29.2	579	52.5%	82.8%	76.4%	7
	2008-2009	559	29.8	598	51.9%	90.7%	74.8%	18
	2009-2010	549	28.7	609	54.5%	98.6%	77.2%	12
	2010-2011	503	27.5	581	55.7%	100.2%	76.0%	15
	% Change	-5.3%	-5.7%	+0.4%	+6.1%	+21.1%	-0.5%	+114.3%
	4-Yr.Trend	stable	stable	stable	stable	increasing	stable	increasing
JOURNALISM	2007-2008	20	1.5	422	30.4%	46.3%	71.1%	0
	2008-2009	17	1.3	422	36.8%	44.4%	72.4%	0
	2009-2010	27	1.5	559	30.4%	75.9%	74.1%	0
	2010-2011	32	3.7	280	63.7%	92.7%	66.2%	0
	% Change	+58.2%	+138.7%	-33.7%	+109.6%	+100.2%	-6.9%	--
	4-Yr.Trend	increasing	increasing	decreasing	increasing	increasing	stable	
MASS COMM.	2007-2008	79	2.2	1,144	72.7%	99.9%	79.6%	3
	2008-2009	78	2.2	1,129	72.7%	101.6%	78.0%	2
	2009-2010	79	2.2	1,138	72.7%	118.1%	80.2%	2
	2010-2011	72	2.2	1,037	72.7%	113.4%	82.8%	1
	% Change	-9.4%	+0.0%	-9.4%	+0.0%	+13.6%	+4.0%	-66.7%
	4-Yr.Trend	stable	stable	stable	stable	increasing	stable	decreasing
SPEECH	2007-2008	234	15.1	494	56.2%	84.3%	77.7%	17
	2008-2009	235	14.7	511	55.0%	99.8%	77.9%	10
	2009-2010	248	14.8	534	48.7%	99.5%	74.8%	5
	2010-2011	225	15.4	465	49.3%	96.2%	+1.7%	6
	% Change	-3.8%	+2.2%	-5.9%	-12.2%	+14.1%	stable	-64.7%
	4-Yr.Trend	stable	stable	stable	decreasing	increasing		decreasing
LANGUAGE ARTS DIVISION TOTAL	2007-2008	914	52.6	553	49.2%	82.6%	75.5%	27
	2008-2009	954	52.3	580	48.9%	93.6%	76.1%	30
	2009-2010	948	50.5	597	49.3%	100.2%	77.6%	19
	2010-2011	883	52.0	540	51.6%	99.6%	76.2%	22
	% Change	-3.4%	-1.1%	-2.3%	+5.0%	+20.5%	+0.9%	-18.5%
	4-Yr.Trend	stable	stable	stable	stable	increasing	stable	decreasing

1.1. Describe how these trends have affected student achievement and student learning:

There are more course offerings within the department and higher fill rates over time, with success rates remaining stable.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

The program has acquired two very accomplished adjuncts whose classes are well-attended, and a new course has been added this semester that is transferable to CSU's. Another new class is scheduled for spring. This should significantly increase student enrollment in the program.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed? Yes or No
	n/n	%	n/n	%	n/n	%	
ASL							
FOREIGN LANGUAGE							
JOURNALISM		100%		100%		100%	No
MASS COMMUNICATION							
SPEECH							

2.1. Please comment on the percentages above.

All of the courses have been assessed over the past year, but the program as a whole hasn't been assessed.

2.2. a) Please provide a **link*** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.

<http://www.glendale.edu/languagearts/SLOPLO>

b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program

alignment matrixes.

- c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

<http://www.glendale.edu/index.aspx?page=1392>. The program will be assessed by the end of the academic year. All currently taught classes have been assessed and will continue to be assessed on a semester basis.

- 2.3 a) Please provide a **link** to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?

C:\Documents and Settings\mmoreau\Desktop\Journalism SLO's.

The assessments show that students are achieving the desired learning outcomes, although in some cases there will need to be more emphasis placed on basic skills preparation for desired outcomes.

- b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

In the writing-based courses more emphasis will need to be placed on basic writing skills. In some of the courses, this is a primary obstacle for students in meeting the course and program outcome goals.

