

Program Review 6-yr template sections (Spring 2024 version)

Please respond to all prompts using information from the last 5

years.[http://solano.edu/research_planning/1920/HowtouseInteractiveDataFact Book.pdf](http://solano.edu/research_planning/1920/HowtouseInteractiveDataFactBook.pdf)

SECTION 1: Program Overview

1.1 - Introduction - List the names of full-time and adjunct faculty in the program, along with any staff members and their titles/roles. Note major changes in personnel since the last program review.

Full-time Faculty

Isabel Anderson, half-time Journalism and half-time English

The last time the program had a full-time instructor was 2010 when the college offered the full complement of courses in the catalogue (see 2.1). For several years after, there was a rotation of part time faculty teaching just the core classes, Journalism 011, (Mass Communication), Journalism 001 (Newswriting & Reporting), and Journalism 060 (Publications lab)

Per the 2014 Academic Program Review report, this inconsistency “caused the student publication classes to suffer from lower enrollment...students [to] enter the publications classes under-prepared” and left many students “unable to attain their AA degree.” The report noted that “some have abandoned the major, or even the college, due to lack of class offerings.”

There was little improvement beyond that point, despite the optimistic outlook of the report: there have been no Journalism classes at Solano since Spring 2018 and that was limited to sporadic offerings of the two content courses, Newswriting & Reporting and Introduction to Mass Communication. The Publications lab class, in which SCC student journalists produced the College’s newspaper, *The Tempest*, has not been offered since 2014.

It is clear that the college MUST staff a full-time faculty who is able to advocate for and dedicate the on-campus time to this (or any) program that includes a practical component, with a regularly-updated, public-facing product (like a newspaper or website or broadcast). The Journalism AA-T requires that students take at least one semester of a discipline-specific “Student Media Practicum.” To fully serve students in the major, and related areas, the college would hire a dedicated FTTT Journalism Instructor with a background in the industry who could expand the course and program offerings to include multimedia, data, and investigative journalism.

1.1a - Briefly summarize any large, substantive changes made to the degrees/certificates since the last program review, and what prompted those changes. Also note any organizational changes (for example, if the program is now in a different School/Division than before). If changes have already led to noticeable improvement, please describe.

In the last two years, all courses have been updated to meet requirements for articulation to the CSUs and UCs and the AA has been revised as an AA-T. Additionally, there are now two Certificates of Achievement available to students, one is a 12-unit CA in Journalism and the other is a 24-unit CA in Multimedia Journalism. In the first year, 9 students are set to complete the Journalism CA.

In developing the AA-T and CAs in Journalism, Solano faculty worked with colleagues at neighboring and exemplary CCC Journalism programs, including Contra Costa College, Laney College, and Santa Rosa Junior College, seeking advice and opportunities to collaborate. Recommendations included involving students in the process of naming the news organization/website (in progress), establishing a dedicated and permanent space as the Solano College Newsroom, contracting with a reputable and widely-adopted website host (School Newspapers Online: snosites.com), and inviting experienced journalists into the classroom to share stories with and offer networking opportunities to students.

Other related programs at the college are Photography, which includes a course in Photojournalism; Digital Media, which includes a course in social media for promotion and networking and multiple courses in graphic design that could be applied to news reporting; Communications and Film TV which include courses in Sports Broadcasting and TV Production. While none of these areas offer a path for journalism-specific careers, the courses create an opportunity for students to gain interdisciplinary skills that will increase their employability in the contemporary news industry.

1.2 – Future Outlook: describe current (within 5 years) conditions inside the college, or beyond that may affect the future of the program. For example, note what factors may put a strain on the program or give it a boost in the next five years.

The landscape of Journalism is rapidly changing with the reduction of traditional newspapers (and newsrooms), emerging technologies, and the advent of artificial intelligence. On top of this, there is a growing distrust in mainstream media outlets in conjunction with an increase in the spread of misinformation and disinformation. More than ever, small communities like Solano County need well-educated, well-trained journalists who are dedicated to local issues.

Currently, The Solano Pulse does not have a dedicated newsroom which is critical for setting a professional tone, maintaining privacy, and securing equipment. Space on campus is at a premium, but this is a student-led organization and deserves a centralized location that brings awareness to, and pride in, the work being done by student-journalists on behalf of their peers.

Additionally, there is a significant focus on multimedia journalism which includes audio and video storytelling, in addition to print. So far, the SCC program is focused only on the latter but could and should expand to other media in the next 3-5 years, recording podcasts and filming news broadcasts in the campus TV studio which also involves another style of writing. This would require hiring a Multimedia Lab Technician/Assistant who could help students use the video cameras, microphones, lights, and editing software, track equipment, and staff the studio.

A recent LMI report indicates an undersupply of entry-level journalists in the local job market, which was a factor in the decision to create a variety of pathways for students and, as much as possible, to align the curriculum with the needs of regional media outlets in order to contribute to the workforce development of the community. In the North Bay Sub-Region, there is a small annual “undersupply” of four (4) students, with 13 annual openings and nine (9) annual (3-year average) awards from community colleges.

The LMI report does not include the Sacramento Region, but many of our students feel a connection to that area as much as, or more than, the Bay Area; for example, more students transfer to Sacramento State than Cal State East Bay, San Francisco State, or Sonoma State. For this reason, future inquiries could/should include Sacramento. A quick search on Indeed.com shows 24 “entry level” postings for “Reporter” within “50 miles” of Sacramento. These jobs would be appropriate for SCC students completing a Certificate in Journalism or Multimedia Journalism or an Associate’s Degree in Journalism.

1.3 Population - Address how the population of students majoring in the program and/or taking classes in the program differ from the college as a whole; note what demographics (age, race, gender, etc.), are more or less represented, if any. Reflect on and describe what your department might do to help draw a more diverse group of students.

Because the program is so new, there is not enough data available on the dashboard. However, so far, the classes have been wonderfully diverse in age, race, gender, ability, sexual identity, and religious affiliation. Fortunately, they are also very eager to learn about and from each other. This discipline is prime for DEIA because students choose their topics which gives them the opportunity to highlight their community, their experience, their concerns, all while using their own methodology and their own voice. One example of this was a student who didn't have a journalism program at his Vallejo high school, so was inexperienced and somewhat timid; after pitching a recurring sports column to the team and getting a positive response, he produced multiple stories about on and off-campus sports, in addition to his regular assignments; in the following semester, I asked him to take on the role of Editor, overseeing sports and the Centers (Vallejo and Vacaville); he has become a strong leader in the newsroom and a very reliable contributor to the news website.

According to the other journalism students who attended Vallejo high schools, none of them have classes or programs so this would be a good opportunity to collaborate with Outreach and the Vallejo Center to promote our program. This is another area where it is challenging to have a faculty whose load is only half-time: a full-time faculty in a program that is both academic and CTE would have the mandate to increase enrollment and community partnerships.

1.3a – In the student survey, students were asked to identify why they were taking Program courses. Please summarize and briefly discuss the results.

The survey only included students enrolled in Journalism 11 (Introduction to Mass Communication). However, many of them took Journalism 1 (Introduction to Newswriting and

Reporting), last Fall, and are also enrolled in either Journalism 60 or 61 (News Production and Publication I and II). Most students reported that they were taking the course for general education or as an elective with only 40% reporting that it is a degree-requirement which might not be an accurate count considering that exactly two-thirds of the students (20 out of 30) are either Journalism or Communications majors and this class is a major requirement for the first and a “List A” option for the second.

END OF SECTION 1: PROGRAM OVERVIEW GOALS

END OF SECTION 1: Program GOALS

Short term = 1 year or less

Long term = 1 year or longer

Program Goals	Actions to be taken	Person(s) responsible	Priority (Important or Urgent)	Time frame (short term or long term)	Possible barriers
Hire FTTT Journalism Professor	Submit a Hiring Request	isabel anderson	Important	Fall 2025 or 2026	\$\$; competition with other depts.
Establish a dedicated space for a Solano Pulse newsroom	Find a space; purchase furniture; hold open house	Deans Jose Cortes and Neil Glines; VP David Williams; S-P Kellie Butler	Urgent	Fall 2025	Apathy; news staff is 12 students, might be as many as 20 next Fall, but I guess that isn't enough to justify giving up a room in 100 or 400 or 1400
Create opportunities for students to practice multimedia journalism skills and build portfolios	Hire a lab tech or student worker; collaborate with faculty in relevant areas; bring in guest speakers and tutors; assign multimedia projects	isabel anderson; Deans Cortes and Glines; Film/TV, Sports Broadcasting, Photo, and DMA faculty	Important	Fall 2025	\$\$; time

Increase enrollment	Outreach to high schools	Journalism faculty and editorial team	Important	Spring 2026	Time; energy;
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SECTION 2: COURSES IN DEPARTMENT (TABLE)

When referring to courses please use the course name and number.

2.1 Course Offerings - Specify which courses in the department and/or degree/certificate have been deleted or added since the last program review, and what prompted those changes. If these changes have already led to improvement, please describe.

The following classes have been removed from the catalogue due to a lack of staffing:

JOUR002	Introduction to Feature and Magazine Writing
JOUR050	Grammar and Style for Media Writers
JOUR059	News Media Laboratory
JOUR064	Publications Portfolio
JOUR075	Intermediate Newswriting and Reporting
JOUR099	Journalism Honors: Field Study

Courses that have been added to the program are:

JOUR062	News Production and Publication III
JOUR063	News Production and Publication IV

Both of these classes were added at the request of current students who are Journalism majors, were enrolled in JOUR061, and wanted to continue their work at The Solano Pulse.

2.1a - Describe what new course(s) are planned and provide reasons for these new offerings. How do the new courses align with the college mission and/or goals related to equity and student success? CTE programs: Note how advisory board input has led to planned course changes.

