



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program: JOURNALISM

Division: TECH & ENG

Date: 11/17/2023


We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature:

Printed Name: Jessica Langlois

Date: 11/17/2023

Dean Signature: 

Printed Name: Kenneth Starkman

Date:
11/22/2023

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

Our program's completion rate is 88.3%, which is higher than the completion set standard of 74.1%; it is also above the completion aspirational goal of 86.7%. Our program's success rate is 73.2%, which is higher than the Success Set Standard of 62% but below the success aspirational goal of 78.3%.

After August 15, you will be able to access PDF copies of your program's ISS data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

We believe we exceed the success and completion standards because of our small class sizes and hands-on, one-on-one contact with faculty. Even in our larger, online-only classes, our faculty take the time to reach out one-on-one to students when they fall behind and offer them alternative options if needed to complete the work and achieve the learning outcomes for the class. We also emphasize the sharing of educational resources in our program, such as Canvas course content. Many of our courses are collaboratively built between faculty—who represent a mix of ages, ethnicities, and educational backgrounds—so that they bring together different mindsets and modalities to meet the needs of as many students as possible.

In terms of our disaggregated data, the courses that do not meet completion or success standards are JOUR 225, JOUR 140, and JOUR 210. Additionally, JOUR 132 does not meet the success standard. JOUR 225 is an outlier, because only one student was enrolled in this class in 2022-2023. JOUR 132 is the magazine production class, which follows a strict schedule to get our print magazine produced on time. If students fall more than two weeks behind in this class, it is difficult to get caught up. This may be a factor in the lower success rate. A way to work on this would be to communicate the deadlines more clearly with students in the very first week of the class, and to not allow students to join after the first week, since it is difficult to catch up.

JOUR 210 requires students to complete several projects using different media – video, audio, photo. Learning all the different hardware and software can be difficult for students. Most also have to complete their editing during lab time, since the software is expensive for them to purchase. A solution could be to have more lab hours available with a lab tech or more laptops available for students to check out with the software on them. We need to further investigate the causes for the lower success rates in JOUR 140, Public Relations, which is a fully online class. We may consider offering in-person or hybrid versions of this class as an alternative for students who learn better in a classroom.

In terms of data disaggregated by race and ethnicity, for the program averages, the only group that is below the success standard is Filipino, but this isn't the most useful data, since there were only two students identifying as Filipino enrolled in classes in the 2022-2023 academic year. We attribute the success and completion standards among other races/ethnicities to the above-mentioned attributes of our program: small class sizes, hands-on help from instructors,

and flexibility to meet the distinct needs of each of our students whenever possible.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

For the Global Awareness ISLO, our program saw students meeting expectations at a rate of 85.71%. This is on par with the institutional average for the 2022-2023 academic year, which saw students meeting this ISLO at a rate of 85.59%.

However, we are lacking data from our program. Our total enrollments for the 2022-2023 academic year were 436. However, we only have 126 assessments completed for ISLOs, and those are solely in the Fall 2022 semester. This indicates that we need to establish a better system and more accountability with our instructors in completing their ISLOs in the end of every term, as part of the process of submitting their grades. Since we have more adjunct instructors than full-time instructors who split their time between teaching with us and teaching with other colleges, and/or full-time work and higher educational programs, it is more difficult for them to complete this step. We will give them more guidance and encouragement to make completing these ISLOs part of their semesterly routine.

Still, we are encouraged that, from the data available, we are on the right track with teaching this ISLO to our students and measuring its success. It speaks to the fact that our curriculum in the journalism program encourages students to engage in critical thinking and empathy. Our students learn about other mindsets through the reading of diverse news media and by writing news that is objective, balanced and well-sourced. The very nature of journalism is taking action to spread knowledge and engaging the public to tell the stories from multiple perspectives that reflect communities around us, so this ISLO is deeply embedded in all that we teach.

After August 15, you will be able to access PDF copies of your program's ISLO data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, what do you attribute your success in minimizing the achievement gap?

The achievement rates of this ISLO among demographic groups is as follows: Of 85 assessments recorded of Hispanic students, 88.24% met this outcome. Of 16 assessments recorded of Asian students, 68.75% met this outcome. Of 16 assessments recorded of White students, 100% met this outcome. Of 6 assessments recorded of African American students, 50% met this outcome. Of 3 assessments recorded of African American students, 100% met this outcome.

The numbers for African American students recorded in this assessment are low overall, so, although the 50% rate is lower than the institutional average, it is a small sample of students. Likewise with the White and Asian students. These numbers are only out of 16 students for each group, so there is not a lot of data to assess. Still, it is worth noting that the White students are more likely to achieve this ISLO than the African American and Asian students.

In order to shrink these gaps, we must ensure that the content we teach connected to this ISLO and assessments we create are connected to the lived experiences of our African American and Asian students, not just our White students. This could call for bringing in more examples of racial, cultural and social issues, as opposed to economic, environmental and political issues, or drawing connections between these latter three issues and

systems that impact people because of race and culture. The more relevant we make the course material to our students, the more likely they are to take an interest and succeed.

We are pleased to note that our Hispanic students are achieving this ISLO at higher than the average rate of the institution. We believe this can be attributed to course materials that represent their histories and cultures, as well as the fact that many of our Hispanic students take on leadership roles in our publication courses. The more we can encourage our African American and Asian students to take on leadership roles on the publications, the more they will help create a culture of belonging among their peers in the class.

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?
 - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program’s goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:		

