



Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

Statement of collaboration

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

Participants in the self-study

Jessica Langlois, assistant professor
Jay Seidel, professor

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

Jessica Langlois _____ Printed name of principal author	 _____ Signature	11-15-21 _____ Date
Jay Seidel _____ Printed name of department coordinator	 _____ Signature	11-15-21 _____ Date
_____ Printed name of Dean	_____ Signature	_____ Date

A Note on terminology

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study, on a page all by itself.)

The Fullerton College Journalism Program remains one of the largest community college programs in the state. The program enjoys relatively high success rates and retention numbers because the students enjoy both fundamental development and real-world experience training throughout the program. The Journalism Program has traditionally been forward thinking in its approach to training. It provides students training and experience in up-to-date technological tools to create content and publishing content in a digital world. These skills will be needed for preparing students for placement in tomorrow’s workforce. The technological skills help to ignite the creativity in students as they develop new stories and content for the student publications.

Despite its technological emphasis, the Journalism Program is rooted in training students on the fundamentals of journalism. Strong writing, researching, fact checking, media literacy, and understanding ethical and legal issues surrounding journalism are some of the core principles the program looks to develop in students. These foundational elements help develop independent and stronger critical thinking in students and help prepare them to be successful lifelong learners.

The program is committed to embracing diversity and inclusiveness. With the majority of students identifying as Hispanic or Latinx, which is reflective of the local community, the Journalism Program continues to be committed to providing opportunities for bilingual students to be able to create content that speaks to and with the Spanish language community. The program remains the only community college to provide courses in Spanish language media. The program is committed working to include diversity reflective of our student population and to ensure equity for all students.

The addition of another full-time faculty member since the last review cycle has greatly strengthened the department, by providing additional insight and experience to the program that will continue to greatly benefit the students.

As one of the oldest collegiate journalism programs in the state, the Fullerton College Journalism Programs remains committed to be radically student centered and prepare students for success in their futures.

2.0 Mission

Please explain briefly how your program contributes to the College’s [mission, vision, core values, and goals](#). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

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. The program continually promotes an inclusive and supportive environment including the creation of the Journalism Support for Writing an Academic Success at the Fullerton College Tutoring Center. 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.

Vision: The Journalism Program at Fullerton College develops inquisitive students in the pursuit of information who are motivated to be successful in the world. The program's faculty work diligently to inspire students to succeed and become lifelong learners.

Core Values: The Journalism Program at Fullerton College continues to strive to innovate while holding true to its tradition as one of the longest-running collegiate journalism programs in the state. It encourages students to grow and learn while taking courses and working outside of the classroom. The inclusion of bilingual student-produced publications embraces and respects some of the diverse communities on the campus. The faculty fosters an environment of inclusion and equity among students, encouraging students to strive for excellence in all that they do. Collaborations continue to be developed with other departments on campus as well as with Cal State Fullerton and local professional partners in order to provide students with greater opportunities for success.

College Goals: The Journalism Program at Fullerton College continues to promote excellence in learning by providing quality journalism courses and various resources for student success. It continues to provide opportunities for underprepared students to learn and access resources to aid in reducing the existing gap in achievement. The creation of the Journalism Support for Writing an Academic Success at the Fullerton College Tutoring Center will help provide students with resources and prepare them for success.

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.

3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards,

OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

Enrollment dipped down from 2016-2019, but have been rising again starting in the 2019/2020 academic year. The percentage change in enrollment since 2016 is comparable with the rest of the college, though journalism has had less of a percentage change in headcount in the past 5 years. Also, enrollment and headcounts have increased in the past year in journalism, whereas they have decreased in other programs.

2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

Our program serves principally students pursuing an ADT, with 79% of students seeking a transfer degree. Of the students enrolling in our courses, 25% are journalism majors.

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

Our highest demand courses are Journalism 110: Mass Media Survey, with 1,397 enrollments, and Journalism 101: Writing and Reporting, with 667 enrollments in the past five years. Journalism 110 satisfies a general education requirement, and both of these courses are required for the ADT in journalism and transfer to CSUs. We offer these courses every fall, spring and summer, with 40 sections of Journalism 110 and 38 sections of Journalism 101 offered in the past five years. Roughly 20% of the sections of each course have been offered in the evening and 7% of the Journalism 110 courses offered online. Since this data was collected, we have begun offering both of these courses online and asynchronous every semester.

4. Please describe how course offerings match students' preparation and goals.

Course offerings are focused on preparing students for the ADT degree. For this degree, they must take Journalism 110, Journalism 101, either Journalism 132, 222 or 271 (one of our student publication courses), and an elective. As such, we offer each of these every semester. For the elective, we offer a variety of options, including stacked publication courses (J132-135, J222-225) so they can serve on the student publications for more than one semester, a popular multimedia course every semester (Journalism 210), which trains them in the latest technology used in the field, a popular public relations course once a year (Journalism 140), an advanced reporting course once a year (Journalism 102) that transfers directly to CSUs, and an internship course (Journalism 290/291/292), as well as a mix of other offerings such as Drone Reporting (Journalism 215), Virtual Reality Storytelling (Journalism 360). In addition to serving out ADT degree students, our course offerings serve CSU and university students who want to take additional courses for their degrees, members of the community and professionals in the field.

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

Fall and spring enrollments are comparable, with 295 average enrollments per year in the Fall and 301 average enrollments per year in the spring over the past five years. We vary some courses between fall and spring offerings, but our core courses we offer every semester.

3.2 Student Achievement and Equity (and student demographic profile)?

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

Both our completion and success rates have gone down slightly in the past five years. Completion rates rose from 88.9% in 2016/2017 to 90.5% in 2018/2019, but then declined to 85.9% in 2020/2021. Success rates saw a jump from 81.6% in 2016/2017 to 83.3% in 2017/2018, but since declined to 80.3% in 2020/2021. Overall, our completion rates have been higher than other programs by 5-7% and our success rates have been higher than other programs by 10-15% over the past five years. Our degrees/certificates awarded declined from 2017/2018 to 2019/2020 but saw a sharp increase in the past year, nearly doubling from 24 awards in 2019/2020 to 44 in 2020/2021. Of the awards, 34 were ADT, 6 were AA, and 4 were certificates. Our program has given out 152 program awards in the past year to 140 unique students, and has had 283 students transfer with either a degree, certificate or a major in journalism. Of those, 73% have transferred to CSUs (154 to CSUF and 32 CSULB as our top transfer destinations), 3.5% have transferred to UCs, and 24% have transferred to other universities.

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

Our course completion rates are lower for non-military students (88.3%) than military student (92.8%), which suggests that we are serving our military students well but could be doing more for the general population. Our course success rates are lower for non-DSS students (81%) than DSS students (84.1%), which suggests we can do more to seek out students who might benefit from DSS accommodations and connect them with those resources. Course success rates for Black students are lower than average, at 75.6%. There are also slightly lower success rates for Asian students (80.3%), and our majority Latinx students (81.2%) than White students (83.8%). Those success rates for these populations are comparable with our averages. Male students have slightly lower success rates (79.7%) than female students (82%). Success rates are also lower for Native Hawaiian / Pacific Islanders students (60%) and Foster Youth students (72.2%), but each of those groups make

up less than 1% of our enrollments. While Black journalism majors make up 6% of enrollments, they only account for 3% of degrees or certificates awarded.

So, the concern is whether we are both effectively recruiting and serving our Black student population. Factors we can explore to explain this lack of equity are implicit biases in teaching approaches, teaching practices that disproportionately impact this population, and outreach on the part of teachers to personally connect members of this population to resources to help them succeed.

3. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

We, in the journalism department, understand the principles of equitable classroom policies. Downgrading student work on factors that do not connect to learning outcomes or evidence of understanding of material – such as formatting and presentation and timeliness – disproportionately impacts certain groups. That’s why we strive for all classes to have policies in which most if not all work may be submitted late or made up and where minimal points are deducted for formatting and presentation. That said, knowledge of journalistic style and adherence to deadlines are critical elements of this discipline, so we do attach point values to this part of assignments. While attendance is tallied, and particularly important in student publication classes, we communicate openly with students if they need to miss class or leave early and give them opportunities to make up those points elsewhere. Finally, we prioritize resubmission of assignments for a higher score over extra credit work, understanding that not all students have the time or resources to perform extra credit work. However, we can continue to improve our classroom culture to be anti-racist and inclusive spaces, so disproportionately impacted students will feel motivated to succeed and emboldened to reach out to us if they need additional accommodations to succeed in their courses.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