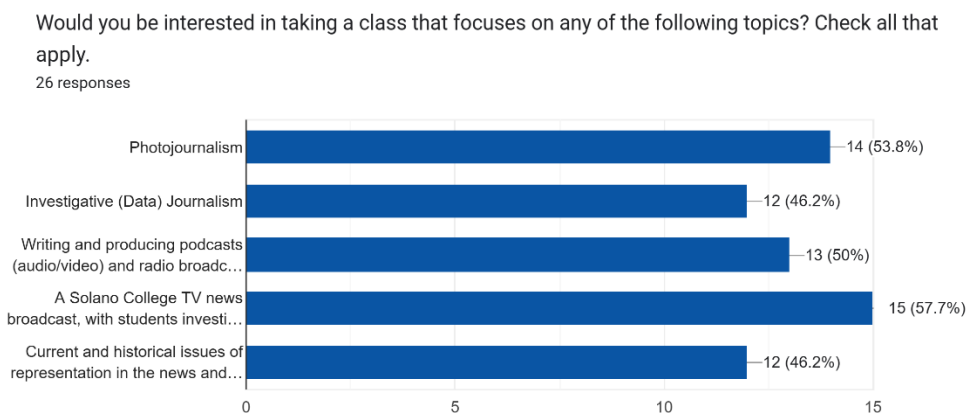
Please add any new course plans to the Course Goals table at the end of Section 2.

Whether students are considering transfer, see their AA as a terminal degree, or plan to complete a Certificate in Journalism or Multimedia Journalism, they would benefit from JOUR075 (which has a C-ID) and the addition of a Multimedia Reporting (also a C-ID course) and/or News Broadcasting class.

The student survey supported this, revealing a high-degree of interest in classes that focus on investigative/data journalism, podcasting/radio, and TV broadcasting. Almost half of the

students also expressed interest in a class that examines “current and historical issues of representation in the news and other media.”

This would only be possible if the college hired a dedicated, full-time faculty member.



2.2 Scheduling, Sequencing, and Fill - Describe the student survey feedback related to course scheduling. What barriers to enrollment do students report? In terms of timing, location, and instructional format of course offerings, what changes are suggested by the survey responses?

Be sure to add any goals which address the survey responses to the Course Goals table at the end of section 2.

All but two students reported that they did not have any barriers to enrollment. It is hard to tease out what barriers did exist because they chose multiple which wouldn't apply to the Journalism program, such as “the course(s) I needed were full.” However, a few students said that the course(s) they needed were not offered this semester which could be in reference to JOUR001, which is only offered in the Fall. Two students said that the course(s) they needed are not offered at Solano, which could refer to an optional course for a specific transfer institution, but would not be a barrier to graduation, completion of the AA, or transfer as a Journalism major. However, more than half of the students said they are interested in taking Photojournalism (PHOT056) which is a “List A” class in the AA-T and is an option for meeting the Photography requirement on the Multimedia Journalism CA.

2.2a - For courses with low enrollment numbers, note possible causes (such as the type of class, scheduling, etc.). If applicable, how might your department address the possible causes of low enrollment in specific courses?

The only “low enrolled” course is Journalism 60/61, News Production and Publication, which had 12 students in each of the first two semesters. Looking at other smaller colleges, this is a robust first-year (or first decade), but even the larger schools sometimes have fewer than 20 students on their news team. A couple points worth exploring:

- two students who added to JOUR60 Spring took JOUR1 in the Fall – could have captured them sooner
- two students who have said they plan to complete the AA-T have taken JOUR1 and JOUR11 but not JOUR60 even though I have repeatedly said they will need that class – not sure what to do with this, but maybe bringing in a Counselor or other advisor would help

2.2b - Note if there is a preferred sequence of classes that students should take in the department/degree/certificate, or if there is no preferred sequence, and how students are informed of your preferred sequence (if any). Describe any work done to support PACE/Guided Pathways and inform counselors. (Include a link to program homepage on SCC website.)

The pathway is predetermined in that the classes are offered on a rotating basis and/or have prerequisites:

Fall semester

JOUR001 Introduction to Reporting and Newswriting – 3 units

JOUR060/061/062/063 News Production and Publication I/II/III/IV – 3 units

Spring semester

JOUR060 News Production and Publication – 3 units

JOUR060/061/062/063 News Production and Publication I/II/III/IV – 3 units

2.3 Prerequisites, Course Advisories, and Placement. Review and summarize student survey feedback regarding prerequisites. Note how advisories and pre- and co-requisites might be changed to get students better prepared for classes in the program. Be sure to add any goals which address these survey responses to the Course Goals table at the end of Section 2.

