

Show All Possible Responses

Response is required

1. PROGRAM OVERVIEW

Program Title & Code

Program Title

Journalism
(Max chars: 100)

Program Code

602
(Max chars: 100)

Is this a CTE program?

Yes No

1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.

Refer back to the Chaffey Goals marked above (e.g., Goal 4: Provide supporting statements of how the program aligns with this goal).

The journalism program prioritizes equity and success by inspiring students with diverse backgrounds to meet their transfer and career goals. In the past three years, we have offered professional training trips at no expense to students, in-person and Zoom workshops on inclusive language, and currently provide a speaker series of industry professional from diverse backgrounds. These presenters have succeeded in maintaining careers in an array of media.

PRIOR VIP GOALS STATUS/PROGRESS

1c. Please list the program's VIP Goals from the last PSR cycle and report on the progress (complete, ongoing, etc.).

VIP 1: Completion (ongoing)

Increase AAT awards to fifteen per year. We awarded 8 AA-Ts in 2018; 6 AA-Ts in 2019 and 9 AA-Ts in 2021. While this shows improvement in 2021, we will be working on increasing our completion rate to achieve 15 AA-Ts by 2025.

VIP 2: Scheduling (ongoing)

Offer all journalism classes during the day at least once a year. [Currently, JOURN 10 is offered in the evening.] All sections in all courses of journalism have been offered online asynchronously since March 2020. We will offer Jour 30 as a Hybrid in fall 2022. We will work toward all courses having the option of online asynchronous instruction once a year by 2025.

VIP 3: Industry - Complete.

Increase the number of active industry professionals on the Student Publications Advisory Committee.

Since we moved to Zoom Advisory Committee meetings, we have added several industry professionals to our team, including Meredith Talusan, Drew Philp, John Gorman, Mayra Cuevas and Michael St. Martin. All have recorded sessions with our team and have provided contact information for students looking for work in the field of journalism.

VIP 4: Technology (ongoing)

Enhance students' knowledge of multimedia news production by further integrating technology in all courses.

We have given students the opportunity to attend Adobe Max conferences online, hired industry professionals to show students how to incorporate photography and podcasting into their stories and offered Camayak tutorials and offered mentors Greg and Kysa Cohen for individual and group Zoom sessions. We will continue to look for ways to give students access to learning the most updated technology available for storytelling in journalism.

OTHER RESOURCES REQUESTS

*** 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?**

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

Yes

No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

The purpose of Career and Technical Education funds is to help students prepare for work in the field. We used these funds to provide students opportunities to meet with industry professionals (in our board meetings and during our travel) to learn industry standards. The industry requires students to have facility with multiple media components, and the equipment we provide helped them learn how to produce multimedia stories. Our program assistant organized and managed funds for training, and the faculty who travelled to conferences found additional funding to bring students to these conferences, during which they acquired professional training.

Perkins Funding:

Student Publications Advisory Committee Board Meetings food

Equipment for JOUR students (cameras, podcast equip., etc.)

Strong Workforce Funding:

Program Assistant Language Arts/Journalism (ongoing part-time)

Travel and conference for faculty member

Professional development for faculty

Yes, the funds spent on professional development and supporting the program has yielded more AATs this past year and more students getting jobs working in the field of journalism.

2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

*** 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	2	3	4
Number of enrollments by males		✓		
Number of enrollments by females	✓			
Success rate by males		✓		
Success rate by females	✓			
Retention rate by males		✓		
Retention rate by females	✓			

*** 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	2	3	4
Number of enrollments by African American	✓			
Number of enrollments by Asian				✓
Number of enrollments by Caucasian		✓		
Number of enrollments by Hispanic	✓			
Number of enrollments by other race/ethnicity				✓
Success rate by African American		✓		
Success rate by Asian				✓
Success rate by Caucasian	✓			
	1	2	3	4
Success rate by Hispanic		✓		
Success rate by other race/ethnicity				✓
Retention rate by African American		✓		
Retention rate by Caucasian	✓			
Retention rate by Asian				✓
Retention rate by Hispanic		✓		
Retention rate by other race/ethnicity				✓

*** 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
	1	2	3	4
	1 = Increase	2 = Decrease	3 = No Change (plus or minus 2%)	4 = Insufficient Data Available
	1	2	3	4
Number of enrollments by age group, 19 or younger	✓			
Number of enrollments by age group, 20-24	✓			
Number of enrollments by age group, 25-29		✓		
Number of enrollments by age group, 30-39				✓
Number of enrollments by age group, 40-49				✓
Number of enrollments by age group, 50 or older				✓
Success rate by age group, 19 or younger	✓			
Success rate by age group, 20-24		✓		
	1	2	3	4
Success rate by age group, 25-29		✓		
Success rate by age group, 30-39				✓
Success rate by age group, 40-49				✓
Success rate by age group, 50 or older				✓
Retention rate by age group, 19 or younger	✓			
Retention rate by age group, 20-24	✓			
Retention rate by age group, 25-29		✓		
Retention rate by age group, 30-39				✓
Retention rate by age group, 40-49				✓
Retention rate by age group, 50 or older				✓

*** 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
	1	2	3	4
	1 = Increase	2 = Decrease	3 = No Change (plus or minus 2%)	4 = Insufficient Data Available
	1	2	3	4
Number of enrollments by students with disabilities				✓
Number of enrollments by first generation				✓
Number of enrollments by economically disadvantage		✓		
Success rate by students with disabilities				✓
Success rate by first generation				✓
Success rate by economically disadvantage	✓			
Retention rate by students with disabilities				✓
Retention rate by first generation				✓
Retention rate by economically disadvantage	✓			

*** 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?**

Response Legend:			
1	2	3	
1 = Increase	2 = Decrease	3 = No Change	

	1	2	3
Number of sections with zero-cost textbooks	✓		

2b. IDENTIFY EQUITY STRENGTHS

- First, summarize "equity" data from Institutional Research that describes your program strengths.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Considering the evidence, explicitly identify specific "equity" strengths.

a.

- In terms of gender equity, Journalism has seen an increase in enrollment, success, and retention for female students.
- In terms of race/ethnicity equity, Journalism has seen an increase in African American and Hispanic student enrollment. There has been an increase in success rates and retention for Caucasian students participating in the Journalism program.
- In terms of equity developments and trends based on age group in Journalism, there has been an increase in enrollment, success, and retention for the 19 and younger age group. There has been an increase in enrollment and retention for the 20-24 age group.
- Concerning equity developments and trends based on other characteristics (students with disabilities, first generation, and economically disadvantaged), there has been an increase in success and retention for students from economically disadvantaged backgrounds.

b. N/A

c. Based on the current data, Journalism's greatest equity strengths were most present for female students and students 19 and younger, with an increase in all three categories (enrollment, success, and retention); another noteworthy point is found with white students with an increase in two categories (success and retention).

2c. IDENTIFY DISPARITIES IN EQUITY

- First, summarize "equity" data from Institutional Research that describes areas of improvement.
 - Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
 - Third, considering the evidence, identify disparities in equity.
- If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for equity, answer the following question instead: How will the program maintain excellence in equity?

a.

- In terms of gender equity, Journalism can improve equity in enrollment, success, and retention for male students.
- In terms of race/ethnicity equity, Journalism can improve equity in success and retention rates for African American and Hispanic students as well as enrollment for Caucasian students participating in the Journalism program.
- In terms of equity developments and trends based on age group in Journalism, there is room for improvement in enrollment, success, and retention for the 25-29 age group as well as success rates for the 20-24 age group.
- Concerning equity developments and trends based on other characteristics (students with disabilities, first generation, and economically disadvantaged), there is room for improvement in enrollment of students from economically disadvantaged backgrounds.

b. N/A

c. Based on the current data, Journalism's greatest equity disparity is found for male students and students 25-29 with a decrease in all three categories (enrollment, success, and retention); other noteworthy points are found with African American and Hispanic students with a decrease in two categories (success and retention), and enrollment for white students. To address the equity disparities that are present in our data, we plan to attend additional training sessions in 2022-24 to ensure that all faculty are providing students a consistent level of instruction. Additionally, we will make sure that our PT faculty are aware of the resources available to students who are struggling so that we can all contribute to improved success and retention rates. Making sure that all students know about resources like EOPS, DSPS, the Success Centers, GPS, and the like, will help our students in their academic journey.

LEARNING AND COMPLETION DATA

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

2d.1 Identify important LEARNING and COMPLETION developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment	✓				
Overall Retention		✓			
Overall Course Success		✓			
FTES	✓				
All ADT degrees awarded					✓
All AA degrees awarded			✓		
All AS degrees awarded					✓
All degrees awarded			✓		
	1	2	3	4	5
All Certificate Completion	✓				
Average units earned, ADT degree					✓
Average units earned, AA degree		✓			
Average units earned, AS degree					✓
Average units earned, all degrees		✓			
Average units earned by certificate(s)		✓			

CTE PROGRAMS: Labor Market Information (LMI): Regional Job Outlook (If Applicable) OCCUPATIONAL GROWTH

2d.2 Identify important CTE PROGRAM developments and trends.

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Marker Demand data is available at: COE - Supply and Demand | Centers of Excellence (coecc.net)

Response Legend: 1 = Middle Skill 2 = Above Middle Skill		
	1	2
CTE: Projected Occupational Growth		

2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH

a. First, summarize "learning and completion" data from Institutional Research that describes your program strengths. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

a. In terms of strength, the Journalism department has seen improvement in a few areas. These include:

- An increase in overall enrollments.
- An increase in FTES
- Certificate completion has increased.

b. N/A

c. A major strength of the Journalism department has been overall enrollment, which has positively impacted certification completion.

*** 2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT**

a. First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). If applicable, summarize data related to areas of improvement for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for learning and completion, answer the following question instead: How will the program maintain excellence in learning and completion?

a. In terms of improvement, the Journalism department can:

- Improve retention rates.
- Improve course success rates.
- Although degrees awarded have remained steady, there is room for improvement.

b. N/A

c. Current data suggests that improving success and retention rates must be a priority. These improvements may help amplify degree and certification completion. With the onset of the Covid crisis, our entire program moved coursework online in just two weeks, which certainly could have impacted our learning and completion rates. To ensure that our students are successful in the online learning environment, faculty will seek out online training, such as POER, over the next two years to facilitate improved student learning and completion rates.

3. EVIDENCE--LEARNING OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu.

*** 3a. MANDATORY COMPONENTS: Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.
- COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.

- PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

Three Year Cycle

3b.1 List any courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.

There is NO SCORING for element 3b.1

*** 3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this component.**

- Yes
 No

Assessment Results and Reflection

3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?

There is NO SCORING for element 3c.1.

- Yes
 No

*** 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?**

- Yes
 No

*** 3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.**

- Review & share results as a department
- Revise CLOs
- Change instructional strategies
- Attend professional development
- Change methods of assessment
- Modify criteria for measuring success
- Other:

*** 3c.4 PROGRAM STRENGTHS**

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

According to CLO data, students taking courses as they near program completion (JOURN 30, JOURN 31) have very high levels of mastery and proficiency. In the 2018/19 year, JOURN 31 students demonstrated 88% proficiency or mastery; 89.5% in the 2019/20 year; and 86.6% in the 2020/21 year (75% has the standard for proficiency each year). In the 2018/19 year, JOURN 30 students demonstrated 82% proficiency or mastery; 70% in the 2019/20 year; and 81.25% in the 2020/21 year (75% has

the standard for proficiency each year). The small decline in JOURN 30 in the 2019/20 year is in large part due to the extremely small class size (10 students) and new hybrid format.

This data suggests that by the point students are taking the practicum courses offered by the Journalism department, they have acquired essential skills necessary to thrive in the workforce.