- 2.4 Please list all courses which have been reviewed in the last academic year.

Note: Curriculum Review is required by the Chancellors Office every 6 years.

Journalism 102, Journalism 103, Journalism 104, Journalism 107, Journalism 110.

- 2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

N/A

- 2.6 For each program that was reviewed, please list any changes that were made.

We have introduced just this semester a new Journalism course, 250, Visual Communication, which is transferable in Journalism to CSU. In the spring we will also be offering a new course, Journalism 210, Advanced Newswriting, also transferable to CSU. These courses should greatly enhance the program and increase student enrollment overall. They will also improve the student outcomes prescribed in the program goals.

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

We have discussed within the division retreat ways to enhance the overall program, and there is ongoing dialogue among instructors in the program of ways to improve on course offerings and adjust current course syllabi to improve learning and student outcomes. One result of this dialogue is the offering a new class—Journalism 250, Visual Communication, a lower division requirement for CSU. In the spring this class will be joined by Journalism 210, Advanced Newswriting, also a CSU lower division requirement. Soon to go to C&I is a new class, Journalism 150, Writing for the Web, a transferable course that will be applicable to several certificate programs.

The classroom for the newspaper class, and particularly the computer equipment, are inadequate. Journalists are expected to have advanced computer skills, including page design skills and Web site publishing. The existing computers won't accommodate the most up-to-date software.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Spending more time on core competencies, such as writing skills in the writing-based Journalism courses.	This should better prepare students for performance on the newspaper, Journalism 103, which is the class that follows the basic class, Journalism 102.
Introduction of new courses	Three new courses have been or are in the process of being introduced. This will make for a more comprehensive program, better prepare students for jobs and transfer and increase overall enrollment.
Reviewing all outlines to make sure that the SLO's accurately measure the expected outcomes.	Improved student achievement.
To replace the existing computers with up-to-date computers that will handle the most current software.	Students would be able to work with the most current software, which would be expected of them should they go on to work at newspapers or other publications.

2011 PROGRAM REVIEW

Language Arts-Journalism
Classroom space/technology

I:LA.Jou-1

Section 4

Resource Request

Type of Request: ☐ Facilities/Maintenance ☒ Classroom Upgrades ☒ New space
☒ Instructional Equip. ☐ Non-Instructional Equip ☒ Conference/Travel ☐ Training
☒ Computer/Hardware ☐ Software/Licenses ☐ Supplies ☐ Other

Mandatory: Is this request for one-time funding? ☐ OR Does this request require ongoing funding? ☐

If this is a repeat request, please list the Resource ID code or year requested: _____

Mark if the following apply to this request: ☐ Health & Safety Issue ☐ Legal Mandate
☐ Accreditation Requirement ☐ Contractual Requirement

4.1. Clearly describe the resource request.

1. For several years the newsroom has been too small to accommodate students and classroom learning. There should be room for more computers, at present there are 10, and more classroom meeting space.
2. There are no instructional computer/projectors.
3. The computers used for the newsroom, and the newspaper production class are several years old and are inadequate for the work that needs to be done on them. They operate exceedingly slowly for the software students are required to use and they will not accommodate new software.
4. The classroom itself is of the lowest level in terms of equipment, and it is too small.
5. Each year the newspaper staff attends a statewide conference (JACC) of community college newspaper staff members. The adviser accompanies them.
6. A new space is needed to accommodate the number of students and desks with computers.

Amount requested \$ \$25,000

Breakdown of cost (if applicable):

1. Uncertain
2. Uncertain
3. Up-to-date computers would probably cost about \$20,000 for 12.
4. Uncertain
5. The cost of students attending this, and for the adviser to attend, is approximately \$2,500.
6. Uncertain

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

The course offerings are increasing, and enrollment overall is increasing. More space is needed and upgraded equipment is needed for students to increase their competency in producing both a credible print and online newspaper. The conference mentioned above is a valuable learning experience that expands students' skills within the program.

4.3. What measurable outcome will result from filling this resource request?

Enhanced student learning, higher retention rates, better performance in core competencies.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						
	Adequately supported						X
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: Academic Affairs						Prioritization Score	