

The Instructional (Academic Affairs) Program Review Narrative Report

1. College: *Laney College*

Discipline, Department or Program: Journalism Department __

Burt Dragin _____

Date: Nov. 13, 2012 _____

(Due by November 13, 2012)

Members of the Instructional Program Review Team: _____

2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program in light of the College's priorities and goals. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

The Journalism Department offers practical experience, print and online, along with academic preparation for students who seek to transfer to a four-year college or university. Emphasis is placed on social media platforms and production of viable content. The Journalism Department chair is mindful of ongoing changes in the communications field and makes every effort to keep current with the literature and requirements for entry-level employment. The department has recently completed a new innovative program called Interactive Journalism, which offers a Certificate of Proficiency. We have partnered with several other communications departments. Our new program is described as "Digital news production skills for a mobile device-oriented society. Required courses are: Newswriting; basic video production and editing; PhotoShop basics; digital photography; mass media and society; Flash basics; InDesign, website authoring, podcasting, iLife apps, and newspaper production.

The "trends" in the journalism field are occurring rapidly, and we are making every effort to anticipate student needs. Our Interactive Journalism module anticipates changes in the journalism field.

See Attachment A for the overview of the Priorities and Goals of Laney College.

3. Curriculum:

- a. Is the curriculum current and effective? Have course outlines been updated within the last three years? Please indicate how many active courses are in the department inventory. ///Six.
- b. How many of those have been updated in the last 6 years? ///Four.
- c. If courses have not been updated within the last 6 years, what plans are in place to remedy this? ///All courses will be updated as soon as they can be located in curricunet. There seems to be a glitch in the program, vis-a-vis journalism offerings.
- d. Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this? ///We have reviewed our curriculum in the last year. What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline? ///We are going to deactivate Journalism 58, Publicity Writing and Newsletter Layout.
- e. What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes? ///The Journalism Department is again offering a course central to the teaching of journalism in the 21ST Century—Social Media for Journalists. This course will be offered in the spring semester 2013.
- f. If applicable, describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? (Note: if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.)
- g. Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013./// "Student will have an understanding of the emerging field of journalism and be prepared for either transfer to four-year institution or entry-level job placement." We will monitor all of our students as they move on to university or secure employment in the vast media field.
- h.
- i. How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes? (See Attachment B for copy of the Laney College Institutional Learning Outcomes (ILOs))
- j. Recommendations and priorities.

See Attachment C for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. Be sure to check the appropriate boxes and submit completed forms as part of this Program Review.

4.Instruction:

- a. Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning? /// Teaching journalism demands innovative strategies to get students involved in the learning process. In news writing, for example, students are presented with a press conference or other “real life” event for them to cover and write their stories on deadline. In the instruction of media law, we have found it effective to place the students on the “jury” of a libel trial. Students view a video of the trial. The instructor then takes questions to help clarify the case. In this role, the instructor “becomes” either a plaintiff, defendant, prosecutor, etc., to respond as this person would during the trial. Student “jurors” then write an essay explaining why (or why not) the plaintiff prevailed in the trial.
 - b. How does the department maintain the integrity and consistency of academic standards within the discipline? /// We maintain this integrity and consistency by keeping current with the literature of the vast field of journalism. We import these values and new ideas into our curriculum.
 - c. Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? Identify factors that are affecting enrollments. /// The Journalism Department enrollment has risen steadily in the last few semesters. Our news writing course, an evening class, continues to draw a wide range of students. Mass Media and Society is a strong course in terms of enrollment, fulfilling the social science requirement for non-journalism majors.
 - d. Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and considerations used in the scheduling process. ///We schedule our courses in a manner that caters to our student population of journalism students. We offer at least one evening course, news writing, which has proven very popular in this time frame.
 - e. Recommendations and priorities./// The Journalism Department courses benefit greatly from being held in “Smart Classrooms.” All of our courses rely on the utilization of the latest video and software equipment to present our classes in the best possible light.
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5. Student Success:

- a. Describe student retention and program completion (degrees, certificates, persistencerates) trends in the department. What initiatives can the department take to improve retention and completion rates? /// Our newest program in the department, “Interactive Journalism,” has not yet been assessed since we have just begun offering it.
- b. The Journalism Department would benefit greatly from the Writing Center being staffed with competent tutors, especially in English grammar.
- c. Identify common challenges to learning among your students? What services are needed for these students to improve their learning? Describe the department’s efforts to access these services. What are your department’s instructional support needs? /// The most common challenges to our students are deficiencies in writing. Even though students have been successful in high school and college English classes, they are often limited in vocabulary and skills necessary to produce a cogent, informed essay.
- d. Describe the department’s effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?///We assess student learning at the course level by monitoring grades and feedback from students. At the program level we monitor students after they leave the program and track their placement in university or at media jobs and internships,
- e. Recommendations and priorities. ///Many of the students entering the journalism program are lacking in grammatical and syntactical skills. This is ongoing problem that should be addressed in basic English classes at the college and high school level.

Please either embed or attach data that you will be referencing. Use the Program Review data applicable to your department supplied by your Dean. In addition, the following link, (<http://web.peralta.edu/indev/research-data/documents/>), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. See the appropriate tab in attachment C referencing the assessment data.

6. Human and Physical Resources (including equipment and facilities)

- a. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment. / The Journalism Department has one full-time contract instructor (currently on 90% contract), one part-time instructor and a classified employee.
- b. Describe your current use of facilities and equipment.///The flagship course of the Journalism Department, Newspaper Production (Journalism 18ABCD), utilizes room G233, the Laney Tower newsroom. This is also the locale of the office of the department chair. We are in the process of reconfiguring the room, which would make better use of its “lab function.” We have recently acquired a new color printer that produces tabloid-size copies
- c. Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key

staffing and facilities needs for the next three years? Why? At present, the human resources are fulfilling the needs of the Journalism Department. We would like to add courses to the Journalism curriculum, such as Feature Writing, Investigative Journalism, Sports Writing, and Opinion Writing.

d. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College. /// A reduction in resources would heavily impact the Journalism Program. We want to add to the efficacy of our program; only recently we were at the “bare bones” level offering very few courses. We are now moving in a positive direction, adding Journalism 65 and planning for additional courses as the media field continues to change.

c. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

/// At present, the human resources are fulfilling the needs of the Journalism Department. We would like to add courses to the Journalism curriculum, such as Feature Writing, Investigative Journalism, Sports Writing, and Opinion Writing.

d. What does the department recommend that the college do to maintain quality educational programs and services?

e. Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)

7. Community Outreach and Articulation

For Career and Technical Education Programs:

a.

b. Describe the department’s connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?

c. Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?

d. What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information? (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004> , and <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/> for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

e. What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

Describe the department's efforts in meeting with and collaborating with local 4-year institutions. ///Our department communicates with Cal. State Universities at SF, San Jose and East Bay. This is often done through Journalism Conferences.

How is the program preparing students for upper division course work?///Our strongest efforts in preparing students for upper division study can be found in Journalism 21 (Newswriting) and Journalism 55 (Introduction to Journalism). These courses focus on writing skills, which are essential for success at the upper division university level.

Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so? ///See Number 2, "Interactive Journalism."

For all instructional programs:

f. Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves. ///

g. Please indicate how many of the full and part time faculty have been evaluated in the last three years. For faculty that have not been evaluated in the last three years, what are your plans to become current. ///All faculty in the department have been evaluated in the last three years.

h. Recommendations and priorities.