Ensuring that all our journalism classrooms are actively anti-racist spaces is an important way to reduce the equity gap in enrollment, completion and success. To achieve this, our faculty would benefit from participating in regular implicit bias workshops, particularly since our faculty are majority White. Even if we have completed implicit bias trainings in the past, we understand that acknowledging and counteracting our biases is a process and the work must be constant and continual. We will also seek out professional learning opportunities in our discipline where we can gather materials and insight from fellow journalism educators in order to diversify our syllabi and make our curricula more inclusive. Finally, we will actively recruit more faculty of color to fill open adjunct positions.

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

We have few gateway courses within our curricula. Our program is designed so that students can begin with nearly any one of our courses as an entry point. The exception is Journalism 102, which has a prerequisite of Journalism 101; however, students can take these courses concurrently. This curriculum design allows students to fit their major courses within their schedule in the best way for them; this also allows them to advance further in courses in their time at the college, such as serving on student publications multiple semesters in a row, since they don't have to take introductory courses before joining publication courses. To accommodate students, we include a bit of review of journalism basic practices and principles in each course. Journalism 210 is one of our regular courses, offered every semester, that has both a higher withdraw rate (16%) and a lower than average success rate (68%). This is due in part the high technical demands of the course. Students must be able to access and learn multiple hardware and software tools for multimedia reporting. This outcome could be improved with the addition of a part-time staff member to provide additional training and access to students on our multimedia equipment.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

The Journalism Associate of Arts degree for Transfer in Journalism matches the state's established Transfer Model Curriculum. All courses in the TMC template have a match in the Journalism Program, except for one elective course (Introduction to Visual Communications). We will seek to have JOUR 221 Introduction to Visualizing Data approved for that category and will have all categories fulfilled in the TMC.

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

In collaboration with the Counseling Department, the Associate of Arts Degree for Transfer in Journalism has been mapped and the map has been approved by both the Journalism and Counseling departments.

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

The number of students who earn the ADT in journalism continues to outpace all other degrees or certificates in the department. The numbers indicate that nearly all students who start the program, complete the ADT program. In 2021, 34 students earned the ADT in Journalism. This was up from 19 in 2020 and 18 in 2019. Only 2 students earned the AA in Journalism in 2021, while only 1 earned the in the four previous years. This can be explained by the desire by the students for the “transfer” component that the ADT provides. Conversely, the numbers for certificates awarded in the department has greatly dropped off (3 students earned the Journalism Certificate in 2019 and 2 earned it in 2015). In the popular field of public relations, only 2 students earned the certificate in public relations in 2018. Again, this can be explained by the popularity and demand for the ADT.

3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

Full-time faculty have taught 50-70% of sections over the past five years. In the years when we had all three of our full-time faculty members teaching full loads, full-timers have taught 70% of classes. Weekly student contact hours were on a slight decrease from 2016/2017 to 2019/2020, but then jumped 34%, from 274 hours to 368 hours. This is in line with increases in class size and enrollment.

2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

We currently are not in need of a new full-time faculty member in journalism.

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

As with nearly all other programs, we saw decreases in enrollment, course completion and course success in the 2019/2020 and 2020/2021 academic years, in line with the Covid-19 pandemic and the prolonged switch to online learning. However, we have also seen some successes in our department in this time. In spring 2021, we had one of the most active and productive staffs of the student newspaper, The Hornet (Journalism 222-225), with students breaking news stories, launching investigations, producing multiple podcasts and a mini documentary, and boosting the

newspaper's social media presence. Likewise, the staffs of the spring 2020 and fall 2021 student magazine, Inside Fullerton (Journalism 132-135) were highly productive, with in-depth features that explored electoral politics and racial tensions in our county and country and original weekly video and illustration content on their social media platforms. We found that, despite the hardships of the pandemic, many students found journalism to be an important outlet to put their energy into and a place to retain a sense of community amidst the disorientation of Zoom classes. Another silver lining is that we have developed a fully online asynchronous version of Journalism 101 that will be available every semester and potentially in the summer. This will complement our in-person sections of the course. We have also made more sections of Journalism 110 available online asynchronously, and plan to develop a fully online asynchronous version of Journalism 102, to further accommodate our students.

3.6 What has not been asked

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

The Journalism has continued to grow and expand. There is a swelling of interest in journalism and the skills it trains students on within our local K-12 partners. The development of a popular and successful Middle College Journalism Pathway in the Fullerton School District where middle school students are taking JOUR 110 and JOUR 210 courses has created great opportunities. Buena Park School District is looking to create a similar middle college journalism pathway. Buena Park High School is looking to schedule dual enrolment courses to continue the pathway to FC. In addition, the Spanish reporting course at Anaheim High School and the Global Language Leadership pathway at Savanna High Schools are still working with our program to create a Spanish Language Media Pathway.

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes ([ISLOs](#)) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

The PSLOs for the popular Journalism ADT have been revised to better fit the goal of the program and to line up with ISLOs. These PSLOs have been revised Fall 2021

- 1. Assess the news value and impact of news media content to be able to reduce the spread of misinformation and keep the public informed.**
- 2. Produce timely, accurate and thorough news or feature articles following Associated Press standards that result in publication in student media outlets.**

3. **Employ the latest techniques and tools in multimedia storytelling to produce audio and/or visual media content for publication on web and social media platforms.**
4. **Identify various legal issues, including defamation, invasion of privacy and copyright, and apply the Society of Professional Journalists Code of Ethics in the production of print, broadcast and web content.**

4.2 PSLO Assessment

The new PSLO [design principles](#) encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

Because students can complete the requirements for the journalism ADT in any order, there is no one capstone course or project we can review to assess PSLOs. However, all students must take a publication course, for which they will produce a portfolio of work. This portfolio is easily accessible on the publication websites. When students complete their degree or certificate, we can review their portfolio of work on the student publication to assess whether they have achieved the program learning outcomes.

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

For all courses that have been regularly offered over the past five years, CSLOs have been entered in eLumen frequently, at least once a year. The only exception is Journalism 132. The instructor for this course has changed over the years, but now that it is taught by a regular, full-time instructor, CSLOs will be entered more frequently.

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

Across the board, CSLO attainment rates are higher than course success rates. Among Latinx students, 91.3% have met CSLOs, whereas course success rate is 81.2%. Among White students, 94.72% have met CLSOs, whereas course success rate is 83.8%. Among Black

students, 84.21% have met CSLOs, whereas course success rate is 75.6%. In terms of gender, 93.62% of female students and 90.45% of male students have met CSLOs, whereas success rates are 82% and 79.7%, respectively.

Although these are different data sets, it is worth considering where grades are based disproportionately on class engagement that does not correspond to learning outcomes – such as attendance, meeting of deadlines, and completion of small assignments. This raises an important conversation for our faculty to ensure that the bulk of a student’s grade correlates directly with learning outcomes, and that assignments are weighted based on this. Of course, learning outcomes should not just be measured in solely high stakes assignments, but instructors should consider overall attainment of learning outcomes in each student when tabulating a grade at the end of the semester. Incorporating opportunities for revisions and make-up work as opposed to extra credit will help instructors measure actual learning and give students more opportunities for success.

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don’t exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

The gaps in CSLO attainment and course success are comparable across ethnic and gender groups. This suggests that course design should be revisited as described above to de-emphasize the grade value of class work or participation not linked to CSLOs.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
2. What role does your department play in helping students complete the GE pathway?
3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?
4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

We offer one GE course in our department: Journalism 110. This course is offered spring, summer and fall, with multiple offerings in fall and spring. Over the past five years, we have had 1,462 enrollments in this course, which represents 45.3% of our enrollments. Of those courses offered, 18% have been offered in the evening and 7% have been offered online. We have

begun offering online asynchronous sections of this course each semester, starting shortly before the pandemic began. Now, we will continue to offer multiple online asynchronous sections each semester, which fill quickly.

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.
2. Make sure you are including all degree and certificate programs, including the College's GE program.
3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.
4. If AB 705 applies to the program then how are you meeting its mandates?

