



# Fullerton College

## Self-study for Journalism Program

2025

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### Section 1: Introduction

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1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Journalism Program at Fullerton College prepares students with the skills needed to succeed in both their professional and academic careers. Further, the program helps to create clear pathways that students can customize based on their specific needs or interests including certificates or degrees. In addition, the faculty makes every effort to provide resources and assistance to help with student success. Through the real-world environment that is created in many of the program's courses and student-produced publications, students are provided opportunities to engage with the campus and local community and develop as responsible leaders.

The student-produced publications, both print and online, in the Fullerton College journalism program continue to strengthen connections with the campus and local community. Collaborations with local professional media outlets help students gain real-world experience while strengthening the program in the industry. The recent partnerships with Fullerton School

District and Buena Park High School in the development of a journalism pathway starting in sixth grade and continuing on to Fullerton College, along with the continued relationships with Savanna and Anaheim High Schools in bilingual reporting pathways help allow students to see clear collegiate pathways and better prepare them for success and completion. Continued connections with alumni, local media outlets, and with the Journalism Program's Advisory Committee allow for faculty to remain connected to the professional industry and provide continued up-to-date information and training.

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## Section 2: Students

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### 2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

Journalism enrollments are majority Latina/o/x and female, with both at just below 60%. White enrollments is the second largest group, followed by Asian, but there has been a slight decrease in the percentage of white students enrolled in the past four years. Our lowest enrollment numbers are Native American/Pacific Islander and Black or African American.

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Our demographic enrollment trends in each course are on par with the program on a whole. Our JOUR140 Public Relations course has a higher percentage of white students and our JOUR 132 Magazine Production course has a higher percentage of Latinx students. Overall, we've seen a dip in enrollments for nearly all courses since 2020-2021, however that year had unusually high enrollments, likely because of the government benefits provided during the pandemic. We have seen an increase in JOUR210 enrollments, likely due to our dual enrollment course offerings

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

We have a small program, so I track what students are most likely to enroll in and also what

instructors are able to teach. We offer our foundational courses, JOUR110 and JOUR101, which also count for requirements and Ges in many modalities. Both are available online/asynchronous in the fall, spring and summer. This year, I have brought back an in-person section of JOUR101 and an in-person section of JOUR110 Honors. I am also offering late-start online sections of each class in the fall and spring, and a section of JOUR110 in the winter term. It is difficult to offer JOUR102, since enrollment is so low, so this year I have stacked it with in-person JOUR101, to ensure neither is canceled. JOUR102 students to more advanced assignments. Our newspaper, magazine production and broadcast news classes are in person because these are highly collaborative, hands-on courses. We have experimented with offering JOUR210: Multimedia Reporting both in person and online. It works better in person because of access to equipment, but we are trying it out as an online class to see if that will boost enrollment. It's a struggle to get adjunct instructors to teach in-person classes, since they are long hours and they often have to commute from afar. They prefer to teach online, so it's difficult to offer enough in-person sections for students.

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## 2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Our success rates by course are all over 70%, with the exception of JOUR140: Public Relations and JOUR 110Honors. There is very little data for JOUR110H, since it's only been offered once in this time period. The success rate for JOUR140 is just below the institutional set standard at 61%. Overall, our program has met or nearly met the institutional stretch goal of 80% success rate over the past five years, with the exception of 2022-2023. We have a higher success rate in our in-person courses, averaging at 83%, but our online success rate still exceeds institutional set standards at 77%. We award mostly AAT degrees, but they have gone down sharply since 2020-2021. We award roughly 20 AATs a year, 4 AAs and 1-3 Certificates. 60-75% percent of our students who earn an AAT degree go on to transfer. Our degree/transfer completion rates for F2018-F2020 are between 41 and 57%.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Students from all ethnic groups are exceeding institutional set standards for success rates, with many achieving the stretch success goal. The only outlier is American Indian students, but we have only had two enrollments self-identify in this category in the past five years.

