Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

Journalism

**Principal Author(s):**

Jessica Langlois

**Dean:**

Kenneth Starkman

**Submission Date:**

11/27/2024 4:02:41 PM

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# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/:f:/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

Overall, our success and completion rates are above both the set rates for the college as well as the aspirational goals for the college. Our average success rate is 79.7%, which is 7.7 percentage points higher than the set standard and 1.4 percentage points higher than the aspirational goal. Our average completion rate is 90.5%, which is 16.5 percentage points above the set standard and 3.8 percentage points above the aspirational goal.

Most of our classes in the journalism program have project-based assessments and scaffolded assignments, which gives the student a chance to build their skills and improve or revise their work, rather than having assessments based so much on one or two exams. We also aim to keep our courses dynamic, relating the topics to local news – in keeping with the study of journalism – and allowing students to choose the topics for many projects, which makes them more intrinsically motivated to complete them.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

All of our courses meet or exceed the set and aspirational standards, and all ethnic or racial groups in the disaggregated data for the program met or exceeded the completion and success rates. The one exception is Native American students, but we only had one student self-identify in that category in the past academic year, so this may be an outlier in the data.

In the disaggregated data for courses, there is some room for improvement. Black or African American students were below the standard for course success in the Journalism 110: Mass Media Survey course. Of the nine self-identifying Black or African American students in that course, there was only a 55.6% course success rate, 6.4 percentage points below the set standard. Other courses in which students were below the standard for success or completion have smaller pools of students to be representative of a trend, but they were: Black or African American students (2) and White students (2) in the Journalism 140: Public Relations class, in which both groups had a 50% pass and completion rate; a single Native American student in Journalism 101: Reporting and writing who did not meet the completion or success rate; and a single Asian student in Journalism 222: News Media Production who did not meet the completion or success rate.

In the cases where one or two students from a specific racial or ethnic group did not pass, it is likely because those students were not able to complete the class and did not withdraw in time to avoid a failing grade. Professors can improve communication with students who stop attending class or completing work early in the semester–to let them know how they can catch up or their options for withdrawing and the impact a failing grade would have on their transcript. But again, these non-passing numbers are low overall, so we believe professors are already doing a good job of this.

As for the Black and African American student success rate being below standard in Journalism 110: Mass Media Survey, this suggests that the course material could be more inclusive and representative of this group. We have no way of knowing if this is directly correlated, because we are only looking at nine students, but one way to help students stay more engaged in their courses in general is to ensure the material reflects their experiences. For example, this course could incorporate more examples of pioneering Black journalists and media creators like investigative journalist Ida B. Wells, publisher William Monroe Trotter, and television host Ellis Haizlip, and explore the impact of the Black press on American journalism in some of the modules or lectures that address journalism history and innovation.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

Both our completion and success rates have increased compared with the data from the 2023 Annual Program Review. In that report, our average success rate was 73.2%, whereas it is now 79.7%, which is 6.5 percentage points higher. Our average completion rate in the last report was 88.3%, whereas it is now 90.5%, which is an increase of 2.2 percentage points. In the disaggregated data, our success rates have increased among Asian, Latinx and White students, as well as students identifying as two or more races or ethnicities, but have decreased among Black or African American students. While it is encouraging that success and completion rates are increasing across most ethnic groups, it is discouraging to see the drop in success rates among Black or African American students. While this is a small pool of students in each year (10 and 9, respectively), it’s still important to think of ways to draw these students to choose to take our classes, as well as find ways to make the content more relevant to this group and develop more connections between these students and faculty members in order to help facilitate student success. Another way to keep students engaged is to hire faculty and staff that reflect their identities and experiences. We have added a new adjunct faculty member who identifies as Asian, but on the whole our faculty are still principally White women, so as new hiring opportunities arise, it will be valuable to seek out and invite more Black and Latinx men to apply for faculty and staff positions.

# Part 2: Additional Resource Request Reasoning and Support

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

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

REQUEST A: My request is for $30,000 to pay students stipends for the extra hours they put in outside of required class hours as editors on the student newspaper and magazine. The funding would be ongoing and $15,000 per semester. It would be paid as follows: $2,500 for Hornet editor-in-chief, $2000 for Hornet managing editor, $1,000 for each desk editor (up to 4), $1,500 for magazine editor-in-chief, $1,500 for each magazine designer (up to two), $1,000 for magazine managing editor, $500 for assistant editors (up to 3). These numbers are based on two things: (1) I’ve received a grant in recent years in which journalism students are paid $2,500 each during the spring semester to complete an in-depth community reporting journalism project. (2) The DSIG program offers grants of $2,250 to students who complete 150 hours of volunteer work at a specific site. These hours and scope of work are comparable with what the EIC does for The Hornet, so that’s why I set that rate at that level. It’s like a part-time job. Also for reference, the EIC at Cal State Fullerton gets $6,000 per semester for their work. The other amounts are based on the level of work each of those other positions does under the EIC and on the magazine. While this is the goal amount, truly any amount to contribute to stipends for editors would be welcome. We currently only have funds from our general budget to pay the Hornet EIC $500 for a semester and the Hornet managing editors $400 for a semester. I would love to increase those amounts and also pay, at minimum, the magazine EIC and managing editor and magazine designers. Ideally, we can pay all editors for their work.

REQUEST B: I am requesting $2,000 to replace broken tripods and missing memory card readers for our cameras. Tripods have a lot of moving parts and get hauled around a lot, so they can break easily. We also need card readers for the CFexpress memory cards that are used in our Canon R5 cameras.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

REQUEST A: I am making this request now, ahead of the Fall 2025 comprehensive self-study, because we have had increasingly few students return to The Hornet or magazine to become editors in a second semester. A full editorial board for The Hornet is minimum 6-8 students, but it’s been only 2-4 students the past two years. We need to start building incentives for students now, especially as the cost of living has become so high this year, meaning students can’t afford to take on extra work, even if it directly benefits their career paths. If we miss another year of being able to pay students for their work in running the publications, interest in those positions might further diminish and we won’t be able to run them at the same award-winning caliber we have had as a program over the years.

REQUEST B: We have had several of our heavy duty tripods break in the past year and are down to only two that can hold our broadcast-quality cameras. So, if these two break, we will not be able to use these cameras for essential courses like Broadcast News and Sports Broadcasting or other event coverage the journalism and radio programs do at the college, such as live-streaming special events, games, and election coverage. As for the card readers for the Canon R5 cameras, we just got these cameras this year through a Strong Workforce grant, but we did not realize they had different memory cards that would not work with our universal card readers. So, we haven’t been able to use these cameras to their full capacity, since we can’t get the files recorded onto the CFexpress cards off of the cameras easily. Right now our only option for doing that is connecting the camera to a computer with a cable, but this data transfer process is extremely slow for video, so it detracts from students’ ability to finish their projects and staff and faculty’s ability to help them during lab time. The cards were meant to be read by the much faster card readers. It was just an oversight that we weren’t able to get them in our strong workforce order.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

REQUEST A: Employers consistently tell us that the best way for students to land jobs in journalism is through their network and their experience. Taking on editor positions in the student newspaper and magazine is a sure way to build both – this enables students to build contacts with sources and network with other student editors around the state, and it helps them improve their writing and story judgment significantly by developing story ideas to assign to writers and editing their work when it comes in. Students typically take the magazine or Hornet class a second, third or fourth time in order to become an editor. Although their editors duties are part of the course they enroll in, they always put in many more hours beyond those required for the class–often ten or more hours each week. Because of the extra unpaid time required for these positions, students who would be good candidates can’t always commit to taking them. That puts them at a disadvantage when competing with students for jobs, scholarships or internships who have been able to build bigger portfolios as editors, win for stories produced as editors, and put leadership positions on their resumes.