Students responded very positively to this question on the survey, but the current class, Mass Comm, doesn't actually have a prerequisite nor does it necessarily build on the previous course. Newswriting is first in the sequence because it teaches the skills students need to produce The Solano Pulse. I noted in my Fall 2025 SLOs how important it was for students to co-enroll in JOUR001 and 060, and the noticeable difference in the work from students who only took 060. My only solution is to stress the importance of taking both classes; however, JOUR001 isn't offered in the Spring, so I do have one student this semester who is on the news team but will not take Newswriting and Reporting until the Fall. He may or may not be the student who responded to the question "Have you experienced any other barriers to your success in this class and/or other classes in this department/program?" with "we need a reporter class."

Some of this will now be built into the leadership roles for students taking the two new publication classes, JOUR062 and JOUR063, which are listed in the description, objectives, outcomes, and content:

- “Serve as a mentor to junior staff writers.”
- “Guide less-experienced journalism students in their skills development.”
- “Prepare and deliver a presentation on a specialized journalism topic to the class.”

This move aligns with both pedagogical and “industry” standards in that there is a “zone of proximal development” and/or “teach one” aspect to this practice, but also most college newsrooms rely on veteran students to train and mentor new team members. In general, the faculty is supposed to be an advisor for the production class, more than an instructor.

END OF SECTION 2: COURSE GOALS

Short term = 1 year or less

Long term = 1 year or longer

Course Goals	Actions to be taken	Person(s) responsible	Priority (Important or Urgent)	Time frame (short term or long term)	Barriers
Increase offerings	Revise 075 Write Multimedia or News Broadcasting course	Journalism Faculty	Important	Long term	Would need a dedicated FT Journalism Prof

SECTION 3: ASSESSMENT OF PLOS & SLOS (TABLES)

3.1 Program Learning Outcomes (PLOS) - Summarize the student survey feedback related to PLOS. To what extent do majors understand the PLOS, find the classes effective in preparing them to succeed in the PLOS, and feel they are able to achieve the PLOS?

All of the students either agreed or strongly agreed that they understand the PLOS and that they find the classes effective in preparing them to succeed in the PLOS and are able to achieve them.

3.2 Student Learning Outcomes (SLOS) - Review the status of SLOS in your program. Note if all course SLOS are up to date (at least two per course).

Identify which courses’ SLOS have not been assessed in over two years and note which of these courses have not been offered in over two years. Indicate when unassessed courses will be assessed and when courses not offered in the past two years will be offered. (The status of courses not offered in the last 5 years should be reviewed in curriculum, please put in goals in section 2.)

SLOS are up to date. Assessments were completed in Fall 2024, the first time JOUR001 and JOUR060 were offered since the switch to eLumen. Spring 2025 SLO assessment is planned for

JOUR011 and JOUR060/061. JOUR001 and JOUR011 will be assessed every time they are offered. JOUR060/061/062/063 will be assessed the first and second time they are offered and then every Spring.

3.2a - Describe collaborative efforts among faculty to assess SLOs. For example, note if SLO assessments in online and face-to-face courses have been compared by instructors and between instructors, and what these comparisons indicate. Note if rubrics have been used in different sections of the same course, or across courses, to aid SLO assessment. If applicable, include a description of how faculty share/discuss their SLO assessments as a department and use them to guide changes in how courses are taught and in curriculum updates.

N/A

End of Section 3 – no Goal Chart

SECTION 4: STUDENT SUCCESS (by RACE/ETHNICITY and GENDER – TABLES)

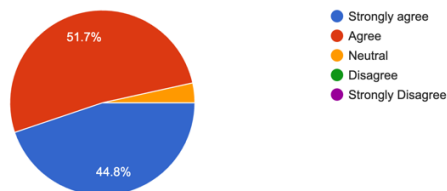
4.1 Student Success and Support - Describe the student survey feedback related to success. What barriers did students identify, and what did they find helpful? How did students respond to the question about equity and emotional safety?

The most common complaint from students was about the space. Five students wrote in a comment about the desks. There are eight statements indicating that a dedicated newsroom would improve their learning experience and/or the lack of a newsroom has been a barrier to their success. Four others requested a “bigger” or “better” room. Note: the class is held in 714 which is arguably one of the best rooms available to Liberal Arts classes in 700.

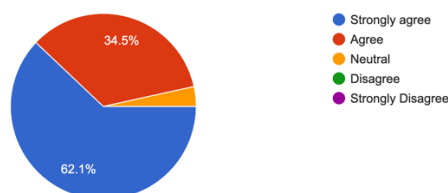
One student felt that too much of the work is done via technology. The textbook is a free, online OER source and, although handouts of most supplemental readings or audio/video transcripts are provided, it is very true that the curriculum relies heavily on digital media. Some possible solutions could include offering analog options for the projects, but since the course content focuses on current media, students would still need to go online for most of the examples. Unfortunately, there is not a physical copy of the book for purchase, but the author might be willing to grant limited printing permission. That would preclude the links and embedded audio/video. This is worth further consideration. A typical Mass Communications textbook is \$65-\$130 which is prohibitive for a class that is an elective for more than 50% of the students.

In addition to the many, many plaudits for their professor (LOL), students expressed appreciation for flexible deadlines, access to classwork and homework assignments in Canvas, and the course material, generally. This last is reflected in the responses to the statements about equity, emotional safety, and agency to which nearly all students either agreed or strongly agreed:

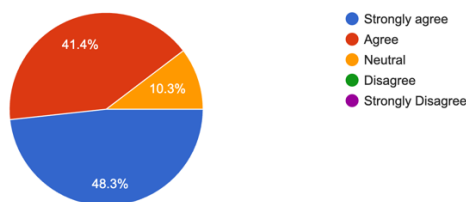
How much do you agree or disagree with the following statement: Your Journalism class(es) appropriately address issues of social justice, race,...pects of diversity and representation in the media.
29 responses



How much do you agree or disagree with the following statement: Your Journalism Professor(s) encourages open dialogue and respectful discussions about diversity-related topics in the classroom.
29 responses



How much do you agree or disagree with the following statement: You are given some responsibility for your own learning: choosing reading material, working with peers, setting deadlines, and/or identifying research topics.
29 responses



Neutral is a confounding response to each of these, especially since one student chose that option for all of the statements and an additional student joined that sentiment for statement three: You are given some responsibility for your own learning: choosing reading material, working with peers, setting deadlines, and/or identifying research topics. It might be more useful to remove this option to determine if these students would choose “disagree.”

4.2 Success by Population - Review the student success rates in the program/department. Note if certain groups are significantly more or less successful than their peers, and if there have been any clear trends upward or downward since the last program review. Explain how your student success rates compare to the College’s Institutional set standards. (Data provided by the Office of Research and Planning.) Provide possible reasons for higher or lower success rates. What are possible interventions to address disparities?
Note. Individual instructors can request student success data by population for their courses from the Program Review Coordinator who will request the data be sent directly to the instructor.

There is no available data for the program. Will revisit for two-year CTE APR.

4.2a If applicable, review student success data in your general education class(es) by population. Explain how your student success rates compare to the College’s Institutional set standards. What are possible interventions to address disparities? (Data provided by the Office of Research and Planning.)

How do your GE courses inform specific GELOs? Assessment committee to provide information about the mapping of course SLOs to GELOs. This is being addressed but still pending.

4.3 Degrees/Certificates Awarded (if applicable). Review the number of degrees and certificates awarded over the past five years and address any clear upward or downward trends. If students are leaving the program before earning the degree/certificate, note whether certain courses are a stumbling block, or if students do not need all the courses in the program to achieve their goals. Note if certain populations of students are having greater difficulty completing the program. If so, what might be contributing to this and how might your department address it?

N/A

4.4 Preparation for the Future - Describe how students are informed about future options, such as the kinds of schools they might transfer to, the kinds of employment available in their field, and what further degrees might be useful to get into a particular profession.

100% of majors reported that Solano Journalism is helping them “envision the next steps” in their “academic/career track.”

At multiple points through the semester, in the [content](#) and [practicum](#) courses, students are presented with an overview of the Solano Journalism program (classes, certificates, degree); the program’s [website](#); the college’s class schedule portal; the resources available to prepare for transfer (IGETC, CSU, Assist.org, academic counseling; transfer center; virtual tours); and career opportunities (guest speakers, internship and career search sites; career center). The Association of Collegiate Press and the Journalism Association of Community Colleges hold an annual conference, held in Long Beach this year, which all 12 current students attended. Hourly sessions were led by student reporters and editors, advisors, and professional journalists on topics ranging from interviewing and editing techniques to print and multimedia storytelling and from FOIA and AI to sports and bilingual reporting. While there, the group also took time to visit the campus of CSU Long Beach.

CTE programs: Note also if any agreement or MOU exists with employers to place graduates.

There are no current MOUs with employers. The Vallejo Sun has reached out about collaboration and the Daily Republic has published student stories in the past, but it has been a lot of work to get the program up and running. Ideally, a dedicated full time Journalism Professor would be able to establish internship opportunities and employment agreements.

4.4a CTE programs: Note if there are any statewide, local, or national tests that students should take, after leaving your program, to get employed or be more competitive in the job market. Note also if students need additional study or coursework (not provided by the college) before they are ready to take those tests. Explain how students are informed about these requirements.

N/A

End of Section 4 – Student Success Goals

Short term = 1 year or less

Long term = 1 year or longer

Student Success Goals	Actions to be taken	Person(s) responsible	Priority (Important or Urgent)	Time frame (short term or long term)	Barriers
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SECTION 5: PROGRAM DEVELOPMENT AND ENGAGEMENT

5.1 Department Program Development and Engagement - Describe outreach efforts since the last program review to attract and retain under-represented populations (such as diversified curriculum or guest lecturers).

SCOE hosted a CTE-fair at the college, in Fall 2024, which was attended by local high school teachers, including three Journalism teachers, giving an opportunity for some early ideas around collaboration and mutual support. High schools in the area have had a similar experience to ours when it comes to journalism in that they have been heavily dependent on a single teacher for decades to advocate for and run the program, but that person left some time in the last decade and the class/publication has faltered since. Multiple schools, like Solano, lost their newspaper for a period of time and are just getting back on their feet. Many of them are also relying on an English-trained teacher with little-to-no professional reporting experience. Almost all are veteran teachers who are closer to retirement than to their first year and expressed concern about their administration's commitment to keeping the program running.

This media-focused session concluded with a sense of hope that the Solano College Journalism program can be an added incentive for all of the relevant constituents at the high schools (administrators, teachers, counselors, students) to maintain/grow their programs. Some specific actions that SCC Journalism plans to take include sending Solano Pulse reporters to visit HS journalism, yearbook, multimedia, and/or creative writing classes, creating opportunities for high school students to have their work published in The Pulse, hosting a mini-conference, open house, and/or individual class visits, helping raise awareness of and/or funds for high school journalism.

Importantly, none of the Vallejo high schools were represented because they neither offer classes nor have publications. Jesse Bethel has a Multimedia Academy; although it seems to focus almost exclusively on digital media art, it is a promising site for some initial collaboration and recruitment. One of the current Solano Pulse Editors had a generous teacher at Vallejo High who donated their own time to offer multimedia training, after school, to a handful of motivated students. The "assignment" for this student, a budding sports reporter, was to manage the football and baseball teams' social media: promote games, take photos, write up game and player highlights, etc. That teacher needs support from Solano College.

Other outreach efforts have included a press release, guest speakers, and the revision of the courses and program with an emphasis on career and transfer pathways (two new certificates and AA-T rather than AA) and a strong commitment to DEIA embedded into course descriptions, outcomes, outlines, and curriculum.

While visits to local schools have begun and the news team has started a conversation about holding a competition for high school submissions, some of the more ambitious (but exciting) projects are unlikely to happen without a full time Journalism Professor. Additionally, without a dedicated newsroom, it has been awkward to host individual guest speakers, let alone a group of students. At this time, there isn't anything more to show them than a classroom that might also be their English or Communications or French class, if they come to Solano. On the student survey, the most common complaint about the program was the lack of a newsroom.

5.2 Campus - Describe how the program has connected with the campus community. Include any cross-discipline collaborations, student clubs, or other activities that connect students in the program to the college as a whole. Note whether there is currently need for more coordination with Counseling.

In Fall 2024 the Solano Pulse staff collaborated with the Digital Media Arts program, specifically Professor Rachel Smith's Graphic Design I classes, to develop the logo for the new news website: solanopulse.com. DMA students presented their initial designs and the Pulse staff provided feedback. At the end of the semester, the DMA students presented their final product and the Pulse staff voted on a logo that is now the masthead for the website and logo.

The Photography department will be offering PHOT056 Photojournalism in Spring 2026 with the goal of adding it to the regular rotation of classes, moving forward, and collaborating with both the Journalism department and The Solano Pulse. PHOT056 is taught by an adjunct professor who is also a working professional and has been unavailable. Fortunately, the class can be offered the final semester of the current (first) cohort's two-year cycle, but the students have all expressed disappointment in how long it has taken to get the course on the schedule and how much practice time they will have lost by the time they learn the skills. For the next, and hopefully future, cohorts, they will take the class in their second semester and have another year at The Pulse to develop a multimedia portfolio. The Photography department has been fantastic in their efforts, but it would help to have a full time Journalism faculty to work with that adjunct instructor, for the purpose of curriculum collaboration, but also coordinating and setting a dependable schedule so the class will benefit the most students (and helping to recruit students so the class will fill).

Program and course information and updates are presented at Counseling Department meetings every semester and course offerings are emailed to the Counseling Dean.

The news team and website have been the best promotion for the program, with student reporters wearing press passes; attending meetings and events; taking photos interviewing students, faculty, staff, board members, community members, and administrators; and hanging posters around campus complete with QR codes.

5.3 Outreach to the Community - Describe how the program has connected with the larger community. Provide examples of activities, field trips, and community/classroom

partnerships since the last program review. Note who has been brought into the classroom, and where students have been brought, beyond the classroom.

Guest speakers have included practicing journalists and other industry professionals who can speak to the experiences and skills required of professionals in the field as well as providing a network for students to access additional educational and career opportunities.

Editors and reporters have implemented an ambassador program, visiting local high schools to speak to Journalism and English classes.

An announcement was made to the campus and community when the website went live in December 2024: [Introducing The Solano Pulse: YOUR New Student News Hub!](#)

END OF SECTION 5: OUTREACH GOALS

Short term = 1 year or less

Long term = 1 year or longer

Outreach Goals	Actions to be taken	Person(s) responsible	Priority (Important or Urgent)	Time frame (short term or long term)	Barriers
Recruit from all areas of Solano County	Visit high schools; invite high school journalism students to visit	Journalism Professor; Solano Pulse editors & staff	Important	Short and long term	Time; we need a newsroom to be an attractive place to practice the craft
Increase interest in the discipline as a career path	Hold competition(s) for high school students to submit an article	Journalism Professor; Solano Pulse editors & staff; Deans Cortes & Glines	Important	Long term	Time; energy

SECTION 6: RESOURCES

6.1 Human Resources - Describe the current staffing levels in the program, and whether they are currently adequate to meet students' needs. If the program has been functioning

for a while without needed faculty/staff, note how long has this position been needed, and how this gap has affected the program.

The Journalism department has not had a full-time professor since 2010 and the loss proved to be catastrophic for the program. After multiple years and the heroic efforts of multiple adjunct faculty, the department collapsed in 2018 and, by 2021, was in danger of being removed from the college's catalogue, entirely, despite objections from discipline faculty across every division and a reliable number of Journalism majors enrolling each year.

6.1a - Note what gaps will need filling within the next year, and within the next five years, and why new or replacement faculty/staff will be needed.

Even though the program managed to survive and students are producing incredible work, the risk to Journalism remains until the college hires a dedicate, full time, tenure track instructor who will not only ensure the security of the department, but also develop the robust programming that will provide current students with the education they deserve and draw new students to the discipline (and college), particularly in the area of multimedia and broadcast news. The TV studio makes Solano a unique institution for media studies and a FTTT Professor could collaborate with the incoming FTTT Film/TV Professor to polish that gem and put it on display.

In the meantime, and beyond, a Multimedia Lab Technician/Assistant to support the production of The Solano Pulse and assist student with multimedia equipment and machinery, including cameras, lenses, lighting, and audio/video recording devices could fill the gap in existing knowledge within the department. These "devices" are not familiar to an English instructor who has been retrained in newswriting. Considering how many areas of interest students chose on the survey that require technological expertise, this is a fairly urgent need.

6.2 Technology - If the program has been functioning for a while without needed technology (IT, software, hardware), note how long the technology/equipment has been needed, and how this gap has affected the program.

Some cameras and MacBooks have been purchased with Perkins Funds. The DMA program has a subscription to Adobe Suite that covers the software installed on the MacBooks. The Film/TV and Sports Broadcasting programs have the tech/equipment needed for podcast and broadcasting. The Liberal Arts Department pays for SolanoPulse.com through a subsidiary of WordPress that hosts student news websites across the country. The fees include a work-flow website, an app, and unlimited trainings. The website also has a wealth of curriculum related to newswriting and reporting, multimedia, editing, photojournalism, ethical and legal issues, and organizational strategies.

6.2a - Note what new or special technology will be needed in the next year, and the next five years, and why it will be needed.

As more students are comfortable using the cameras, more will be needed. Ideally one or two will be purchased in each of the next two years with the Perkins money which is intended to get programs up and running.

6.2b - Describe survey feedback about students' experiences with technology in the classroom.

Students did not list technology as an issue on the student survey.

6.3 Facilities & Equipment - Note what classrooms, buildings, and other facilities the program currently uses/occupies. Describe how the existing facilities/equipment serve the program's needs, and in what ways the existing facilities meet or do not meet the students' needs. If the program has been functioning for a while with inadequate facilities/equipment, note how this has affected the program.

Opening a newsroom requires securing a dedicated space with the appropriate equipment, including desks, computers, software, and various subscriptions, but also branded materials such as pens, notepads, mousepads, etc, and furniture that encourages collaboration such as tables and couches.

6.3a - Note what new facilities/equipment will be needed in the coming years.

The number one complaint from students on the survey (and in class) is the space. They desperately want a newsroom that reflects the professional stature of the work journalists do for the community. Because they see themselves as responsible for holding the college accountable to the mission, the Solano Pulse staff want to be visible to the student body, literally: a clearly marked space where student voices are heard and elevated.

6.3b - Describe survey feedback about students' experiences with the Program's facilities/equipment.

"for Journalism 60-61, WE need a newsroom. We need a bigger space to work in."

"biggest issue is the lack of news room"

"we need a dedicated newsroom for the journalism program"

"A physical newsroom"

"a separate room for the journalism news production team"

"dedicated room for journalism program"

"We desperately need a news room"

6.4 Library and Student Support Resources - Note how the program uses tutors and other specific support for student learning. Include any plan to change or expand student support in the goals list below.

6.4a - Review the college's discipline-specific library resources with a librarian. Summarize the status of the library resources and plans to supplement the collection. Upload the librarian's collection evaluation form to the blue folder in the upper right-hand corner of Section 6.

The Library has been incredibly supportive of the program, ordering new subject-specific books, from diverse authors. The department will continue to request updates to the catalogue, as needed. This is especially helpful since books and textbooks are prohibitively expensive, but also news media is an area that is constantly evolving which means that resources need to be up-to-date in order to be relevant and useful.

Recently, the Library has secured funding for subscriptions to multiple newspapers which will be available first in the library and then become part of a collection in the newsroom for JOUR001 and the news team. Weekly editions should begin arriving within the next month.

6.5 Other Resources - Note the program's routine or special costs not addressed above, such as regularly contracted services. Note whether any of the funds for these goods/services come from a special source; if so, note if the funding will run out or will continue for the foreseeable future, and potential impact on the program.

There is an annual conference for student journalists, hosted by the Associated Collegiate Press, that alternates between Southern and Northern CA. In March of this year, all 12 members of the news team were able to travel to Long Beach for three days of sessions, paid for with Perkins Funds. Next year, the conference will be held in San Francisco, so it will be more cost efficient. Even when it returns to Long Beach in 2027, the program will still have access to Perkins Funds, so it should be possible to take a group. However, it is likely that at that point, and beyond, there will not be enough funding to take the whole team, so a selection process will need to be established which seems to be a common practice for most of the colleges in attendance.

So far, guest speakers have been members of the campus community (the Public Information Officer, a Governing Board member) or services available to student journalist (an attorney with the Student Press Law Center). Fees for speakers and trainings were budgeted, but were not used and that money went toward the ACP conference.

6.6 Resources Leading to Improvement - Using specific examples, describe how changes to staffing, faculty, technology, equipment, facilities, library collection, student support, and/or funding have led to an improved experience for students and greater student equity.

All of the above changes have made it possible to have a Journalism program at Solano. The news team is made up of a highly diverse group of students in terms of socioeconomics, race, ethnicity, national origin, gender-identity, sexual orientation, and areas of interest. They have quickly become a tight-knit group who regularly spend time outside of class and keep in touch about personal and Solano-related news – the Pulse Team Pronto thread is always live! Each student has experienced bumps in the road over this first year of the program, the first year of college for almost all of them, but they pick each other up (sometimes literally, like when a car breaks down or when they're all going to the same airport at 6am) and have made sure stories get covered, edited, and published.

Perhaps most importantly, the students in this first cohort have gained a tremendous amount of confidence in their own voices; they speak regularly about their responsibility to tell the truth even when it's uncomfortable, whether it's about Board members who disparage their hometown, candidates for student government who won't grant interviews, or theater productions that were less than spectacular. They remind each other that it's ok to print something that isn't flattering as long as it's the truth. They remind themselves that what they say matters.

CTE programs: Address specifically any improvements funded by Perkin's money or other sources.

END OF SECTION 6: HR GOALS, TECHNOLOGY GOALS, FACILITIES GOALS, STUDENT SUPPORT RESOURCES GOALS, OTHER RESOURCES GOALS

Hiring Goals	Actions to be taken	Person(s) responsible	Priority (Important or Urgent)	Time frame (short term or long term)	Funding (N/A, One Time, Ongoing)	Cost	Barriers
Full time Journalism Professor	Request in Fall 2025 and every year until approved	Isabel Anderson	Important	Both	Ongoing	?	\$\$; need for FT in other areas
Multimedia Lab Tech	Find and adapt a current JD; request hire; post, interview, and hire	Isabel Anderson; Deans Glines & Cortes	Urgent	Short term	Temp	?	\$\$

Technology Goals	Actions to be taken	Person(s) responsible	Priority (Important or Urgent)	Time frame (short term or long term)	Funding (N/A, One Time, Ongoing)	Cost	Barriers

Facilities Goals	Actions to be taken	Person(s) responsible	Priority (Important or Urgent)	Time frame (short term or long term)	Funding (N/A, One Time, Ongoing)	Cost	Barriers
Secure a dedicated space for a newsroom		Deans, VPAA, S-P, Facilities	Urgent	Both	N/A	none	space

Student Support Goals	Actions to be taken	Person(s) responsible	Priority (Important or Urgent)	Time frame (short term or long term)	Funding (N/A, One Time, Ongoing)	Cost	Barriers

Other Resources Goals	Actions to be taken	Person(s) responsible	Priority (Important or Urgent)	Time frame (short term or long term)	Funding (N/A, One Time, Ongoing)	Cost	Barriers

SECTION 7: CONCLUSION

7.1 Need for Improvement and Support - Summarize the program's top two or three areas most in need of improvement and support.

- 1) The Solano Pulse needs a newsroom
- 2) The program needs a full time Journalism Professor with experience in the industry

7.2 Improvement, Success, and Strength - Summarize the program's top two or three areas of improvement, success, and strength.

- 1) The program is back!
- 2) Students are regularly publishing news stories about the campus!
- 3) The entire college community has been incredibly supportive!

7.3 Signature Page - The following faculty in the program (or in a related program) have read this self-study report and have had the opportunity to provide feedback:

Isabel Anderson, English and Journalism Professor; Solano Pulse Advisor; Puente Project Co-coordinator