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

For the Fall 2018 to Fall 2020 cohorts, our completion rate was highest among students of two or more races and Asian students, and lower amongst Black and Hispanic/Latino students.

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

The data varies widely on how long it takes students to complete their programs. In the Fall 2018 cohort, 3-year completion was the highest rate, at 20%. But in the Fall 2019 cohort, 2-year completion rate was highest at 19%, but greater than 3 years was also second highest for that cohort. Overall, female students have a significantly higher completion rate than male students. Because our program is small, I try to check in with all my students about their degree or certificate goals, and help advise them on the right courses to take, and what they do or don't need. If we had more full-time or in-person instructors, we could better coach students to successfully complete their courses and plan out their educational journey to hit their goals. More male representation among our instructors may also help boost completion rates among male students.

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### **2.3 Student Learning Outcomes**

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

Individual instructors assess and record CSLOs each semester. In 2021, when we had two full-time instructors, we revised the PSLOs for the journalism program. As department coordinator, I will periodically review PSLOs and CSLOs during the curriculum revision process to assess whether they need to be updated. I also consult with our professional advisory board on any curriculum updates, including SLOs to ensure they are meeting industry standards. PSLO and CSLO data will be presented at department meetings with adjunct faculty to identify which areas are not being consistently met, and how these can be improved.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

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## Section 3: Other Areas of Program Effectiveness

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1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

We have added a significant number of dual enrollment courses since our last review, which are conducted mostly via Zoom at local high schools and middle schools. We are also integration radio classes and the radio program into journalism, so that these programs now have shared resources in terms of equipment, lab space and support staff. By doing more collaborations across these courses, students get more real-world experience, as with our livestreamed Election Night coverage in 2024. We also collaborate with the photo, art, political science, and cinema programs to produce our student media products. I am also working on streamlining our degrees and certificates in the curriculum revision process, since we offer to many options and do not have enough full-time instructors to advise students on their options. We haven't been able to offer several radio courses in the past few years, due to lack of instructors and enrollment, so we've been doing course substitutions. I plan to remove prerequisites from the on-air radio course to increase enrollment in the future, and also remove the prerequisite from JOUR 101 to make it more accessible for students.

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

Almost our entire program is experiential learning. Students report on real-world issues in the community, including sports, arts, politics, crime, and more via The Hornet. Students produce, promote and distribute a print magazine every semester. Students produce podcasts and live broadcasts on Hornet Radio. Every semester, a select group of students from the publication classes attends a student journalism conference which they attend panels, participate in competitions, learn hands-on skills, and network with other students, professors and professionals from across the country and state. We also place students in internships at places like LA Magazine and the Laguna Beach Independent, so they can earn credit while getting experience writing for professional news outlets. We've also partnered with Voice of OC and the Fullerton Observer to co-publish students writing on local politics and issues in their communities.

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course

Numbering, etc.

CALGETC has impacted us because our JOUR110 course counted for CSU transfer but not IGETC. However, we are in the process of applying for CALGETC approval via curriculum revision. I have a future goal of developing more GE classes in the journalism field that will fulfill CALGETC requirements. Although these wouldn't count toward our AAT degree, it could be a good way to give students more options for GE classes to take and get them interested in our program.

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## **Section 4: Faculty and Staff**

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### **4.1 Population and Demographics**

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

We have gone down from two FT faculty to one. Our part-time faculty are currently five. Our faculty have always been majority female, but now we are all female and mostly white. While our students are majority female, they are also majority Latino, so our faculty do not accurately represent our students.

