

## INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

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 Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** 2    **Area of Study:** Creative Arts, Humanities, and Communication    **Program:** Journalism    **Current Academic Year:** 2022-2023

**Last Academic Year CPPR Completed:** 2019

**Current Date:** 2023

### NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

- I. Describe how this program review was conducted, including how all program members were involved in the planning process.

The program review was conducted by the program's faculty lead, Cyrus Saatsaz, and department chair Brad Langer.

### II. GENERAL PROGRAM INFORMATION

#### A. Program Mission

The journalism department at Cuesta College prepares students for entry-level jobs at media outlets including online, print and broadcast; 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. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

For the first time in its known history, the journalism department went a semester without having a program lead. In the Fall 2018 semester, student publication The Cuestionian, comprised of a website, newspaper and numerous social media accounts,

ceased publishing any student content because of a lack of labor support due to the vacant program lead position.

Since the hiring of a new journalism faculty lead beginning in Spring 2019, the student newspaper resumed publication, with distribution of nearly 2,000 copies of The Cuestonian's quarterly print circulation to news stands across Cuesta College's San Luis Obispo and North County campuses, while publication of student content on a newly redesigned website resulted in record-setting web traffic figures, including the highest number of online visitors ever to The Cuestonian's website, Cuestonian.com.

The Cuestonian hires on average two students each semester to serve as paid Editors-in-Chief of the publication. Cuestonian.com includes an alumni page of every former editor and reporter for the publication, and this page shows the diverse group of students who have served as student leaders of The Cuestonian. The new journalism faculty lead, Cyrus Saatsaz, is the son of refugee immigrants including his father, who went to high school in San Luis Obispo. Despite being born and raised in the San Francisco Bay Area, Saatsaz is a former student at Cuesta College and was formerly a student reporter for The Cuestonian, with bylines including front page stories. The diversity represented in the program and the program's student publications help contribute to wide-ranging voices that we hope help bridge equity gaps.

Since the pandemic, The Cuestonian evolved to an online-only format, with multimedia stories published on the main website and an increased emphasis on social media content for publishing breaking news and a stream of community information. This is an update from the last CPPR review. The Cuestonian routinely positions two students in social media editorial roles to manage the publication's Twitter, Instagram and TikTok accounts. The program's conversion to online only was based largely on student feedback expressing concerns based from pandemic and inflationary variables including housing, gas prices and time management for student employment.

The Cuesta College journalism program has responded to digital trends by transitioning and increasing its focus on reporting for the digital era. The department formerly known as the Cuesta Journalism Department is now the Cuesta Journalism and Digital Communication Department. Multimedia instruction is prevalent and incorporated into each of Cuesta journalism classes, offering training in desired skill sets correlating with industry trends.

Each member of the department's faculty has vast 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 digital photography, video production, audio production, web design, maps, charts, digital audio, infographics, graphic art and more.

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. David Solomon, CEO of Goldman Sachs, stated that effective writing skills are becoming harder and harder to find, and he's looking to hire employees with strong writing backgrounds. Prominent law schools across the country emphasize the importance of a journalism degree when accepting applicants not online because of the writing skills taught in journalism programs, but the critical thinking skills journalism students must master in understanding how to discern between what is objective, and what is subjective, in textual content. These are just two examples of many in which employers value effective communication skills.

C. List all current full-time and part-time faculty in the program.

Cyrus Saatsaz, Intro to Mass Communications instructor; Advisor, The Cuestionian/News Production instructor; Journalism Program Lead (part-time); Award-winning multimedia journalist; Host popular Golden State Warriors YouTube show and podcast with Hall of Famer Rick Barry

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

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

**III. 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 College'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, KCBX (NPR affiliate), Country Music Television (CMT) and New Times, as well as work at The Tribune, KSBY, Cal Poly, NBC, Paso Robles Daily News, Santa Maria Times and numerous other media-related jobs. We hope in the near future to expand the reach of media professions to the Public Relations industry.

- 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, Cuesta College athletics, public talks, campus clubs, student government, journalism conferences and much more.

