

Bakersfield College

Program Review – Annual Update

Attachments (place a checkmark beside the forms listed below that are attached):

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| <input type="checkbox"/> Faculty Request Form | <input type="checkbox"/> Classified Request Form | <input type="checkbox"/> Budget Change Request Form |
| <input type="checkbox"/> ISIT Form | <input type="checkbox"/> M & O Form | <input type="checkbox"/> Best Practices Form (Required) |
| <input type="checkbox"/> Other: _____ | | |

I. Program Information:

Program Name: Journalism

Program Type: x Instructional Non-Instructional

Program Mission Statement: The chief goal of this program is to ensure that students graduating from Bakersfield College with an AA in journalism enter the next level of education with the physical and mental tools necessary for success. All students should be able to make a seamless transition to a four-year school journalism program and should be able to say that they were exposed to all facets of journalism while completing the BC program. The courses of the journalism program, which is a program within the Communication Department, offer instruction and hands-on learning in all phases of journalism and many areas of media.

Program Description: Describe how the program supports the mission of Bakersfield College

The journalism program provides a curriculum that covers all of the mission statement's areas of education, such as basic skills, career/technical information and transfer courses. The Media and Society, and Beginning Reporting courses articulate to CSUs and start students off with an introduction and practical application of the early processes of journalism. The program also has Press Photography, which is an introduction to photojournalism and use of a digital camera. In 2009, a Multimedia Reporting class was added to provide instruction in the rapidly changing world of electronic media. The flagship of the program remains the student newspaper classes, in which students produce the award-winning student newspaper in a professional-type environment. Students completing this program can expect not only to understand the practical application of journalism but experience critical thinking, multiple deadlines, the ethics and standards of the field, and the repercussions and triumphs of producing a product read by thousands on campus every two weeks. They also benefit in attending the Journalism Association of Community Colleges conference each semester, which offers students a chance to interact with hundreds of other community college students in the state, compete in competitions, attend workshops and peruse newspapers from other schools.

Degrees and Certificates: An AA in journalism is offered at BC. While implementation of the AA-T degree will slightly change this, currently students must complete 18 units of journalism, which includes two semesters on the student newspaper, as well as their GE requirements and 60 units total to earn the degree.

II. Program Assessment:

- How did your outcomes assessment results inform your program planning?
For the most part, it ensured that the way journalism is being taught should remain the same.
- How did your outcomes assessment results inform your resource requests this year?
Not applicable.
- Note any significant changes in your program's strengths since last year.

** The only GE class offered in the journalism program is Media and Society. In an effort to provide more of a GE experience for students, class caps in both of those sections were raised from 30 to 50, and those classes have been filling over the past year. Thus, we are serving approximately 70 percent more students with a GE requirement.

**Class caps have been raised in all of the other classes in order to detach those classes from the 20-cap limit, and that has resulted in the two photography classes holding more than 20 students each this semester.

** Four of the six classes in the program have been approved for inclusion in the AA-T degree.

d. Note any significant changes in your program's weaknesses since last year.

** The key weakness noted last year was that the number of graduates in the program can often be endangered by students transferring to a four-year school before completing an AA in the field. The journalism professor has planned individual meetings with students within a year of graduating to discuss completing the AA degree before transferring. Implemented this semester, he has targeted at least eight students who stand to graduate in the spring of 2014. That would be a significant raise from the average of 3.4 per year.

e. If applicable, describe any unplanned events that impacted your program.

** In the past two years, the changing face of the administration has caused ripples in the process of completing certain tasks, from simple things such as travel paperwork to more pressing matters all the way up to the process of finalizing the AA-T degree. This is not a finger-pointing indictment. It's simply a fact that there has been a very static personnel situation in the areas needed to handle these types of things.

III. Technology and Facilities Analysis

a. Has your program received new or repurposed technology in this cycle?

i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?

More than three years ago, the computers used in the student newspaper classes and in the press photography class were vastly outdated and would not support certain technology necessary for photographers, reporters and page designers. An anonymous donation to the college allowed for new computers in the Campus Center 1 room, which have enabled students to use this advanced technology to complete work assigned in those classes. It also exposes students to the latest programs that are standards used in the professional world of journalism.

ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?

Doesn't apply.

iii. How might other areas use this technology?

(NOTE: Technology requests can be made by filling out the [ISIT Request form](#).)

b. Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success?

This is an area that is a concern. M&O requests used to be carried out very quickly, but that is no longer the case. The room that houses the student newspaper classes and the press photography class is old and literally crumbling beneath us. Several floor tiles have been replaced over the years but more continue to break off,

which causes concerns of asbestos exposure. Requests have been filled out over the past year, but none of the tiles have been replaced in that time.

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

IV. Trend Data Analysis:

Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

- a. Changes in student demographics (gender, age and ethnicity) – A slightly higher number of females and students 29 years or younger enroll in journalism classes than the percentage of those students at the college overall. In general, though, most of the demographic numbers seem similar.
- b. Changes in enrollment (headcount, sections, course enrollment and productivity) – The program currently offers seven sections made up of six classes (Media and Society is the only class with two sections). The addition of the Multimedia Reporting class four years ago and the raise in class caps has contributed to more students in journalism seats. Currently, 183 seats are being filled in the Fall 2013 semester, as compared to about 125 five years ago. The program has held Delano classes in the past that added to the numbers in 2009-10, but no classes are currently being held at Delano. If the current numbers continue, we would serve more than 360 journalism students this school year, which would be one of the highest numbers ever.
- c. Success and retention for face-to-face, as well as online/distance courses – While students/sections and productivity areas seem to be gradually increasing, and retention has been level at about 80 percent and above, it seems student success rate fell in 2012-13 compared to other years.
- d. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded) – This is an area that the journalism professor is attempting to stabilize to a more consistent number. Seven students received AAs in journalism in 2009-10 and six more in 2011-12, but there are several areas in which only one or two students graduated. Steps are being taken to assure that 5-7 students graduate each year with an AA in journalism.
- e. Other program-specific data (*please specify or attach*)

V. Progress on Program Goals:

List the program's goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

This is the journalism program's first official program review in the time that the journalism professor has been here (fall of 2004). Other yearly updates and plans have been abbreviated portions incorporated into the Communication Department's Unit Plan or brief outlines that did not address the full scope of the program. Here are some of the longterm goals from those plans and outlines.

Previously Established Goal 1: (state goal)

Progress on Goal: *Advance the program to stay in line with technological changes in the industry*

x Completed: Spring 2011 (Date)

Revised: _____ (Date)

Comments on Goal 1: An online publication was started in 2002. In the summer of 2011, students and the journalism professor investigated changing the host of the website, and initiated that change in meetings before the

fall 2011 semester began. The host change has allowed students more freedom to navigate in the website, and students have become more aggressive in posting stories in timely fashion, including still photos, video and multimedia news shows. This outlet is providing students with online journalism skills that will compete in today's technology-advanced market.

To complement this technology advancement, adjunct John Harte and journalism professor Danny Edwards wrote curriculum and gained approval for a Multimedia Reporting class (JRNL B16), which is one of the few classes of its kind in community college journalism. The class was incorporated into the Journalism AA degree requirements.

Previously Established Goal 2: (state goal)

Progress on Goal: Increase transfers to four-year schools

Completed: ___Ongoing_____ (Date) Revised: _____ (Date)

Comments on Goal 2: BC journalism students have transferred to four-year colleges throughout California and other parts of the country, including one student who graduated last year with a degree in journalism from Syracuse. The journalism professor and adjuncts continue to stay abreast of the four-year institutions that provide the best journalism education and the smoothest route to transfer students. Currently, Cal State Northridge, San Jose State, San Francisco State, Chico and Humboldt are the colleges with quality programs that are transfer-friendly. By staying connected to these and other colleges, the program at BC will also track the number of transfers to try to increase its number on a consistent basis.

