



## Program Review All Fields

### Journalism [1]

#### Main

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##### Overview

**Academic Year** 2022 - 2023

**Originator** Janes, Jan

**Division** Curriculum Division 10 - Liberal Arts and Sciences

**Department** Fine Arts

**Program** Journalism

**Program Type** Instructional

#### Co-Contributors

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##### Contributor

- Lystrup, Noah
- Richards, Grant

#### Program Mission and Accomplishments

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## Gavilan College Mission Statement

**Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.**

**Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).**

The Journalism Program encourages and enables students to attune to, value, and share the stories they are uniquely situated to tell, as well as to attuning to and understanding the experiences and stories of others.

These attributes are woven through instruction and assignments. The program's core curriculum spans the innovative history of media. Too often, journalism is equated with newspapers; that is just one of multiple media available, and journalism career paths continue to expand. Journalists cover events, perform research, acquire fact-based information, and convey information to the public using every medium. Students studying across all disciplines at Gavilan College develop and apply their skill sets to further their own academic advancement, their social and cultural understanding, and pursue a variety of career paths. Students who learn to collect and convey information well in their own discipline heighten their career opportunities.

**On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list:**

Response and follow-up to previous program reviews

1. **Since the 2019 PIPR, there have been no updates.**
- 2.
- 3.
- 4.

**Have the services or courses of your program changed over the past three years? Please explain (300 words or less).**

The Journalism Program, in response to the March 2020 COVID pandemic, shifted all instruction online; initially the shift was expected to be temporary. Curriculum has been updated. Faculty has successfully completed courses at Gavilan College and elsewhere to improve instructional delivery in new modalities. Beginning in Spring 2023, the program began collaborating with ASGC to develop platforms for Student Voice. The Journalism Program and the Film/TV Program are in discussion to collaborate with stories and coverage of the events, issues, programs, and people of Gavilan College and its communities.

## Student and Program Outcomes

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College Goal for Student Achievement

**The following questions refer to data regarding student achievement.**

**Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.**

**Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?**

Journalism Prgm

	2019-20	2020-21	2021-22
Success %	74%	84%	85%
Retention %	80%	87%	89%

Gavilan College

	2019-20	2020-21	2021-22
Success %	70.4%	70.3%	69.4%
Retention %	84.9%	85.2%	86.8%

It is notable that the Journalism Program, with the exception of one AY 19/20 data point – retention – exceeds the college averages.

The trends suggested by the program data indicate that online delivery of this instruction has improved both the success and retention rates.

**Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.**

**Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.**

**Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate**

Journalism Prgm

	2019-20	2020-21	2021-22
Success %	74%	84%	85%

Retention %	80%	87%	89%
Gavilan College			
2019-20	2020-21	2021-22	
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### Success

**The following questions refer to data regarding student achievement.**

**What are your set goals for course success? Do your individual course and department rates meet this goal?**

**Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?**

### **Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit**

The new goal for the Journalism Program and course success would be to see a 1-3% increase in success and retention for each of the three upcoming academic years.

**How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?**

### **See Success and Retention dashboard in Tableau's Program Review section.**

The new goal for Journalism Program and course success would be to see a 1-3% increase in success and retention for each of the three upcoming academic years.

## Equity

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### Equity

**Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.**

**For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?**

**For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).**

**Please find Equity information in Tableau's Success and Retention dashboard.**

**Contact your support team for any needed assistance in using Tableau.**

Success and retention by gender has improved year over year from AY 19/20 to AY 21/22.

Success and retention by ethnicity has remained similar year over year from AY 19/20 to AY 21/22.

### **Our Equal Employment Opportunity (EEO) Plan States**

**"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."**

**What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?**

**Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.**

The curriculum in this class explores the historic lack of diversity in the media and incorporates opportunities for students to suggest remedies to entrenched bias.

Additionally, the Journalism Program began collaborating with members of ASGC during Spring 2023 to heighten opportunities for student voices and to improve awareness of student issues and college activities.

**Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?**

**Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods**

**Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?**

Journalism classes have been offered as online-only since the beginning of the COVID pandemic. Distance Ed

delivery data indicate success rates and retention rates between 85% - 93% for terms Summer 2020 through Spring 2022. No disparities seem to exist.

## Learning and Area Outcome

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Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

**Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet?**

Yes

**Are your SLOs, PLOs or SAOs up-to-date in CurriQunet?**

Yes

**Have all of your SLOs, PLOs or SAOs been assessed in the last five years?**

No

**Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program?**

Yes

**If you answered no to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?**

For the past several years, there has been no available platform to upload SLOs.

## Outcome Assessments

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Student Learning Outcomes (SLO) or Service Area Outcomes (SAO)

**Review the SLOs or SAOs data located in CurriQunet. What is your department's acceptable achievement score goal for each outcome?**

This information is not yet available to review.

Institutional Learning Outcomes (ILO)

**How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.**

This information is not yet available to review.

**Are you meeting your SLO/SAO success goals? What patterns stand out in your results? If your SLO/SAO results are lower than your goals, what are your plans to improve them?**

This information is not yet available to review.

## Curriculum and Course Offerings Analysis

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**Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).**

There is discussion, with the department chair and the dean of the department, to build a Journalism Program certificate. The certificate program will offer students a faster entry to journalism jobs than pursuing the AA-T degree; however, it is hoped some students will find the practice and employment in journalism rewarding and will want to continue toward the AA-T degree and transfer to earn a BA degree. Work on the certificate can begin Summer/Fall 2023.

**Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).**

It is planned/requested that Journalism 16A be reinstated into the regular class offerings beginning in Spring 2024, which corresponds to the Journalism mapped AA-T. It is planned/requested that Journalism 18A be reinstated into the regular class offerings (stacked with Journalism 16A) beginning in Fall 2024. It is planned/requested that Journalism 18B be reinstated into the regular class offerings (stacked with Journalism 16A and Journalism 18A) beginning Spring 2025. (\*Note: system will not allow ctr+shift+paste in this block)

**Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).**

The Journalism AA-T degree has been fully mapped. The courses will be offered according to the degree map, and students will be able to earn their degree or certificate in two years. \*(same note)

## Program and Resource Analysis

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**Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.**

### Program and Resource Analysis

1. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

**Full Time Faculty**

**Part Time Faculty**

**Full Time Staff**

**Part Time Staff**

**Full Time Mgr/Admin**

**Part Time Mgr/Admin**

2. **2020**

**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

46

**Full Time Faculty**

0

**Part Time Faculty**

1

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

1.00

**Part Time Mgr/Admin**

0.00

3. **2019****How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

45

**Full Time Faculty**

0

**Part Time Faculty**

1

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

1.00

**Part Time Mgr/Admin**

0.00

4. **2018****How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

46

**Full Time Faculty**

0

**Part Time Faculty**

1

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

1.00

**Part Time Mgr/Admin**

0.00

**Faculty Percentages****Percentage Full to Part Time Faculty**

Year:2018

FT = 0%

PT = 100.00%

Year:2019

FT = 0%

PT = 100.00%

Year:2020

FT = 0%

PT = 100.00%

**How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?**

There are no expected changes that will affect personnel and load in the next three years.

**Additional Comments**

## Evaluation of Resource Allocations

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**List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.**

**Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.**

**Did you receive additional funds?**

No

## Program Productivity

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**Program Productivity Measurements**

**Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. If you do not have student contact, please fill out Total allocated budget and Total spending.**

**Year and Student count**

**Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.**

## Integrated Planning and Initiatives

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**What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?**

The Journalism Program is currently partnering with students in ASGC.

The Journalism Program is planning to partner with the Film/TV Program.

The Journalism Program will collaborate with area publications, including BenitoLink and Gilroy/Morgan Hill Life to produce stories and coverage of events, issues, programs, and people of Gavilan College and its communities.

## Other Opportunities and Threats

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**Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?**

The threat to journalism in general has been ongoing for nearly two decades, when advertising revenue for print publications began declining. For a deeper dive into the problem, see NYU Professor Clay Shirky's 2008 article [https://www.edge.org/conversation/clay\\_shirky-newspapers-and-thinking-the-unthinkable](https://www.edge.org/conversation/clay_shirky-newspapers-and-thinking-the-unthinkable) , and Washington Post columnist + New York Times editor Margaret Sullivan's recent book "Ghosting the News." Both individuals are well respected in the news and information industry, and they identify structural and financial threats. We need to prepare current students to bring new vision and embrace journalism.

**What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic?**

Instruction in a remote environment, aka distance education, received a huge impetus from the unexpected pandemic, which is not over. Three years in, the college has the gift of opportunity: to make as many classes as possible available in both traditional (face to face) and all DE modalities (online, online-live, hyflex). Some students prefer, and some types of instruction require face to face instruction. Some students have discovered distance education and would not be able to attend, or to finish their chosen academic paths, without the availability of distance education.

**What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?**

N/A

## Additional Questions

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**Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.**

**1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?**

The Journalism Program does not, at this time, offer training/mentoring for faculty or classified professionals but would be a willing partner in presenting professional development tools.

**2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.**

Not at this time.

**3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?**

N/A

**4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?**

N/A

**Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.**

I will share information with the area dean, who can share it with others.

## Goals

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### Three-Year Program Plan Goals

- 1. Offer all classes and follow AA-T map, offer J10, J16A, J18A, J18B**

**Connection of Goal to Mission Statement, Strategic Plan ([http://www.gavilan.edu/administration/master\\_plan/docs/SP\\_GoalsStrategiesDraft-final.pdf](http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)) and SAO Results**

Students need to see a clear pathway to completing their AA-T degrees.

**Proposed Activity to Achieve Goal\*\***

Add back J16A in Spring 2024, J18A in Fall 2024, J 18B in Spring 2025.

**Responsible Party**

Dean, Administration

**Fund amount requested. If a collaboration, what % required from each partner?**

Salary of faculty \$32,400

Software \$600

Outside server \$1500

**Total Three Year Resource Allocation Request**

34400

**Timeline to Completion Month / Year**

Add back J16A in Spring 2024, J18A in Fall 2024, J 18B in Spring 2025.

**How Will You Evaluate Whether You Achieved Your Goal**

When all the Journalism Program classes are offered according to the map, students will be able to graduate with their AA-T degrees.

## Executive Summary

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**Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).**

To be a well-informed citizenry in a country still described as a democracy, trustworthy, relevant, timely, and accurate information is essential. People need to know the decisions they make are based on facts, not 'alternative' facts. Journalism is the training for finding, organizing and conveying that information. We will expect the delivery platforms to continue changing and expanding, and we will keep pace with them. By restoring all the Journalism Program classes and restarting the student publication online, students from every discipline can learn and apply these skills, contributing to better understanding of issues, programs and people at Gavilan College and in the communities the District serves.

## Attach Files

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Attached File