Over the past couple of years, Cuesta journalism faculty have attended virtual career fairs at local high schools in addition to speaking with high school journalism departments to encourage aspiring journalists to enroll in the journalism program. We also applied funds from surplus pandemic grants to develop and implement marketing and advertising campaigns which led to student attestments of the campaigns persuading them to enroll in the journalism program.

We are continuing 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.

In partnership with Cuesta College's Career Connections Workforce, student journalists with The Cuestonian obtained internships at local independent newspaper New Times, and NPR-affiliate KCBX, for which the student did such impressive work that she's had two audio stories published on the radio and the station website, and KCBX plans on hiring her on as a permanent reporter upon completion of the internship.

There are many more success stories like these pertaining to students in the journalism program achieving professional employment in the media field.

- 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.

#### **IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**

**(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).**

The data components are hyperlinked below.

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

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

## SLOCCCD Program Review Data - Enrollment

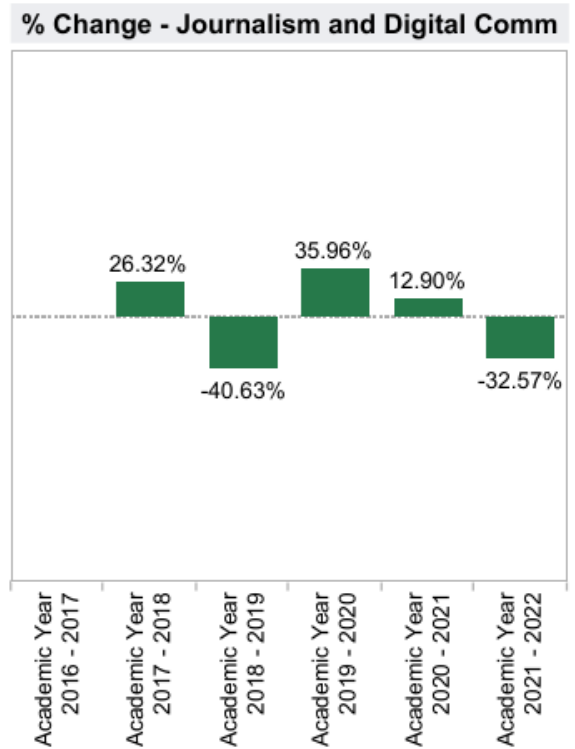
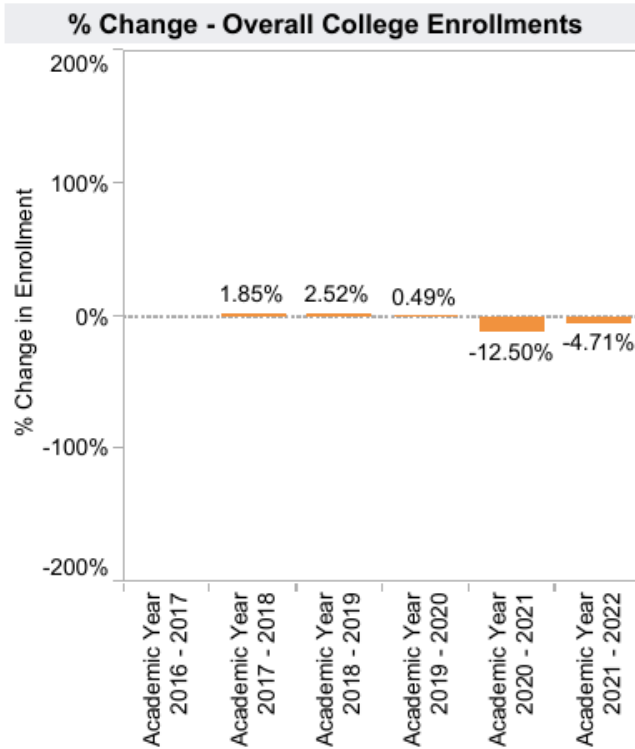
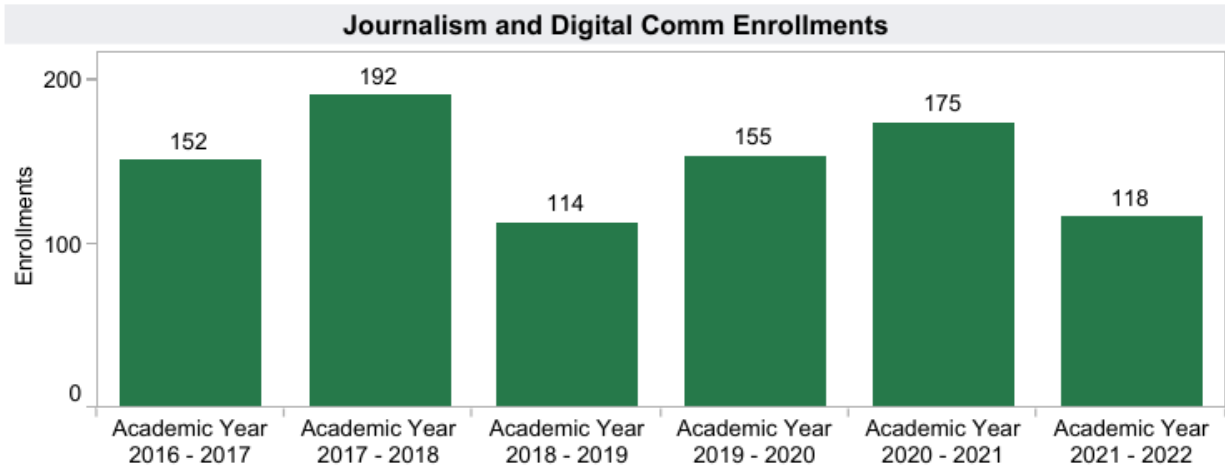
**Department:**  
Journalism and Digital Comm