Historically, editorial positions have all been paid, back when The Hornet and magazine were able to bring in significant income from advertising. But advertising for journalistic media began to dry up in the early 2000s with the onset of Craigslist and later Google Ads. The industry as a whole is coping with this crisis of loss of ad revenue – with some organizations turning to nonprofit models or increasing paywalls for content. We wish to continue to pay student journalists a stipend for this additional work–as they are paid at other colleges and universities for editor positions–so that they can gain that essential experience here at Fullerton College. Also, without student editors, we would not be able to have a student newspaper or magazine – since all editorial choices must be made by students, a right enshrined in the California Constitution – which means students in our program would miss out altogether on the one more essential experience in building job skills in this field.

REQUEST B: As stated above, if we don’t have enough of these tripods, we may not be able to cover events with the broadcast-quality cameras, which are an important learning function for our journalism and radio programs. And without the card readers, data transfer is so tedious that students often cannot complete it during class, so they are not able to finish their projects in an efficient manner.

**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.**

No for both.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

REQUEST A: Some of Fullerton College’s goals in its strategic plan for 2023-2025 are to improve enrollment and improve fall to spring persistence among Black and Latinx students, increase basic needs support for students, and improve a sense of belonging for students of color. Creating additional stipends for students to become editors on the student media outlets could contribute to these goals. Being in a cohort of student leaders on a publication helps students build relationships with one another, and the newsroom becomes like a second home to them. And paying these students for their work could help them cover the cost of some of their basic needs. Also, being incentivized to return for an editor position, because an instructor has told them they have the potential for it and they could be paid for their work, can keep them enrolled from one semester to the next and on track to achieve their degrees. This could also contribute to the college’s DEI goals. The students who currently take on these extra roles do so because they have the extra time in their class and work schedule, creating an inequitable situation for who gets to benefit from the experience of being an editor. Having a leadership role not only helps with career advancement, but it can lead to additional scholarships or funding opportunities. We want to make this opportunity as accessible as possible to students of color and disproportionately impacted students, and by giving them paid stipends for this extra editorial work, they are more likely to be able to do it and benefit from it.

Our goals for improvement in our last self-study included bringing back a tutoring system specifically for journalism students. While we haven’t been able to do that, we find that a lot of this mentoring and tutoring happens in the publication classes between the new students and the more advanced students. The advanced students are usually the editors. They coach the beginning students on their writing and help them improve it. With the incentive of a paid position, there would be more students who could step into these roles, and so that also helps the beginning students be successful in this course. The beginning students also look up to their fellow students who are editors – they become role models. So, increasing these opportunities for Black and Latinx students, will just motivate other Black and Latinx students to follow in their footsteps.

REQUEST B: In keeping with the aforementioned goals for equity among students of color, having the right equipment for them to be able to complete their work in a timely manner and get real-world experience with industry-level equipment reduces equity gaps. This means students don’t have to purchase their own equipment or fall behind on a project because of lack of resources. One of our goals in our last self-study was to bring on staff to manage our equipment. We have fortunately gotten that support by partnering with the radio program and merging our facilities and equipment. Our equipment managers from radio have identified these needs that are missing in our equipment inventory.

**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel |  |
| Facilities |  |
| Supplies | \*\*this is a one-time funding request\*\*  REQUEST B:  $2,000 for camera equipment  BREAKDOWN:  $1,200 for four heavy duty tripods  $500 for 10 CFexpress card readers  $300 for tax and shipping |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other | \*\*this is an ongoing funding request\*\*  REQUEST A:  $30,000 for student editor stipends; $15,000 per semester  BREAKDOWN:  $2,500 for Hornet editor-in-chief  $2,000 for Hornet managing editor  $1,000 for desk editors (up to 4)  $1,500 for magazine editor-in-chief  $1,500 for magazine designers (up to 2)  $1,000 for magazine managing editor  $500 for magazine assistant editors (up to 2) |
| **Total Requested Amount:** | $32,000 |

|  |
| --- |
| **Is the funding requested ongoing or one-time funding?**  Ongoing funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  Yes |