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2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since we only have one full-time faculty in our program, while we used to have two, it is difficult to grow the program and support students fully. We have also had a decrease in part-time faculty because it is difficult to hire someone to teach a course if we are not sure that course will run because of enrollment. For example, I wanted to hire a professor who is from Mexico to teach a Spanish-language reporting class, and possible our on-air broadcasting class, since he has expertise in both. But these courses haven't been offered in a while and usually have lower enrollments. He would have to pay out of pocket to have his transcripts translated with a specific service approved by the district in order to be hired, and this wasn't worth it to him if there was no guarantee that the courses would run. Hiring another FT faculty member, ideally a man or color, would help out our program. But it would also help to have more guarantees of courses running at lower enrollments so we can start to build them back up and bring in diverse new faculty. One of our strategic goals from the last self-study was to reinstate the journalism support for writing and academic success program in the tutoring center. This goal has not been met because of lack of full-time faculty to implement new initiatives beyond the basics of running the program, teaching courses, revision curriculum, managing the budget, making the schedule, hiring PT faculty, and advising the student news publications.

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## 4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

We have had a larger percentage of faculty participate in CoRE than any other program – with one FT faculty and three PT faculty completing it. In this program, we’ve been trained to consider the impact of grading, attendance, late work and extra credit policies. As part of this program, each faculty was required to redesign a course with these standards in mind, so nearly every single course in our program now has an equity-minded approach.

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

As stated above, the faculty that teach the majority of our classes have completed extensive equity training. This is likely because I, as faculty coordinator, complete any additional trainings I can and share this info with the other faculty during meetings. I also strongly encourage them to complete the training, and the pay for doing CoRE was also a great incentive. As I evaluate courses, I will apply what I’ve learned in CoRE to assess how faculty are implementing these strategies, such as: transparent assignments, welcoming and not punitive language, opportunities to make up missed or late work, clear rubrics that measure learning and mastery, etc.

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3. What additional areas of professional development could help your faculty and staff engage in this work?

Continuing to offer things like CoRE and race-conscious certificate where faculty are compensated for their time would help. We’ve also done an adjunct professional learning day, funded through professional development committee, that was great for further learning. I believe adjuncts should have the option to be paid to attend flex sessions. There are so many great learning opportunities there, and then they’d be more likely to be able to do it.

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## Section 5: Program Planning

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### 5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

Our first goal was to reinstate the journalism support for writing and academic success program in the tutoring center. We have not achieved this goal do to lack of full-time faculty.

Our second goal was to hire a part-time staff member to manage the journalism equipment. While we have not hired someone new, we have partnered with the radio program, which has two full-time staff to assist the radio classes and run the radio station. They have taken on the duties of managing the journalism department equipment, as well, since the journalism and radio equipment and studios are all pooled and shared resources.

Our third goal was to rebrand and redesign the college's student news outlets. We have achieved this goal by securing marketing funding to hire an alumna to design a new cohesive set of logos and other branding materials for all three student media outlets. We have also contracted with a new online publisher to unify them in one central, independent web location that can support the long term growth and archiving needs of the news outlets. This rebrand included the design of a centennial logo and swag to celebrate the 100-year anniversary of The Hornet, for which we also organized a special edition newspaper and massive event that included alumni and media dignitaries. Beyond this goal, we have partnered with the library to create a digital archive of all student media work, and partnered with the printing program to secure a grant for a new printer that students use to produce our student magazine.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Without funding to hire a professional expert, full-time faculty or part-time staff, we were unable to revamp the tutoring program specific to the journalism program.

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## SAPs

### Increase editors on student media outlets

**Short Description:**

Our media are student-run, which means they depend on students to enroll in the media productions classes more than once to become editors and producers – so they can take on leadership roles and make decisions on what to publish or air. Students who enroll in these more advanced classes and are selected to be editors put in significantly more work beyond the usual

course load. For example, Hornet editors are expected to publish new articles on The Hornet daily. We need additional funds to be able to pay students for this extra work and incentivize them to take on these roles. Our enrollment in the courses for editors of the student publications is at about 5% of our total course enrollment. Still, these enrollments see a very high success rate -- usually over 90%. That's because students who become editors feel a strong sense of belonging and agency in running the student publications. It is also a huge boost for their resumes and chances of getting internships and scholarships. However, not all students elect to become editors because they are focused on transfer and this is an optional elective course. It also takes a lot of work outside class to be an editor, and not all students have time for that with their work schedules. If more students could get an honorarium for their work as an editor, they would be more motivated to enroll in those classes, develop more of a sense of belonging, achieve success in the courses, and set themselves up for future internships.