**Course:**  
All

**Dual Enrollment:**  
All

**Prison:**  
All

**Region:** All



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.

Enrollment for the 2021-2022 year decreased over the 2020-2021 academic year from 175 to 118, a decrease of -32.57% compared to the college's overall enrollment

decrease of -4.71%. The program was thriving in terms of enrollment growth once a faculty lead for the program was hired, with 35.96% growth in the program's first year under new leadership which also included a new faculty advisor for The Cuestonian. This growth starkly contrasted Cuesta's overall enrollment rate, which saw just .49% growth in the similar 2019-2020 academic year. The drop in enrollment likely correlates with overall enrollment trends in the Humanities, and an investment in a full-time faculty lead (current lead is part-time) is needed so the individual in the position could invest the necessary resources of energy and time for increased recruitment while expanding the program to introduce a Public Relations element given the overall popularity of public relations courses for college enrollment.

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

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

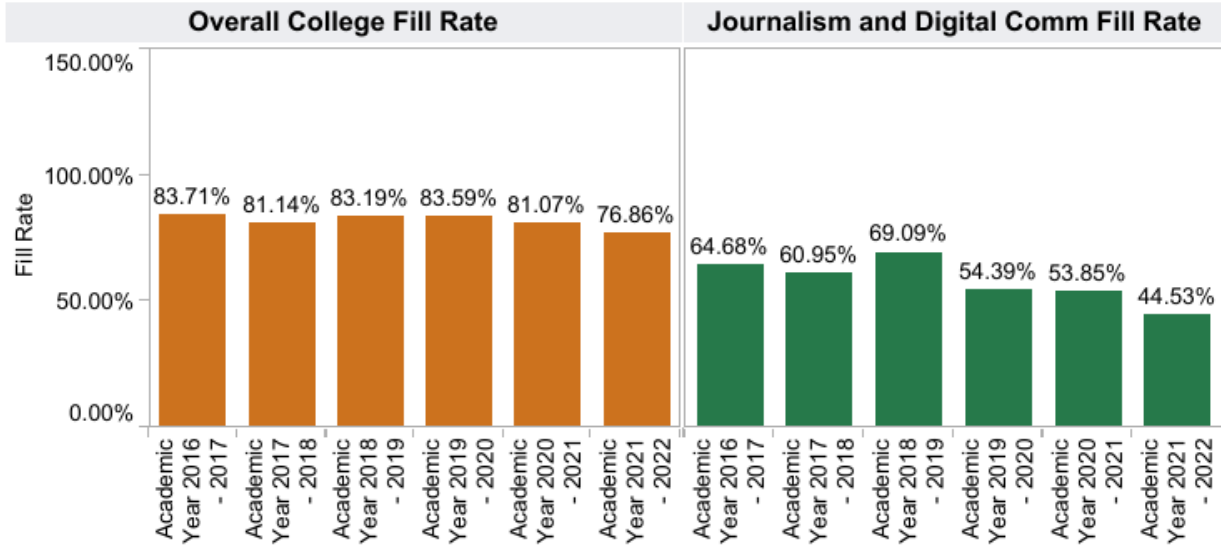
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

