INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Journalism***

2. Person(s) completing the questionnaire: Janine Gerzanics

3. Date of completion: *November 15, 2007*
4. What are the primary purposes of the program? Check all that apply.

- ☐ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☐ WVC General Education
- ☐ Lifelong Learning/Life Enrichment
- ☒ Occupational / Vocational Courses
- ☐ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Journalism classes help support the College's mission, by offering both academic and career preparation in every class. Journalism strikes a balance that many classes do not, by being a combination of both direct career preparation and academia. In fact, that is one it's the strengths. Students learn practical elements – deadlines, story construction, hands on experience, but they also learn about ethics, world events, abstract ideas and theories while they are learning. Students learn how to write, but they also need to know certain things to write about.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The most significant event to impact the Journalism classes at WVC is the establishment of 8 new computers and 2 new portable computers in early Fall 2007. These, along with 2 cameras, mean we can successfully output the newspaper without hours of unnecessary frustration and reworking pages. This affects not only our regular print output, but will enable us to soon offer a digital on-line version of the newspaper, making us both more marketable to new students and current with other California Community Colleges.
It also enables us to use computer programs and digital assistance such as NewsU and Poynter Institute online exercises in News Writing classes.
This means our students are more prepared when transferring and have a broader base of skills when job hunting. This also means we can really offer the class content necessary to prepare students, retain students and cross fertilize with other areas of Journalism.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Journalism classes are small and the News Writing class retention rate has not been particularly good. Sometimes retention is lower than the college as a whole and other it is higher. This is often because students sign up for the class not really fully aware of how much writing is involved and also what exactly the type of writing is. Many drop out the first or second week. Retention is helped however by the small classes and one-on-one attention students receive.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Journalism students come form all walks of life and all ethnicities. The age of students is also varied, so there is no one demographic that is attracted to the classes or more prone to take the classes. That is a strength of the department – we teach a variety of skills to a variety of students.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Journalism classes demand a big degree of focus and commitment. If students last beyond the first few weeks of the class they will more than likely make it to the end of the semester. The individual attention often helps students who might otherwise "fall through the net" of the college and also helps those who are focusing on transitioning or transferring.

It is not the class content that helps retain students but the attention faculty give the students that more often than not helps keep them in class and on tack. My department is small, but every one of my students therefore gets excellent attention and mentoring.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

With the new computer equipment available to Journalism students, it is now possible to consider offering a Journalism certificate. This would utilize existing classes from other departments such as Communications, Theater Arts and Digital Media. Such a certificate would offer a much needed breadth of classes to help prepare students for a consolidated and constantly changing marketplace, attract more students in general and help those students unsure which area of Journalism they would like to enter.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

No classes will be de-activated.

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

Click once here and type your response

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

The above mentioned elements affect the program in many ways, but mostly in the area of making it paramount for us to offer classes that provide a breadth of knowledge and experience. The field of communication is an ever-changing one, particularly at the moment, with print media unsure of its future and digital media undergoing constant revision and market competition.

The public thirst for knowledge is seemingly insatiable, yet the financial pressures and market constraints put to bear on the various media today mean students need to be more prepared than ever. Not only do they need to have better skills than ever, but more is required in the variety and intensity of skill set needed.

Any Journalism program has to provide a balance between two basic curricular aims. One is to help nurture the basic skills of reporting and editing, the other is the "understanding that future journalists will place behind those skills (Rosen2002). Journalism programs have always had to strike a balance between improving practical skills and discussing the theoretical side of such an education.

Today the tension is even greater, with the need to address challenges posed by new economic, technological and social realities added to the tension between offering a practical, diverse, inclusive and global program. This, combined with the need to focus on service to the public, something often forgotten in schools, means that Journalism programs are vital today.

While this does not necessitate any immediate request for resources, it is important to remember that such a program is deeply dependent on the digital resources available to it, in ways many other departments are not.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

With the limited resources that have been available, little innovation has been possible, however, with the addition of new computers to the Journalism Lab it will now be possible to pursue offering a Journalism certificate. This will mean, that while students have received immediate and very personal instruction and educational mentoring while in the Journalism program, this can now be expanded to meet the needs of more students.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

Click once here and type your response

2. Program Strengths:

The irony has been, that until recently, the weakness of the pr4ogram was also its strength. The lack of equipment has meant the student numbers have been small. This however has enabled me to give one-on-one instruction, close educational mentoring and real hands on career advising. So, while the numbers have been small, students get excellent individual help. The small nature of the department has also meant that students learn to deal with a variety of issues at the same time. Students don't just learn how to write stories in various formats, but learn to work as a team, how to use the computer programs, interview people, take photographs, work to deadline, communicate as a team, deal with issues and frustrations as they arise, and take responsibility for their actions .

Such a close relationship with their instructor, combined with a broad based skill set they leave with means retention has been good and transfer rates, has been good. Students have transferred to SJS, USC, UCLA and a variety other educational institutions. Past students have also gone on to work as photo journalists at local papers, political reporters in Washington, Public Relations firms in Los Angeles, and a variety of other areas.

3. Program Challenges:

In the past the lack of computer resources has been the primary challenge, however, with this ameliorated, the other challenges are the lack of transfer classes to other institutions and the need to attract more students.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

- *Introduce a Journalism Certificate*
- *Try to negotiate more transfer classes.*
- *To issue more print versions of the newspaper (dept. on printing funds)*

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

- *To introduce a Journalism Certificate by Fall 2008*
- *To negotiate more ability to transfer classes by Spring 2008*

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Establishing a Certificate

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Associate faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Administrative Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *8 new Mac computers, 2 Lap tops and 2 video cameras*	X☐ Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Staff Development (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Other (please specify): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

The new computers have revolutionized what I can offer the students. It has enabled us to print out the newspaper regularly, offer more up-to-date (Computer Assisted Reporting) CAR exercises for the News Writing class, connect students with other Professional institutions such as NewsU and attract more students.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *The Journalism department needs a supply budget. We use letter and tabloid sized paper, as well as laser cartridges and color ink cartridges on a regular basis. There is no budget for this. We also need a budget to help students attend the JACC competitions each semester. Our attendance has been small because of the cost of enrolling in the organization ($200pa) and $35 to attend each conference. There has been no budget for any of the above and our lack of enrollment in JACC for one year was purely because I could no longer afford to subsidize the department for all of the above.*

Staff Development (brief narrative description I need to take a class or two on the increasingly digital side of my field. We hope to get the newspaper up on-line shortly, but that can be managed through College Publisher. I am more interested in video streaming etc and areas like that.
Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu