

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Journalism 2019 **Program:** 2018-19 **Current Academic Year:** 2018-19

Last Academic Year CPPR Completed: Languages and Communications **Current Date:** 3/24/19

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission

The journalism department at Cuesta College prepares students for entry-level jobs at print and online media outlets and at non-media businesses that aim to communicate effectively with a multi-platform audience. The curriculum also prepares students to transfer to university programs in journalism, public relations and communications.

B. Brief history of the program

The journalism program's history dates to the founding of the college itself. This proud history is testament not only to the importance of journalism as a profession but also the role it plays in our democratic system of government. When we train student journalists to do their jobs with integrity, skill and perseverance, we are not simply sending another student off to the workplace; we are helping to strengthen our system of government. The program has evolved in recent year to reach audiences online, as well as in print, and use multimedia skills.

C. Include significant changes/improvements since the last Program Review

After years of decline in newsroom hiring and public sentiment, the news industry has had to evolve and reinvent itself. In a recent State of the Media report, the Pew Research Center found that declines in audience are taking place across most traditional news mediums due to shifts in advertisement trends and audience/readership habits, but that industry growth is happening in digital media that supplements traditional forms of news. Newspapers, TV networks, and radio news all are adding content on online platforms, where advertisers increasingly are also

spending their dollars. This is the evolving business model as news consumers shift to mobile devices and frequently find out about stories through Facebook, Twitter and other social media outlets.

The Cuesta College journalism program has responded to this trend by increasing its focus on reporting for the digital era. In fact, the department that was once called Cuesta Journalism Department is not the Cuesta Journalism and Digital Communication Department, an update from the last CPPR review.

Multimedia instruction is prevalent and incorporated into each of Cuesta journalism classes, offering training in desired skill sets correlating with industry trends. Each one of the Cuesta faculty now has multimedia expertise and recent job-related experience with skills in job market demand.

Multimedia curriculum prepares students to apply their traditional reporting skills to new media platforms by emphasizing photography, video, maps, charts, digital audio and infographics. The coursework trains students in the use of social media to reach the largely mobile, younger generation of news consumers.

Two courses in particular (Multimedia and Social Media Visualization) apply practical training of these skills, learning to tell stories through use of data and through a variety of multimedia techniques, such as video, podcasts and graphics.

In News Writing and Reporting, students are tasked with shooting photos, videos, and building websites with multimedia elements such as photos, video, polls, hyperlinks, YouTube embeds and more, and their storytelling skills include best practices in telling good stories online.

Additionally Mass Communication incorporates study of the shifting media landscape, focusing on a wide variety of up-to-date topics, including how consumer habits and financing of television, movie, magazine, radio, newspaper and other media have changed in the digital age.

In this digital era, it is important to recognize that newsrooms are not the only employers of journalism graduates. Strong writing skills are needed in a variety of professions. Every business that wants to communicate with a multi-platform audience needs employees who are skilled in digital communication and writing.

The program also focuses on effective, practical writing skills, which will benefit students across a number of fields. In fact, the CEO of Goldman Sachs, David Solomon, recently stated that effective writing skills are becoming harder and harder to find, and he's looking to hire employees with strong writing backgrounds. That's just one example of many in which employers value effective communication skills.

D. List current faculty, including part-time faculty

Nick Wilson, News Writing & Reporting; Intro to Mass Communication instructor in Fall 2018 (part-time) and full-time journalist

Lisa Miller, Intro to Mass Communications instructor (part-time) and former full-time journalist

Jeff Nachtigal, Multimedia Journalism (part-time, distance education); Video Production company owner; Seattle area radio content consultant

Lead faculty position (vacant)

E. Describe how the Program Review was conducted and who was involved

The program has been without a lead faculty position in 2018-2019 (since Dawn Hobbs left after Spring 2018); thus the most recent program advisory committee review was conducted in November 2017 in consultation with: Cuesta Interim Dean of Arts, Humanities and Social Sciences (now Dean) Madeline Medeiros; KCBX Director of Programming and New Media Marisa Waddell, KCBX News Director Greta Mart; and Krista Chandler, former Cuesta Journalism student and current newspaper reporter in Beaumont, Texas. Former Cuesta Journalism lead faculty Dawn Hobbs led the assessment, along with Cuesta Journalism faculty members Lisa Miller, Nick Wilson, and Jeff Nachtigal.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

- Cuesta's mission statement could easily be that of the journalism department. We train a diverse student group to achieve their journalism education goals. We help them improve their foundational skills in reporting and writing, and teach them to become critical consumers of media. Our transfer degree facilitates their path to a four-year institution, and our AA certifies that they have achieved the necessary training for an entry-level media job, including examples of students who have gone on to intern at news outlets such as CNN, The Tribune, and Country Music Television (CMT), as well as work at The Tribune, KSBY, Cal Poly, NBC, Santa Maria Times and in other media-related jobs.
- Our classes provide dynamic and challenging learning opportunities that encourage students to get out into the community, and not to be afraid to ask questions and be curious. Sometimes students are faced with controversial topics or emotionally difficult news events and they learn to handle those situations and share what the public needs to know. We teach students to see the world through a journalist's lens, and we train them to become critical thinkers and engaged citizens who relate to people of all backgrounds.

B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

- The Journalism program is helping the college achieve its goals and objectives by offering a transfer degree and advancing their college and life goals.

We are engaging our students and faculty with the local community, and vice versa, by informing them of events, and inspiring attendance at events such as local City Council meetings, SLO County Court Open House, public talks and journalism conferences.

Some of our Cuestonian student newspaper students attended the 2017 Midwinter National College Journalism Convention in San Francisco, where the Cuestonian student newspaper ranked among other community college newspapers for a “Best of Show” award.

Over the past couple of years, the Journalism and Digital Communication program has also been proactive in creating flyers and hosting recruitment events to attract new students to the program. The flyers have been shared publicly and across campus to announce course offerings. Cuesta Journalism faculty has also attended career fairs at local middle schools and accompanied students to community events, such as the Open House at the SLO County Courthouse.

Additionally, we have held recruitment days that showcase our classes, including free pizza along with live music to draw interest and help attract new students. Public exposure to our classes and program helps maintain awareness of our presence on campus and add new enrollment.

And we are working to strengthen our local partnerships by interacting with local news organizations and other businesses that employ journalism graduates, including through internship and paid project opportunities.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

- Students who complete our curriculum will have the professional skills necessary for successful employment in an entry-level media job. They will know how to use appropriate research methods in the process of collecting information for news stories. They will think critically when consuming and producing mass media, and they will demonstrate knowledge of and sensitivity to diverse groups and cultures. They will know how to identify reliable sources, gather useful information, and how to use that information to educate and inform the public using the tools of modern, multi-platform communication technology.

II. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

The Journalism Department showed a sharper increase in enrollment between 2016-2017 and 2017-2018 compared with the campus overall. During that time, Journalism enrollment rose 8.5 percent compared with 1.6 percent increase campuswide.

And over the past five years, the department has gained enrollment in significant numbers in most of the year-over-year data. The data showed increases of 21.4 percent (2014-2015), 13.7 percent (2015-

2016), and 8.5 percent (2017-2018) in three of the five years, whereas campuswide the biggest jump was about 2 percent in 2015-2016, the increases hovered below 2 percent in 2016-2017 and 2017-2018

Of course, the Journalism Department is a smaller sample size, and from the five-year peak of 174 students enrolled in 2015-2016, the next year dropped 18.9 percent, but never did enrollment drop below the 2013-2014 year mark, indicating that enrollment in Journalism is trending upward.

That's a testament to hard-working part-time Journalism staff, both past and present. But we believe it's imperative to get a lead faculty member appointed, preferably a full-time position, to carry this progress forward.