**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.



The fill rate for the 2021-2022 year was 44.53% compared to the college's overall fill rate of 76.86%. The reasons for this are similar to those listed beneath the enrollment figures, with fill rates for most programs in the Humanities plummeting post pandemic as a drop in fill rate similarly reflected in Cuesta's overall student body given the fill rate the previous year for Cuesta as a whole was 81.07%, a 4.21% decrease in fill rate.

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

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

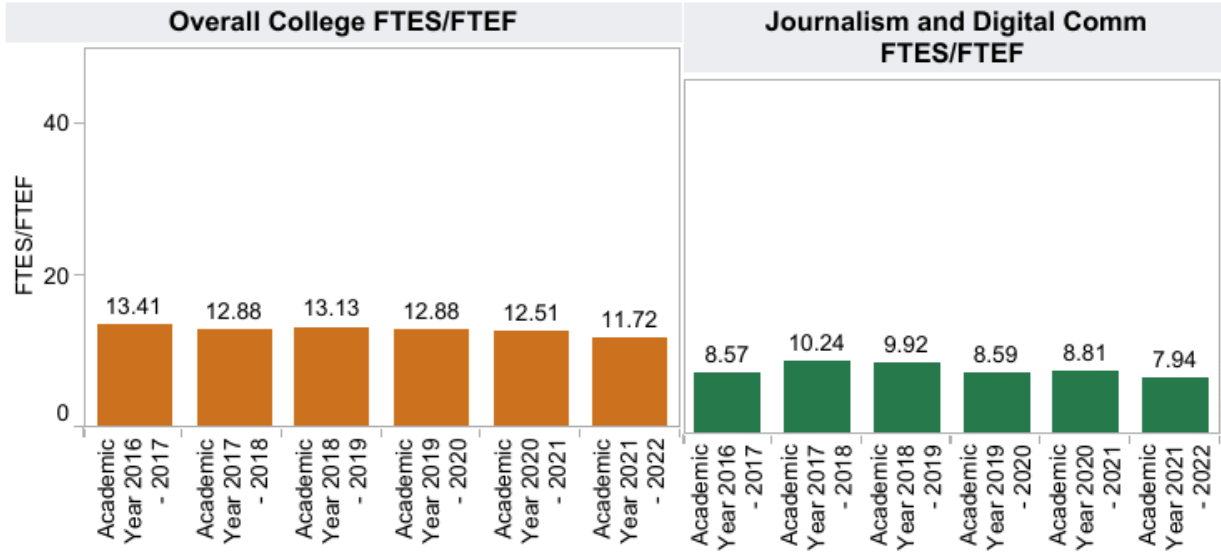
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

**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)

For Cuesta College this figure was 11.72 for the most recent academic year while in the journalism program it was 7.94, a difference of 3.78. It should be noted the Journalism program has no full-time faculty, which would make a considerable difference in working toward improving these numbers.

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

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

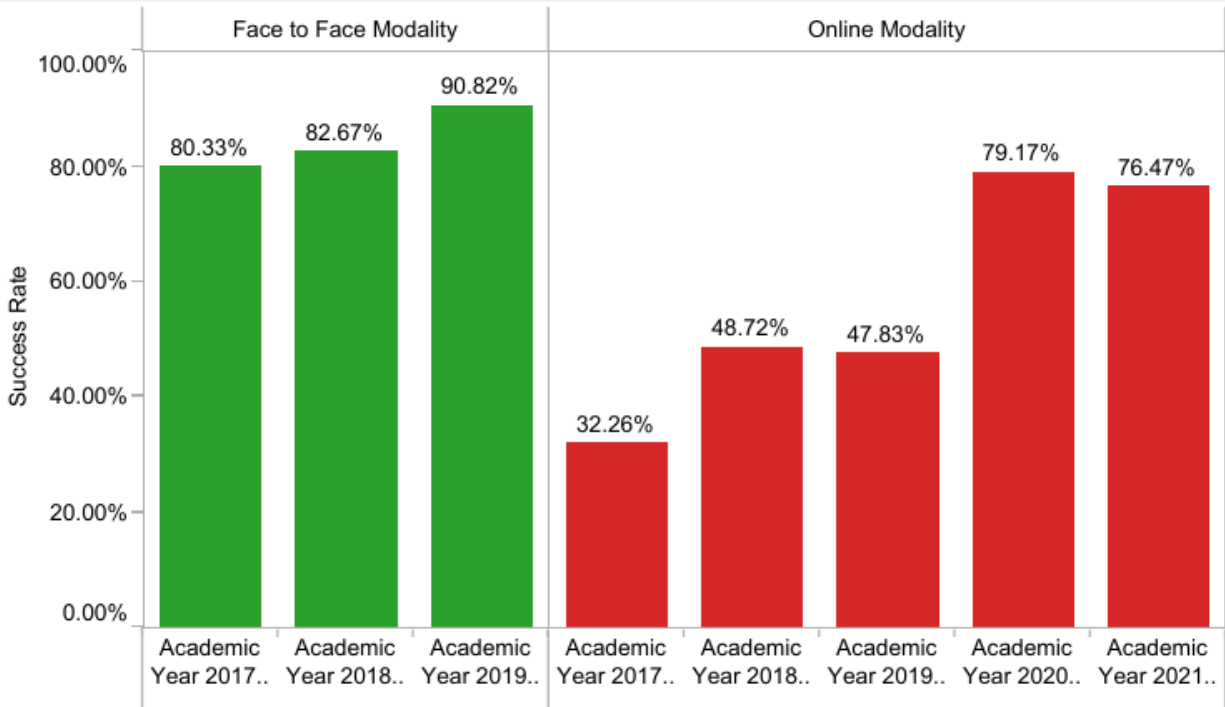
## SLOCCCD Program Review Data: Successful Course Completion

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 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	80.33%	82.67%	90.82%		
	Total Department Enrollments	122.0	75.0	99.0		
Online Modality	Department Success Rate	32.26%	48.72%	47.83%	79.17%	76.47%
	Total Department Enrollments	31.0	39.0	27.0	145.0	104.0

The success rate for students in a Face to Face Modality was N/A while for online courses it was 76.47%. Numerous variables have led the program to shift to DE. The pandemic forced all of the classes in the Journalism program to shift online, and the transition was seamless given nearly all technological advancements in media dissemination have transitioned to remote digital platforms. The program's pedagogy has similarly transitioned to better prepare students for the modern media paradigm. The Cuestonian launched a newly redesigned website since the last CPPR with a WordPress Content Management System (CMS) operating the website. WordPress is the CMS industry leader and this allows students to familiarize themselves with modern newsroom practices and resources, including publishing news content via a WordPress CMS. The growth of social media has allowed The Cuestonian to become a relied-upon source of news and information in the SLO community given the immediacy of the content and the high production value of multimedia content being published on the website and social media applications like Twitter, Instagram and TikTok. Social Media also gives any students involved in The Cuestonian who are more interested in a Public Relations path to pursue the field given the marketing and awareness lessons utilized with social media applications. Inflationary post-pandemic factors, including drastic increases in SLO County housing prices, gas prices, food prices, utility prices and more, coinciding with a disproportionate increase in salaries to make up for the increase in daily expenditures, is forcing an increase of prospective students to enter the workforce early, making it more difficult to find time for in-person classes. An increase of prospective students are also staying at home to live with their parents instead of moving out to experience the social development that often comes with the "college experience" because of high housing prices and a scarcity of inventory. From qualitatively researching student in the journalism program, an overwhelming number expressed a strong desire to maintain DE classes because of the money and time students are saving. Shifting the program online has helped retain students and with modern technological affordances like Zoom, the majority of classes in the program still have a live component to the class, so lessons are taught in real time and students can interpersonally communicate with instructors.

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

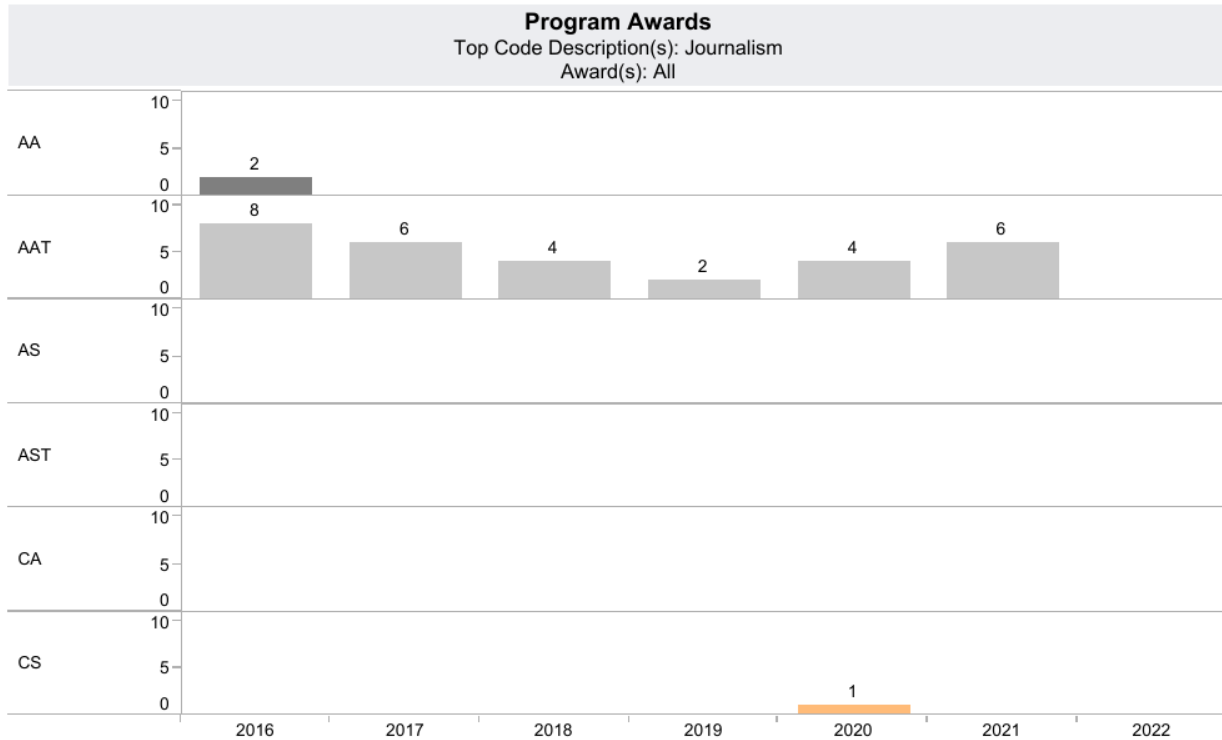
Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data: Degrees and Certificates Awarded

**Program:**  
Journalism

**Award Type:**  
All

**Area of Study:**  
All



Program Awards Table		2016	2017	2018	2019	2020	2021	2022
AA	Journalism (AA)	2						
	<b>Total</b>	2						
AAT	Journalism (AAT)	8	6	4	2	4	6	
	<b>Total</b>	8	6	4	2	4	6	
CS	Multimedia Journalism (CS)					1		

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

There was no information available for the 2021-2022 academic year. It's unknown if this means there were no awards issued, or if the data isn't available. Given the size of our small program, currently operated with three part-time faculty, our degrees/certificates are difficult to improve upon, but are on par with other smaller programs campus-wide. Heuristically speaking, the overwhelming majority of students in the program indicate a desire to transfer to a four-year university and complete their studies with a bachelor's degree.

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

Insert the data chart and explain observed differences between the program and [Institutional Set Standard](#). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

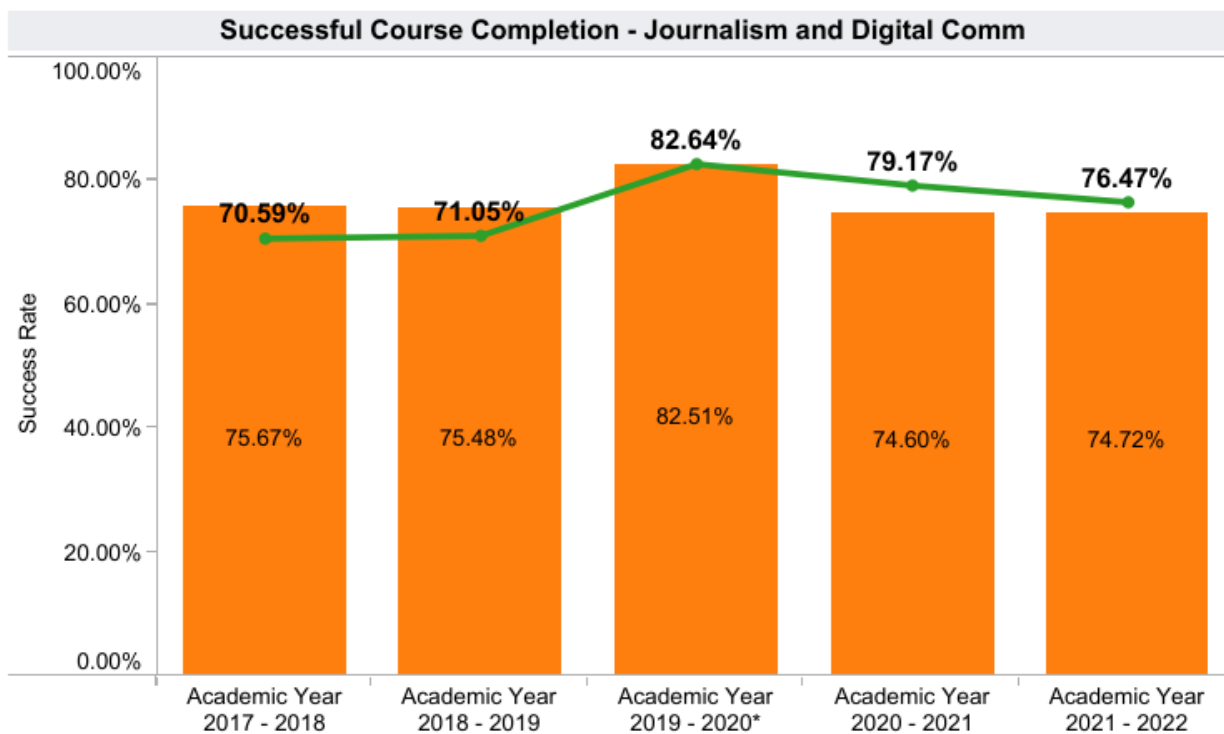
## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Journalism and Digital Comm

TERM  
All

Measure Names  
■ Department Success Rate  
■ Overall College Success Rate

COURSE  
All



**Journalism and Digital Comm Success Rate Table**

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	70.59%	71.05%	82.64%	79.17%	76.47%
Total Enrollments	153	114	126	145	104