*** 3c.5 PROGRAM AREAS OF IMPROVEMENT**

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

According to CLO data, students in JOURN 10 did not meet the proficiency target in the 2020/2021 cycle. Because this was a sharp drop off from previous cycles, the department is using this data to mentor adjuncts who teach this course, with the goal of improving student outcomes.

*** 3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.**

- Revise program learning outcomes
- Embed ACES-ILOs outcomes and assessments into the curriculum
- Attend professional development/training in embedding ACES-ILO (formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- Implement changes to course assignments and/or curriculum
- Other (please specify):

Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW) were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.

Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

*** 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.**

If it is helpful, refer to the ACES-at-a-Glance document, located at <https://tinyurl.com/za9b3kps>, or refer to the Top 3 ACES by Academic & Career Community, located at <https://www.chaffey.edu/outcomes/digital-badges.php>.

- Adaptability
- Analysis / Solutions Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy

- Entrepreneurial Mindset
- Resilience
- Self Awareness
- Social / Diversity Awareness

*** 3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.**

ACES-ILO YEAR 1 ACTIONS

Communication: Professional Presentation

All Journalism courses end with a self-assessment assignment that requires students to reflect on their learning journey during the semester. This is an essential tool that students use to improve professionalization and meet industry standards. Therefore, the department thinks this is the ideal time to assess how students have learned to present themselves and their work in a professional manner.

In Fall 2022, JOURN 10 and 30 will be assessed. Professors will include assessment of the students' self-assessment assignment via Canvas.

In Spring 2023, JOURN 10 & 11 will be assessed. Professors will include assessment of the students' self-assessment assignment via Canvas.

*** ACES-ILO YEAR 2 ACTIONS**

Adaptability: Accommodating Changes

All Journalism courses end with a self-assessment assignment that requires students to reflect on their learning journey during the semester. This is an essential tool that students use to improve professionalization and meet industry standards. Therefore, the department thinks this is the ideal time to assess how students pivoted to deal with industry changes.

In Fall 2023, JOURN 10 and 30 will be assessed. Professors will include assessment of the students' self-assessment assignment via Canvas.

In Spring 2024, JOURN 10, 30, & 31 will be assessed. Professors will include assessment of the students' self-assessment assignment via Canvas.

*** ACES-ILO YEAR 3 ACTIONS**

Entrepreneurial Mindset: Taking Risks

Throughout the semester, students are assigned to write Letters of Intent to potential clients articulating their skills and their goals. This is a common workplace task for journalists that requires students to take risks and adjust their strategy to meet client demands. Students submit rejection or acceptance from sample stakeholders to show they took a risk. Therefore, the department thinks that assessing these letters throughout the semester will demonstrate how students learned to take the risks necessary to any entrepreneurial career.

In Fall 2024, JOURN 10 and 31 will be assessed. Professors will include assessment of the students' Letters of Intent via Canvas.

In Spring 2025, JOURN 10 and 30 will be assessed. Professors will include assessment of the students' Letters of Intent via Canvas.

4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

*** 4a. Do you have any plans to modify a degree or certificate in your program?**

Yes

No

*** 4b. Are you planning to initiate a new program?**

Yes

No

*** 4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?**

Refer to the following elements to help you answer this question:

2c. Identify disparities in equity

2f. Learning and completion areas of improvement

3c.3. Learning Outcomes Areas of Improvement

With a small program such as Journalism, challenges in a single course can affect broader equity and learning and completion efforts. Recent concerns with a drop off in success rates in JOURN 10 have affected success and retention rates for the program. Other courses are not showing these same disparities, and thus efforts to improve all these areas are concentrated on improving the outcomes of JOURN 10.

DEVELOP AN ACTION PLAN

*** 4d. What is your program's action plan to make improvements?**

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

2022/2023:

VIP Goal #1: After completing Journalism 10 & 11, students will demonstrate proficiency at navigating Adobe Creative Suites (the industry standard software) by completing an assessment at the end of each course, earning a score of at least 75% percent. **To achieve this goal, students will attend Adobe Max Creativity Conference in October 2022. Their new digital option will allow all students to attend. Adobe Creative Suites will be utilized for all Journalism labs in practicum courses throughout the year.**

VIP Goal #2: To increase Journalism enrollment by 10% by 2025, the Department will host 1-2 annual competitions and workshops for local high-school students organized and taught by the Chaffey Breeze team. **To achieve this goal, the department will host a competition and workshop for local high-school students organized and taught by the Chaffey Breeze team. This will take place in-person in November 2022. Department will organize a First Amendment Day to help students across the campus understand freedom of speech and to help our journalism students learn by teaching and incorporating entrepreneurial thinking into our curriculum.**

VIP Goal #3: To increase community awareness and to foster an entrepreneurial mindset in our students, the Journalism Department will be establishing 2-4 community partnerships with local and national invention-education providers to foster an entrepreneurial mindset by 2025.

To achieve this goal, the Entrepreneurial Center will open Fall 2022. The Entrepreneurial Center will offer coaching and training for students interested in starting their own businesses. Faculty will pursue community partnerships both locally and nationally.

2023/2024:

VIP Goal #1: After completing Journalism 10 & 11, students will demonstrate proficiency at navigating Adobe Creative Suites (the industry standard software) by completing an assessment at the end of each course, earning a score of at least 75% percent. **To achieve this goal, students will attend Adobe Max Creativity Conference in October 2022. Their new digital option will allow all students to attend. Adobe Creative Suites will be utilized for all Journalism labs in practicum courses throughout the year.**

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To achieve this goal, the Entrepreneurial Center will offer coaching and training for students interested in starting their own businesses. Faculty will pursue community partnerships both locally and nationally. The department will develop an entrepreneurial journalism certificate for students who want to work in independent journalism for the 2024/2025 year.

CURRICULUM

4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

The department is committed to exploring partnerships with community stakeholders to explore social and economic mobility in the region. For example, the department has partnered with STEM professors to develop science journalism opportunities. One outcome of this partnership is that a journalism major has been invited to speak at EurekaFest at MIT in June, 2022. Science journalism is a marketable field, and MIT has chosen to partner with Chaffey to promote invention education. The department is an advocacy engine for workplace learning structures partnering with the physics and business departments at Chaffey to explore micro-credentials for employment in science and business communication. A faculty member and journalism student will do professional development at MIT June 15-17, 2022.

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4f. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4f.

The department would like our faculty to acquire updated skills for digital workflows to increase social and economic mobility.

VIP GOALS

*** 4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?**

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

IP Goal #1: After completing Journalism 10 & 11, students will demonstrate proficiency at navigating Adobe Creative Suites (the industry standard software) by completing an assessment at the end of each course, earning a score of at least 75 percent. This aligns with Chaffey Goal 4: Technology.

VIP Goal #2: To increase Journalism enrollment by 10% by 2025, the Department will host 1-2 annual competitions and workshops for local high-school students organized and taught by the Chaffey Breeze team. This aligns with Chaffey Goal 3: Community Opportunities and Needs

VIP Goal #3: To increase community awareness and to foster an entrepreneurial mindset in our students, the Journalism Department will be establishing 2-4 community partnerships with local and national invention-education providers to foster an entrepreneurial mindset by 2025. This aligns with Chaffey Goal 7: Professional Learning

*** 4g.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):**

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

*** 4g.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?**

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

Goal 1: Technology: Increasing student competence and proficiency of industry standard technological programs like Adobe Creative Suites to maximize student employability and leverage technological tools and infrastructure to advance institutional efficiency and student learning.

Goal 2: Community Opportunities and Needs: The Journalism department is committed to developing and maintaining program partnerships in areas such as property management, section 8, national corps, webisodes, and invention education. These opportunities will maximize student employability and opportunities in order to meet community needs.

Goal 3: Professional Learning: Faculty will look for and participate in professional development opportunities to integrate new practices with the objective of helping students achieve their goals.