SLOCCCD Program Review Data - Enrollment

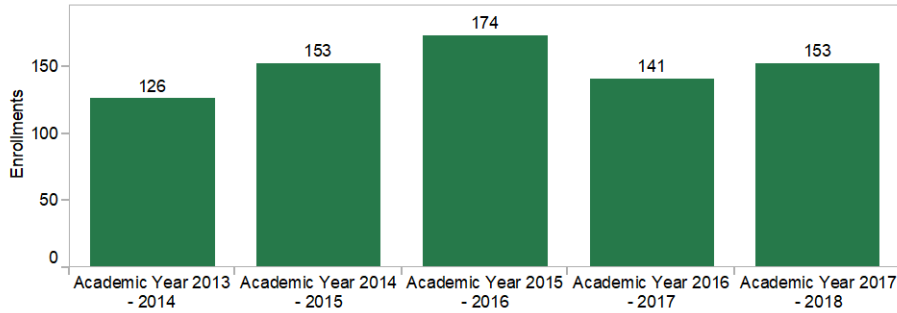
Department:
Journalism and Digital Comm

Course:
All

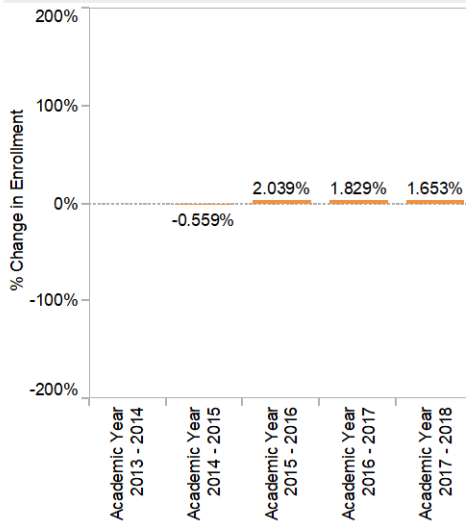
Dual Enrollment:
All

Prison:
All

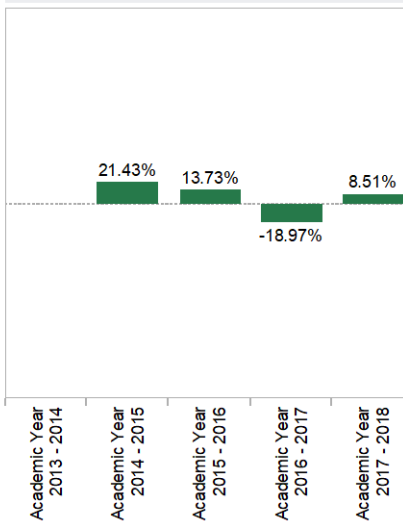
Journalism and Digital Comm Enrollments



% Change - Overall College Enrollments



% Change - Journalism and Digital Comm



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

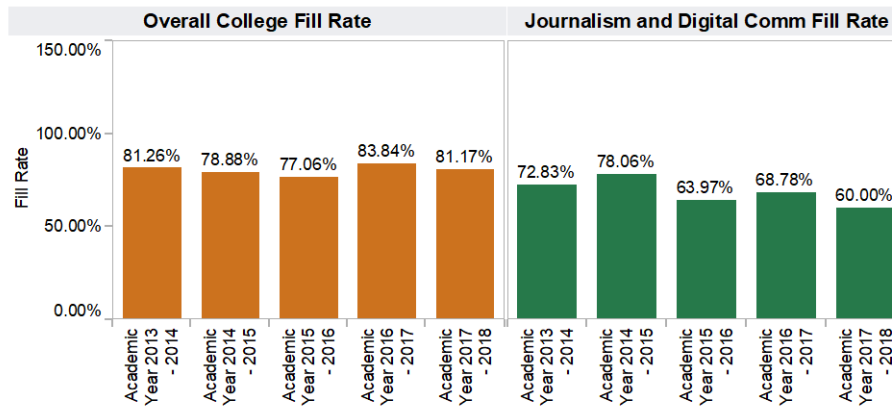
The fill rates in the Journalism Department were below the college at large. In 2017-2018, they were at 60 percent compared with 81 percent campuswide.

This can be explained partly by the addition of new courses to the program (in multimedia and intermediate reporting) and a focus on building up those new classes, rather than a focus on promotion of the core classes.

The last year the fill rate matched Cuesta's overall rate was 2014-15, but showed gaps in every other year. Journalism's fill rates have been in the 60s and 70s (percent) range, versus the high 70s to 80s (percent) range campus-wide.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Journalism and Digital Comm
Course: All
Dual Enrollment: All
Prison: All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
 Also, courses with zero class limits are excluded from this measure.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

Numbers in Journalism have trended upward, indicating a higher FTES/FTEF rate, from 9.36 in 2013-2014 to 9.70 in 2017-2018. Campuswide, the 2017-18 data showed 12.88 in 2017-18, down from 13.82 in 2013-14, indicating the department is moving closer to filling that gap, albeit slightly. It should be noted the Journalism program has no full-time faculty, however, which would make a difference in work toward improving these numbers.

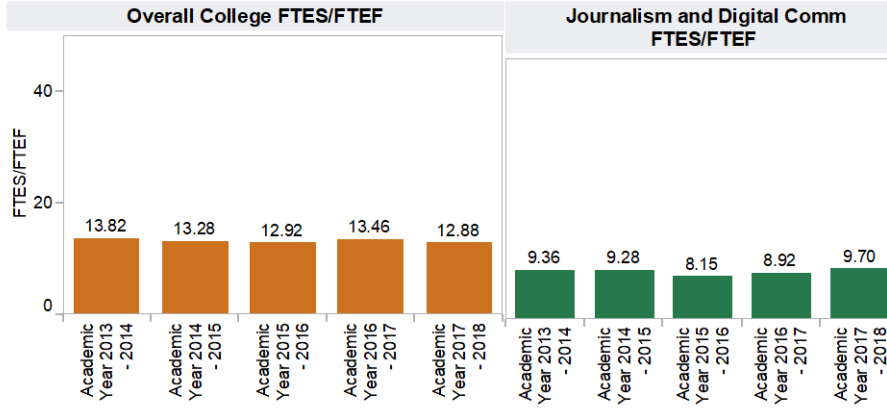
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Journalism and Digital Comm

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

[Student Success—Course Modality \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

Face-to-face modality numbers remain strong in Journalism in comparison to the college at-large, meeting 80 percent completion in each of the 2016-17 and 2018-19 years, compared with rates in the mid-70s for the college overall.

Online modality in Journalism has sharply declined from 70 percent to 50 percent to 32 percent (2015-16, 2016-17 and 2017-18, respectively). This is well below the online modality rate campus-wide of between 69 and 71 percent. As we learn how best to roll out our digital classes and retain students (some of whom aren't journalism or communication majors but curious about the classes), these are numbers we'll need to improve upon.

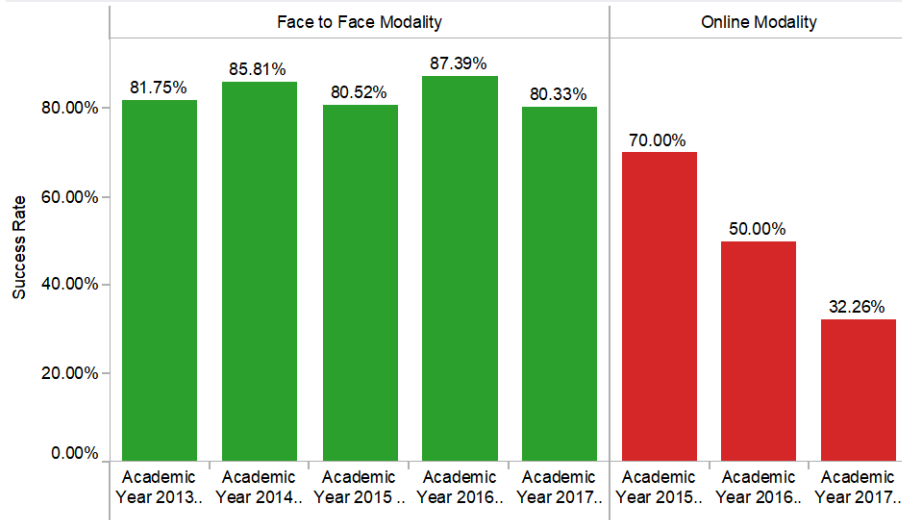
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Journalism and Digital Comm

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -Journalism and Digital Comm



Successful Course Completion by Modality Table - Journalism and Digital Comm

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	81.75%	85.81%	80.52%	87.39%	80.33%
	Total Department Enrollments	126.0	155.0	154.0	119.0	122.0
Online Modality	Department Success Rate			70.00%	50.00%	32.26%
	Total Department Enrollments			20.0	22.0	31.0

[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

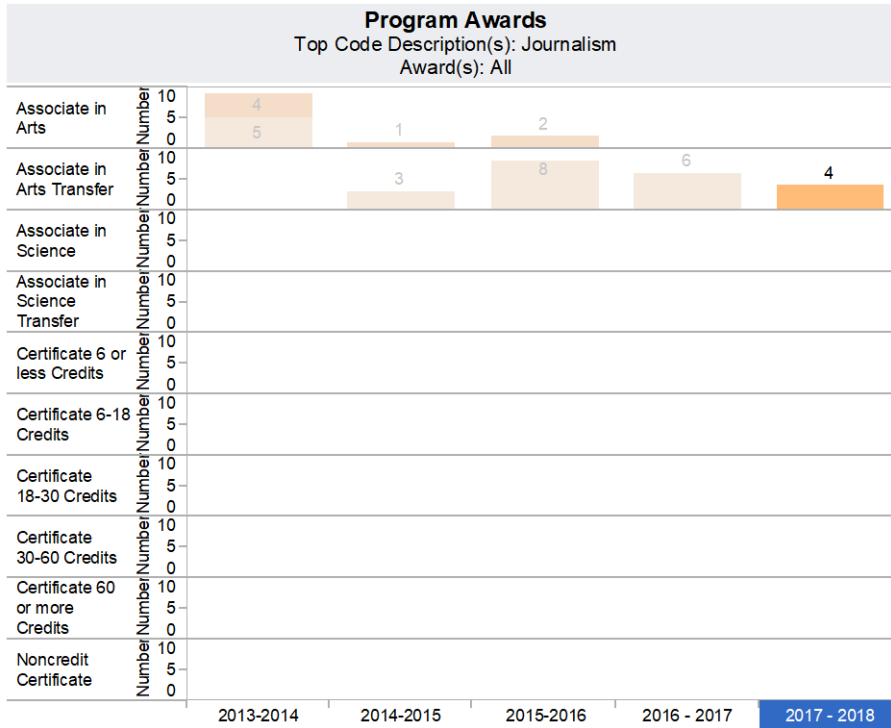
Insert the data chart and explain observed differences between the program and the college.