### **Measurable Outcomes:**

In order to run The Hornet effectively we need at least 6 editors. In recent years, we've only had 2-4 in any given semester. The magazine needs at least 4 editors and the radio station needs at least 4 producers. We pay an honorarium to the editor-in-chief and the managing editor of The Hornet, but it is a small amount out of our budget, and nothing to other editors. If we offered all editors extra compensation for their time running the student news outlets outside of class, then students would be more likely to apply for these roles. Having more editors would ensure more robust content for the news outlet, leading students and the program to win more awards in competitions. It would also set these students up for better internship and job opportunities, since employers are looking for the practical experience that students get on news outlets along with more difficult, in depth reporting that they'd be able to produce if compensated for their time. As evidence, I can point to three cohorts of students who received grant funding to work on an in-depth reporting project (from a grant that is no longer available). Of the eleven students, at least 2 have landed full-time journalism jobs within a year of graduating with their BA, and 4 got competitive internships while still in school. The others are still completing their bachelor's degrees. Paying students for a service-learning experience leads them to do more professional-level work and get jobs.

### **College Goals:**

1.2. Increase equitable usage of apprenticeship/internship

### **SAP Phase:**

New

## **Resource Requests**

### **Department Budget Increase**

#### **Enhancement:**

By setting aside money in the budget for editor honoraria, we can guarantee students paid positions, just as these positions get pay for the extra work at 4-year schools, and not have to

sacrifice other budget funding that goes to things like memberships, conferences, competitions, web hosting, magazine printing, and supplies. Honoraria for magazine and Hornet editors (per semester). Hornet EIC: \$600, Hornet managing editor: \$500, Four Hornet desk editors: \$200 each; Magazine EIC \$500, Three magazine subeditors: \$200 each. Total would be 6,000/year. (I would also accept any amount below this to be able to pay these editors something for their extra time and effort, although this is the goal)

**Personnel-Related:**

N/A

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$6,000.00

**TotalCost:**

\$6,000.00

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## Improve Hornet Media Network and Archive

**Short Description:**

We've started working on a digital archiving project with the library, but we need to complete the scanning of past magazines. We also need to develop a better archiving system for our media assets, such as photos and videos. We have a server in Room 708, but it needs to be networked to all the computers, and we'd also like to network the 708 server to the radio servers upstairs. That way, we can create a universal archiving system for our Hornet photo archive, so we could retain photos, audio and video footage for future use or historic documentation purposes. This would require someone setting up the system, as well as maintenance of the system, such as purging files as needed.

**Measurable Outcomes:**

If we are able to complete the digitizing of our print archives as well establish an archive of digital assets, we would be able to share the important work of the journalism program more easily for promotion purposes and also maintain a historic record of the events that take place at our school over the years, from a student perspective.

**College Goals:**

1.5 Outreach strategies for prospective students/family

**SAP Phase:**

New

**Resource Requests****Professional Expert****Enhancement:**

This project is something journalism/radio faculty and staff haven't been able to complete on our own. We have work study students who have worked on this a bit, and they can help with roll-out and maintenance. But we need to bring on a contracted hire to be able to set up the network and archive.

**Personnel-Related:**

Since the journalism program has merged with radio and we are undertaking a new archiving agenda in light of our 100-year anniversary, we are in need of more assistance to see this to fruition.

**Resource Category:**

Non-Faculty Personnel

**Quantity:**

1

**Unit Cost:**

\$2,000.00

**TotalCost:**

\$2,000.00

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**Bring back classes/programs in Spanish-language reporting, media advertising and on-air radio****Short Description:**

We have not been able to offer these courses for several years due to low enrollment and lack of in-person faculty. I would like to recruit faculty to teach these classes and grow interest in the programs.