VI. Curricular Review (Instructional Programs only):

- a. List each of the courses offered within the discipline's academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
<u>JRNL B1</u>	<u>x</u>					
<u>JRNL B2</u>	<u>x</u>					
<u>JRNL B15</u>		<u>x</u>				
<u>JRNL B16</u>		<u>x</u>				
<u>JRNL B26</u>			<u>x</u>			
<u>JRNL B27a</u>			<u>x</u>			

- b. List courses that are proposed for addition.

- c. List courses that are proposed for deletion.
- d. List any changes the program has made to online/hybrid/distance education courses.
- e. Provide an update on the program's transition to adopting a [Transfer Model Curriculum](#) (AA-T or AS-T), if applicable.

Of the six journalism classes at BC, four have passed C-ID. A fifth class is going through that process, leaving just JRNL B16 as the class that needs a slight SLO description change in order to be more in line with the SLOs described in the state descriptions for that class to qualify for the AA-T. The journalism professor and adjuncts plan to have all of BC's journalism classes passing C-ID by the end of the fall 2013 semester.

VII. Conclusions and Findings:

Present any conclusions and findings about the program.

In discussions with students who have successfully completed the program and adjuncts, the prevailing attitude is that students are receiving the necessary skills and education to move forward in the field of journalism. Thus, with a few exceptions involving graduation rates and class sizes, much of the program's goals remain to maintain the status quo on how journalism is being taught at BC. Although people question the viability of journalism education, it remains more important than ever to teach this often-misunderstood and difficult subject with the current landscape of misinformation distributed so freely in social media arenas and by commentary-based media. Journalism education is also one of the foundations for maintaining free press, one of the five freedoms listed in the First Amendment.

In completing the APR, areas outside the classroom need to be completed or addressed in order to maintain our standards of instruction.

1. Pinpoint the slow decrease in student success rates when the other areas seem to be improving or holding ground and consider any specific changes to classroom instruction that might be necessary.
2. Finish everything we can in moving forward the AA-T for journalism at BC, and educate students on how this will provide a more seamless transition for transferring without losing any learning value at BC.
3. Continue to try to raise the number of students in the program when we only offer one GE class, which might involve some journalism days or workshops for students. These could also include informative sessions on why journalism remains important and how students can make a living and find jobs in the field.

Along those lines, graduates of the BC journalism program continue to excel at the next levels. In the past two months, former students Gregory D. Cook and Johnie Burch IV were hired to full-time jobs at newspapers, and seven students moved on to four-year schools majoring in some form of media. Many BC students work as "stringers" for local publications while attending BC. Stringers are paid on a per-assignment basis, and some of those positions have led to permanent work at the Bakersfield Californian, Bakersfield Life, Bakersfield Magazine, and local television stations. Two BC students received \$1,000 scholarships from Kern Press Club last summer, the only students to receive those gifts in competition with Cal State-Bakersfield.

Despite what journalism students hear from hand-wringers, they are often surprised to find that hundreds of journalism jobs are open nationwide every day. Journalismjobs.com, the most noted professional website for journalism in the nation, currently lists 857 jobs among a variety of occupations in media. Jobs in journalism have always been difficult to get no matter how many positions are open. It is a learned-skill field, and no news organization will hire someone not

prepared to deal with its rigors. Students without proper training and no experience on a student publication will not compete well in any market. BC's journalism instructors and its courses prepare students for these rigors and provide confidence to enter this competitive market.

The student newspaper continues its history of excellence. The Renegade Rip won its own version of state competition in 2011 by gaining the No. 1 ranking of any community college newspaper as awarded by the California Newspapers Publishers Association. In fall 2011, BC received the highest score of any community college newspaper in the Southern California region in the Journalism Association of Community Colleges general excellence category.

In fall 2010, the Rip was the only community college newspaper in the Southern California region to earn general excellence for newspaper, online publication and magazine.

Rip students have earned individual awards on a regular basis every year, ranging from reporting, photojournalism, page design, copy editing and cartooning.

The Rip is also often used by the campus community, including several photographs for the Centennial Book. New college president Sonya Christian said she read therip.com for updates about BC when she applied for the job.