Given the size of our small program, currently operated with three part-time faculty and no lead faculty member, our degrees/certificates are difficult to improve upon, but are on par with other smaller programs campus-wide.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Journalism

Award Type:
All



Program Awards Table

Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Arts	Journalism (AA)	4	1	2	0	0
	Journalism (AAT)	5	0	0	0	0
	Total	9	1	2	0	0
Associate in Arts Tr..	Journalism (AAT)	0	3	8	6	4
	Total	0	3	8	6	4

Program Awards: The number of degrees and certificates awarded by program type

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the institutional set standards (as shown on the chart).

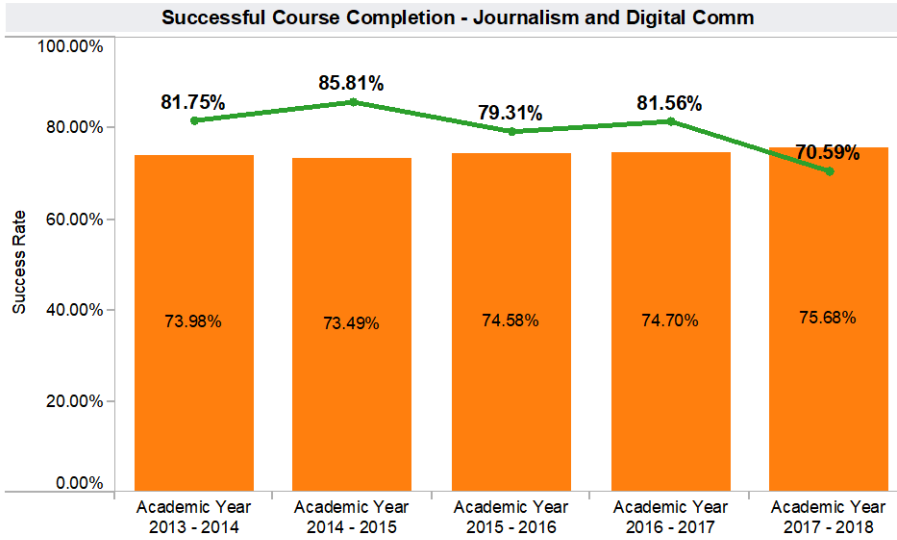
Journalism success rates have remained strong, including three years in the 80 percentile for all but 2017-2018 when the number dipped to 70 percent. In all but 2017-18, department success rates exceeded the overall college success rate, which hovered between 73 and 75 percent. Thus, the Journalism numbers are on par with the rest of the college, and the dip could be partly explained by a transition time in the department with leadership and direction, and growing the digital side.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Journalism and Digital Comm

COURSE
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate



Journalism and Digital Comm Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	81.75%	85.81%	79.31%	81.56%	70.59%
Total Enrollments	126	155	174	141	153

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

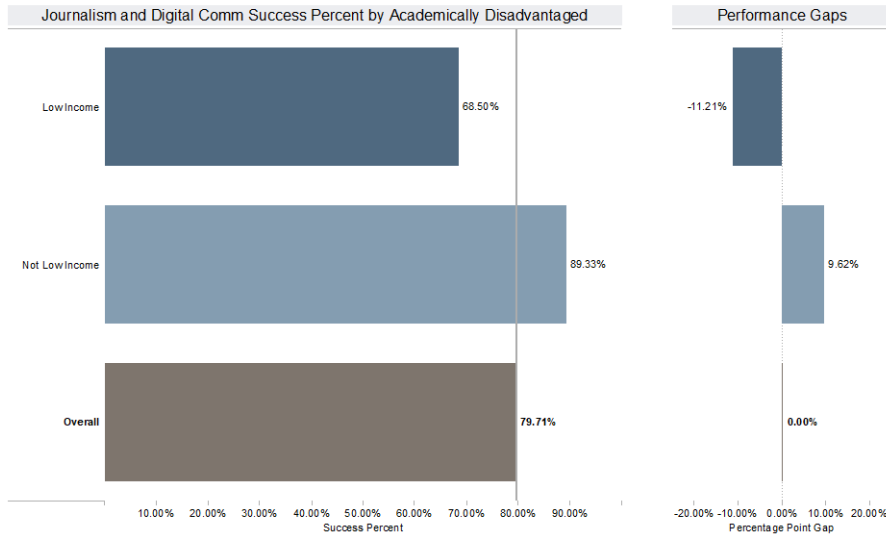
- Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