There are no real outside elements that impact the program aside from workforce and employment numbers. However, journalism continues to evolve with technology and new employment opportunities are developing, which create expanded career options for students in the program.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, 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.

The journalism program is grounded in experiential learning. Students experience this in nearly every course they take. In J101, J102, and J210 they interview students, faculty, staff and/or community members to produce stories on current issues in the news, cover city meetings, and tell audio and video stories. Curricula in all journalism courses is always on pace with the current news cycle each semester, so students are directly applying their work to real world scenarios. Also, the student publications (J132-135, J222-225, J271-272) are entirely experiential. Students in these courses are the staff and editors for our three campus publications – The Hornet news outlet, Inside Fullerton magazine, and Antorcha del Sur Spanish-language news outlet. Not only do they learn to produce deadline-driven news content in an environment that mirrors a real-world newsroom, they also are providing essential information to the campus community as the college's only student-run news outlets. In addition, students from these production classes attend statewide and nationwide conferences with other college journalism students twice a year, where they participate (and win awards in) news production and multimedia contests and take workshops with professional journalists working at major news outlets. We also offer a

journalism internship course (J290-292). Finally, we have identified new grants that we will apply for to fund special projects that our students can work on to deepen their reporting skills and ultimately publish in either the students news outlets or in a regional professional news media outlet.

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.

These opportunities would benefit from both a part-time staffer to manage equipment and the implementation of the **Journalism Support for Writing an Academic Success at the Fullerton College Tutoring Center**. In order to produce daily news content and longer in-depth projects that prepare students for the professional world and are competitive with other student news outlets, our students must have access to and knowledge of the latest journalism equipment, and they must be able to write clean, clear, error-free journalistic prose. Having additional writing tutoring and equipment training resources will enable faculty to focus more on in-depth reporting and project design. This will give students superior job skills to use to attain internships and positions in the field, particularly students who face achievement gaps due to structural inequities and need the additional support in writing and technology.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

One of the strategic action plans on the previous two program reviews (2014 & 2017) was hiring a part-time/hourly employee to maintain department equipment. It was the only objective in the 2017 review cycle. This remains unmet.

The second strategic goal from the 2017 review cycle was the development of the **Journalism Support for Writing an Academic Success** pilot program at the Fullerton College Tutoring Center. It was created, tutors were hired and used by students and as imbedded tutors in the JOUR 101 courses to much success. Resources were provided and established in the FC Skills Center to provide more tools and resources for students in the program. However, extra funding was not provided, and the program was paused. This program provides a great resource for students that helps support their success as well as assists the department in making things more equitable for all students. It will once again be in the strategic goals for this review cycle with a request for some institutionalized funding mechanism.

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?

No additional funds were allocated from the last two review cycles, so other funding opportunities were needed in an effort to maintain and continue to grow the program. However, many of those funding opportunities are limited and unavailable, so increased funding through this review cycle will be needed. The lack of funding for the previous review cycle's strategic goals has continued to strain the faculty and limited the resources for students in the department's effort to increase student success.

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the [College mission, vision, goals, or objectives](#).
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

GOAL 1:

Reinstate the Journalism Support for Writing an Academic Success program in the tutoring center. The data show that achievement gaps exist for Black students, former foster youth and male students. Specialized tutoring in the core writing skills required for journalism can help close those gaps. We saw greater course success for DSS students and veterans, which may be due to the fact that these populations have access to more support resources than other students. Offering more tutoring resources across the board can help close other achievement gaps. The Writing Center does not cover our need. These tutors are trained in academic writing, which is vastly different from journalistic writing. We know this program works because we had a successful pilot program since the last program review cycle. It couldn't be continued because of lack of funding. This goal is the main focus for our department this cycle. The framework has already been

developed and we know it is effective. We simply need the funds. **It costs approximately \$6,000 annually to cover the costs of this tutoring. We would hope to get this funding institutionalized.**

GOAL 2:

Hire a part-time staff member or student hourly to manage journalism equipment. Numerous other colleges have a staff person available to provide tech support with video, audio and photography equipment, as well as editing software. This staff member also checks out, maintains and updates equipment. This is particularly important for journalism because the work is not assignment-driven and does not only occur during class hours. Our students are covering the campus community for our news outlets; since the news never stops, that means being available to access equipment and produce a story as soon as news breaks, be it a protest, a fire, or a civic meeting. Having more technical support for our students will enhance their experiential learning and give them the job skills they need to advance in the field. We have made this request for several program review cycles, and it remains unmet. **The cost for a student hourly 20 hours/week, for two semesters would be \$8,500. We would hope to get this funding institutionalized.**