**Measurable Outcomes:**

If we are able to grow and offer these programs, we could increase enrollment and student success. The Spanish-language journalism program could draw in more students of color and set them up for success by giving them the chance to engage in an area of journalism that reflects their communities. The radio classes tend to draw in more male students, and bringing back the on-air class could be a

way to boost male completion and success rates. It will also increase radio certificate and degree attainment since this class is required of most radio awards but is seldom offered. If we could bring back ad sales, we could increase awareness of our program and school by having reps go out and sell ads, we could increase enrollment in the program by promoting the news outlets that sell ads, we could get students experience in the business end of journalism and build connections with the marketing program, and we could increase funds for our program so be able to pay for conferences, travel, awards banquets, and competitions.

**College Goals:**

1.2. Increase equitable usage of appreentiship/internship; 1.3 Night, weekend, online degree program; 1.5 Outreach strategies for prospective students/family; 2.5 Increase sense of belonging/mattering ; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment

**SAP Phase:**

New

**Resource Requests**

**Full-time faculty member**

**Enhancement:**

By bringing on new faculty, specifically Spanish-speaking and with broadcast and/or advertising experience, we would be able to offer these defunct classes again.

**Personnel-Related:**

Past faculty who have taught these classes have left for other job opportunities. If we could create a full-time position for a journalism hire who has experience in broadcasting and Spanish-language media, we would be more likely to be able to retain them.

**Resource Category:**

Full-time Faculty

**Quantity:**

1

**Unit Cost:**

\$80,000.00

**TotalCost:**

\$80,000.00

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**Develop new CALGETC courses**

**Short Description:**

We would like to develop 1-3 additional courses that could fulfill CALGETC requirements in areas such as critical thinking and composition, oral communication, arts and social/behavioral sciences. The field of journalism intersects with all of these areas. While many of our courses are too discipline specific to qualify for CALGETC, I would like to develop new courses that relate to journalism/media literacy that could satisfy these GEs.

**Measurable Outcomes:**

The addition of GE courses, offered in a mix of online, in-person, and dual-enrollment formats, would increase our department's overall enrollment. It would also connect these students to our program so that they could learn about our degrees, certificates, and other course offerings, thereby increasing our total awards and growing the program.

**College Goals:**

1.1 Equitable Dual Enrollment access; 1.3 Night, weekend, online degree program; 1.5 Outreach strategies for prospective students/family; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment; 3.4 Increase collaboration with universities

**SAP Phase:**

New

**Resource Requests****New full-time faculty hire****Enhancement:**

Having another FT faculty will help with new GE course development, since they will have a strong knowledge of program, course and transfer requirements, and have the capacity to do new curriculum development, which is part of a FT faculty member's responsibility.

**Personnel-Related:**

We are down to one full-time faculty from two, and we have five adjuncts vs. 1 full-time faculty. The one FT faculty is also overseeing new, incoming courses from the radio program, which are transferring over from CRTV, so I'm already effectively doing the job of two people. We need at least one more person to develop any new curriculum.

**Resource Category:**

Full-time Faculty

**Quantity:**

1

**Unit Cost:**

\$80,000.00

**TotalCost:**

\$80,000.00

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## Resource Requests

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### Marketing funds for Student Media T-shirts and more

**Enhancement:**

In order to grow an interest in our program and best serve the campus, we need to let people know we have active student media outlets. We attend a lot of campus promotional events, as well as high school and conference events, and we are running low on marketing materials to share, with little room in our budget to purchase them. We would like funding to purchase additional promotional materials, like T-shirts, signboards, and additional swag. Wearing Hornet Media T-shirts also creates a sense of belonging among staff and helps them be easily identified as Hornet reporters when covering events.

**Personnel-Related:**

N/A

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$2,500.00

**TotalCost:**

\$2,500.00