In Journalism, teachers have worked diligently on treating students of all backgrounds and income levels fairly, as it's a core principle of good journalism. Some of our students have focused on Cuestonian student newspaper stories or in-class articles in particular that highlight issues or programs relevant to low-income students, which have included stories on housing, student hunger, and tuition and other educational costs. Additionally, our approach has been to help disadvantaged students and those whose first language isn't English to become better writers and communicators, and to work extensively on grammar and sentence structure.

Successful course completion of students in the low-income category between 2013-14 and 2017-18 was 61.2 percent overall, and during that same period in Journalism it was 68.5 percent in Journalism. This is one example of the department's success in this area.

Successful Course Completion by Student Subpopulation



Academic Year:
 All

Department:
 Journalism and Digital Co.

Region:
 All

Enroll Status:
 All

Dual Enrollment:
 All

Prison:
 All

Disaggregate By:
 Academically Disadvantag..

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

III. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

Created: Journalism 204: Nonfiction & Magazine Writing; Journalism 206: Social Media and Data Visualization; Journalism 207: Intermediate Reporting; Journalism 203A-D: News Production for Visual Artists: Photos, video, graphics and design.

Modified: Journalism 201A renamed Journalism 201 (News Writing and Reporting; Journalism 201B was renamed Journalism 200 (Intro to Mass Communication).

- B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

NOT SURE ON THIS ONE (HOW THIS WORKS AND WHO WOULD DO THIS WORK WITHOUT A LEAD FACULTY).

HERE'S WHAT WE HAD IN 2015-2016 report:

• 2015: review & modify 201A, 201B, 203 • 2016-2017: review 193, 201C, 247 • 2017-2018: review 205, 202A, 202B, 202C • 2018-2019: review 202A, 202B, 202C

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment calendar for your program for the next program review cycle.



- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

The most up-to-date course assessment in eLumen was completed in Spring 2018 for News Writing and Reporting, though the course is listed as 201A, its former title, while the current title is Journalism 201 (assessment records for this course show “Discussing the results of the data & Creating improvement plans”).

Journalism 202 A-B (News Production for Cuestionian.com) were last assessed in Fall 2016 and records state “Creating Improvement plans” for those two sections (though these offerings were suspended in 2018-19 without a lead faculty).

Journalism 202C (News Production for Cuestionian.com) and Journalism 3A (News Production for Visual Artists) have not been assessed as data will be entered will the course is next offered (a lead faculty is needed to carry out these courses). Without a student newspaper at the moment, this work is pending.

Journalism 205 (Multimedia Journalism) was last assessed in Spring 2016 and its next phase is “Prepare for upcoming assessment.”

The plan for the next cycle could be to discuss how best to ensure improvement, and the Journalism faculty does have regular meetings, but likely this would depend on filling the lead faculty position to give a broader overview.

- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

It should be noted that in the maps below that Journalism course 201A has been re-titled as Journalism 201: News Writing and Reporting. And Journalism 201B has been re-titled as Journalism 200: Intro to Mass Communication.

Cuesta College

ILO/PLO Summary Map by Course/Context

Map Origin: AAT_JOURNAL

Map Target: AAT_JOURNAL

AAT_JOURNAL		AAT_JOURNAL				
		Demonstrate clear and accurate writing using established conventions in grammar, style, organization and communication formats.	Demonstrate understanding of ethical principles in pursuit of truth, accuracy and fairness.	Employ critical evaluation skills for accuracy, fairness, clarity, appropriate style and grammatical correctness.	Exercise news judgment in topic/story selection, information gathering, content development, writing and editing media copy for target audiences through the appropriate medium.	Identify and practice the roles and principles of a free press in a participatory democracy.
SLOs	JOUR201A				X	
Critique and analyze various works of professional journalism, both historic and current, being attentive to tone, story structure and differing media platforms					X	
Define and execute news gathering strategies, being attentive to issues of responsible sourcing and media listening practices						X
Edit own and others' articles for proper spelling, grammar and Associated Press Style			X			
Recognize and critically assess the role of how journalism has impacted society and affected the human condition, currently and historically, by addressing culture, power and the diversity of the human experience, as well as the tradition of media as the Fourth Estate and how it acts on behalf of the public's interest						