GOAL 3:

Redesign and rebrand the college's student news outlets. The journalism program currently produces three student news outlets: The Hornet news outlet, Inside Fullerton magazine, and Antorcha del Sur Spanish-language news outlet. We will also be acquiring the radio program and the college's radio station and corresponding website, KBPK. To time with the 100-year anniversary of the FC journalism program in 2022, we plan to consolidate and rebrand these media properties so that the breaking news outlet, the magazine, the Spanish-language news outlet, and the radio station can all be under one umbrella media identity, with students in the different classes that produce each working together to eliminate gaps in coverage and enhance audience engagement in the FC community. To do this, we will need to contract an outside firm to consult in brand continuity and build a new web platform for these distinct but coordinated branches of our student media. **We are seeking outside grant funds to cover part of this cost, but will need additional funding. The total cost will be about \$9,000-\$12,000.**

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

The journalism program will be absorbing the radio program, and with it, news facilities and staff on campus. We will be rebranding our student media properties to create continuity across platforms in the coming cycle. We will also continue to expand our program of offering courses within local middle schools and high schools to create early pathways into the FC journalism program. We will be shifting more class offerings to online asynchronous for our non-production courses. And we will continue to seek grants and partnerships to create new opportunities for our students to engage in in-depth reporting projects with the potential for publication in regional news outlets.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

The Fullerton College Journalism Program remains one of the largest community college programs in the state. The program enjoys relatively high success rates and retention numbers because the students enjoy both fundamental development and real-world experience training throughout the program. The Journalism Program has traditionally been forward thinking in its approach to training. It provides students training and experience in up-to-date technological tools to create content and publishing content in a digital world. These skills will be needed for preparing students for placement in tomorrow's workforce. The technological skills help to ignite the creativity in students as they develop new stories and content for the student publications.

Despite its technological emphasis, the Journalism Program is rooted in training students on the fundamentals of journalism. Strong writing, researching, fact checking, media literacy, and understanding ethical and legal issues surrounding journalism are some of the core principles the program looks to develop in students. These foundational elements help develop independent and stronger critical thinking in students and help prepare them to be successful lifelong learners.

The program is committed to embracing diversity and inclusiveness. With the majority of students identifying as Hispanic or Latinx, which is reflective of the local community, the Journalism Program continues to be committed to providing opportunities for bilingual students to be able to create content that speaks to and with the Spanish language community. The program remains the only community college to provide courses in Spanish language media. The program is committed working to include diversity reflective of our student population and to ensure equity for all students.

The addition of another full-time faculty member since the last review cycle has greatly strengthened the department, by providing additional insight and experience to the program that will continue to greatly benefit the students.

As one of the oldest collegiate journalism programs in the state, the Fullerton College Journalism Programs remains committed to be radically student centered and prepare students for success in their futures.

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

Our program's URL is <http://journalism.fullcoll.edu/>

The program maintains its own social media presence that is not very active. However, the student publications maintain active social media accounts on Twitter, Instagram and Facebook. The publications also have their own active news websites. Because these are student-produced publications, they are legally protected from prior review by faculty, administration, or any other college employees, under California Education Code 48097. However, they do adhere to the ethical and legal guidelines established by the Associated Press and Society of Professional Journalists, as well as ethical and legal standards of the journalism program's in-house student publication manual, and they bring attention to the college's journalism program. The web design of these student publications does need to be updated, which is one of our SAP goals and the basis for a funding request.

They can be found here:

<https://hornet.fullcoll.edu/>

<https://www.instagram.com/fchornet/>

<https://twitter.com/fchornet>

<https://www.facebook.com/thefchornet/>

<http://insidefullerton.fullcoll.edu/>

<https://www.instagram.com/insidefullerton/>

<https://twitter.com/insidefullerton>

<https://www.facebook.com/insidefullerton>

<https://issuu.com/fchornet>

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.