AAT_JOURNAL		AAT_JOURNAL				
		Demonstrate clear and accurate writing using established conventions in grammar, style, organization and communication formats.	Demonstrate understanding of ethical principles in pursuit of truth, accuracy and fairness.	Employ critical evaluation skills for accuracy, fairness, clarity, appropriate style and grammatical correctness.	Exercise news judgment in topic/story selection, information gathering, content development, writing and editing media copy for target audiences through the appropriate medium.	Identify and practice the roles and principles of a free press in a participatory democracy.
SLOs						
Write simple and long-form news articles on deadline, using simple leads, the inverted pyramid and other formats, with attention to the writing differences for different platforms	X					
JOUR201B						
Describe the development and history of mass media, including printed, broadcast and digital media as well as public relations and advertising				X		
Evaluate the impact of mass media on society and demonstrate critical thinking skills as a consumer of mass media					X	
Explain legal issues related to mass media, including libel, privacy, copyright and freedom of information						
Explain the issues the digital revolution presents to different media fields.		X				
JOUR202A						
Define relevant news content.				X		
Gather news information weekly.						

AAT_JOURNAL		AAT_JOURNAL				
		Demonstrate clear and accurate writing using established conventions in grammar, style, organization and communication formats.	Demonstrate understanding of ethical principles in pursuit of truth, accuracy and fairness.	Employ critical evaluation skills for accuracy, fairness, clarity, appropriate style and grammatical correctness.	Exercise news judgment in topic/story selection, information gathering, content development, writing and editing media copy for target audiences through the appropriate medium.	Identify and practice the roles and principles of a free press in a participatory democracy.
SLOs						
Edit basic news and information into publishable form, with attention to accuracy, clarity, thoroughness, fairness, AP style, and media law and ethics.	X					
Assess legal issues affecting media.						
Assess ethical issues affecting media.		X				
Develop effective design/layout for story presentation.						
Develop news and feature stories through written, visual, audio, video or other multimedia formats.			X			
Determine the best format—print, multimedia, visual, etc.—for telling basic news stories.				X		
Build a portfolio of completed projects for student media that demonstrates a range of storytelling formats/styles.						

AAT_JOURNAL	
Practice competency in professional writing standards on matters such as truth, accuracy, fairness, objectivity and meeting deadlines.	
SLOs	AAT_JOURNAL
JOUR201A	
Critique and analyze various works of professional journalism, both historic and current, being attentive to tone, story structure and differing media platforms	
Define and execute news gathering strategies, being attentive to issues of responsible sourcing and media listening practices	
Edit own and others' articles for proper spelling, grammar and Associated Press Style	
Recognize and critically assess the role of how journalism has impacted society and affected the human condition, currently and historically, by addressing culture, power and the diversity of the human experience, as well as the tradition of media as the Fourth Estate and how it acts on behalf of the public's interest	X
Write simple and long-form news articles on deadline, using simple leads, the inverted pyramid and other formats, with attention to the writing differences for different platforms	
JOUR201B	

AAT_JOURNAL	
SLOs	AAT_JOURNAL Practice competency in professional writing standards on matters such as truth, accuracy, fairness, objectivity and meeting deadlines.
Describe the development and history of mass media, including printed, broadcast and digital media as well as public relations and advertising	
Evaluate the impact of mass media on society and demonstrate critical thinking skills as a consumer of mass media	
Explain legal issues related to mass media, including libel, privacy, copyright and freedom of information	X
Explain the issues the digital revolution presents to different media fields.	
JOUR202A	
Define relevant news content.	
Gather news information weekly.	
Edit basic news and information into publishable form, with attention to accuracy, clarity, thoroughness, fairness, AP style, and media law and ethics.	
Assess legal issues affecting media.	
Assess ethical issues affecting media.	
Develop effective design/layout for story presentation.	X

AAT_JOURNAL	
SLOs	AAT_JOURNAL Practice competency in professional writing standards on matters such as truth, accuracy, fairness, objectivity and meeting deadlines.
Develop news and feature stories through written, visual, audio, video or other multimedia formats.	
Determine the best format –print, multimedia, visual, etc.—for telling basic news stories.	
Build a portfolio of completed projects for student media that demonstrates a range of storytelling formats/styles.	X

D.Highlight changes made at the course or program level that have resulted from SLO

assessment.

Unfortunately, during academic year 2018-2019, the Journalism and Digital Communications Program had no lead faculty member, and the last full-time instructor, Mary McCorkle, retired in 2010. Without an instructor, the JOUR 202 and 203 newspaper production series and the intermediate reporting and newswriting class (JOUR 207) had to be cancelled. Consequently, there was no student newspaper published for the first time since the program was started over 40 years ago. Without a full-time journalism instructor or at least a lead faculty member in the discipline, this situation will not improve and journalism students will not be able to complete the AA and AAT degrees.

- D. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

The continued need for a full-time faculty position is vital to the success of the program, including boosting enrollment, breathing life into new ideas and administering the department.

At the very minimum, the recruitment and hire of a new lead faculty is important. If there are ways to incentivize that position so that it offers better financial compensation or stipend perks (perhaps in line with programs at other community colleges), that could be a way to better provide stability for the department.

Multiple faculty who have held the lead department position have said that the level of work and responsibility at Cuesta far outweighs the compensation. That perspective has been openly discussed on administrative and department levels as a factor in their departures. It's possible this trend would continue without better support. Journalism is a key function of democracy and holding institutions and those in power accountable, among other roles, and needs backing at Cuesta to help ensure future generations of successful journalists.

The program has suffered because of a lack of a lead faculty for the entire 2018-2019, perhaps in the most visible way of not having a student newspaper. The Cuestionian has been an award-winning student publication, but it needs a faculty advisor to help it thrive, and the longer the department goes without having that publication (which provided content in print and online), the more the department loses opportunities for student training and passing on institutional knowledge (as well as college-wide exposure).

Library officials personally have expressed their disappointment to our program (as an example of campuswide impact) that a student newspaper has been disbanded for the year in the absence of a lead faculty member.

V. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling
- B. Support services to promote success, persistence and retention
- C. Facilities needs
- D. Staffing needs/projections

- In the next five years, stability is needed for the program and that starts with a lead faculty. Distance education is another way that the program can help it grow. Multimedia education is a great way to provide valuable training, and given the challenges with recruiting and training qualified Journalism faculty on the Central Coast, there could be efforts to expand program efforts with out-of-the-area instructors. But the lead faculty is a must.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

- Given our limited staff, administrative functions and program vision is limited, because we all have additional job responsibilities outside of Cuesta.

But program recommendations/vision include the following: 1) Continue to promote our program mission throughout the community, building relationships with potential employers and making sure our curriculum matches the needs of transfer schools. 2) Classroom updates such as new desks and a renovated back room for class projects have made our workspace attractive and effective for students and faculty. As an institution, we will need to continue to keep up the technology in the room, so that computers, projectors and work spaces are up to date. (3) We should attempt to increase the depth of our part-time pool in order to reduce the risk of class cancellations due to staffing. One department-level idea has been to keep the pool open on a permanent, rather than a temporary basis, to increase the number of applicants, though this likely would require more discussion and planning. 4) We have been effective in creating flyers that advertise our available classes and can be posted outside our classroom space, and we have a placard outside two doors that display the name of our program “Journalism and Digital Communication.”

We have heard that it’s a bit of a dilemma for the college to decide whether to hire a full-time Journalism faculty to help boost the program’s success, or to try to operate with a part-time group that can collectively lead the program together. We highly recommend offering a full-time position to give the program a better chance of long-term success.

VI. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

We have students doing great things in the field of journalism. Andie Judson, a Cuesta and Long Beach State graduate and former journalism student, interned at CNN and NBC News before being hired by NBC Charlotte as a digital producer. Now, she's a producer for the media company Heart Threads in Washington D.C.

Another journalism student, Amanda Fridley, a Cal Poly grad, interned at KSBY, Warner Brothers Records, and CMT, and now is an associate producer/host at the digital media company focusing on lifestyle and entertainment called Rated Red in Nashville.

These are just two examples of some of the interesting and successful careers of former Cuesta journalism students.

Challenges aside, the journalism program has made great strides in recent years. The Cuestonian, before its temporary shutdown, ranked highly among community college publications at national media conferences.

Its website, cuestonian.com, was fully responsive (looks great on any device) and has facilitated the shift to a digital-first newsroom. The print publication had a higher-profile home in the news kiosks that have been installed at high-traffic areas across campus.

We are working hard to send a strong message to our students and the community that the skills we teach in this program are desirable in journalism jobs and beyond. Every employer wants workers who can communicate effectively with a multiplatform audience. At a time when traditional newsroom staffing is on the decline, our journalism graduates have never been more employable.

VII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.