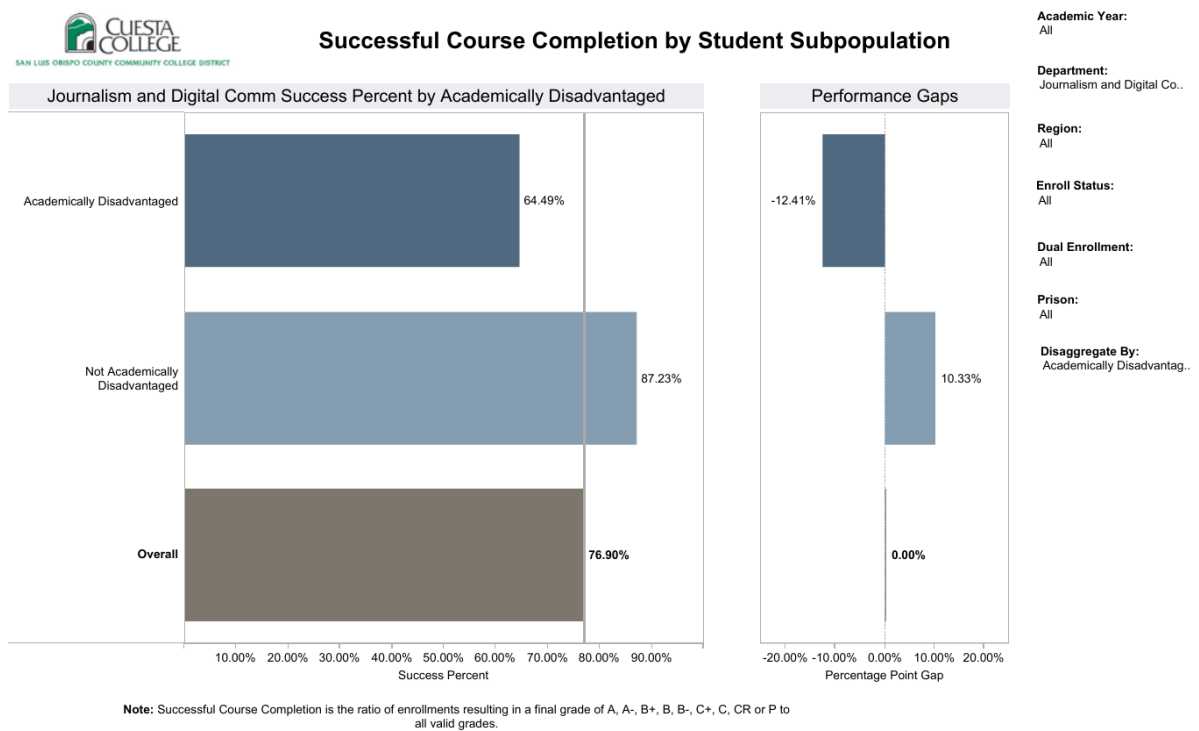
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The success rate for the most recent academic year was 76.47%, a slight decrease from 79.17% the previous year but 1.75% higher than the overall college success rate and still 5.42% higher than 2018-19 when the program didn't have a lead faculty member nor did The Cuestionian have an advisor.

What resources might you need to meet and exceed the Institutional Set Standard?

A full-time faculty lead. When last researched, Cuesta College was one of only two community colleges in California offering a Journalism degree yet not employing a full-time faculty member teaching the subject.

G. 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.



The following are some questions you might want to consider:

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?

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 utilized The Cuestionian to publish student newspaper stories that may highlight issues



or programs relevant to low-income students, which have included stories on housing, student hunger, 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 2016-2017 and 2021-2022 was 62.08% overall, and during that same period it was 64.49% in Journalism. This is one example of the department's success in this area.

**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.

**V. PROGRAMS AND CURRICULUM REVIEW**

A. Programs Review

- a. Review the CurricUNET "Program of Study" outline for each program and indicating yes/no for each program/certificate.

<b>Program/Certificate Title</b> (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	<b>New program since last CPPR (if yes, include active date)</b>	<b>Program modified since last CPPR (if yes, include modified date)</b>	<b>Deactivated since last CPPR (if yes, include deactivation date)</b>

- b. **For all Currently Active Programs/Certificates**, review the CurricUNET “Program of Study” outline for each active program/certificate and complete the table by indicating yes/no for each column.

<b>Program/Certificate Title</b> (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are “no” for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.

**B. Curriculum Review**

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

**What is the purpose of the worksheet?** Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have 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 you have reviewed that the entries on the course outline of record (CurricUNET format) are appropriate and complete.

**VI. 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.
- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.
- D. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.
- E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.
- F. 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 ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

## **VII. 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

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

#### **VIII. 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.

- IX. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before **May 12, 2023**.**

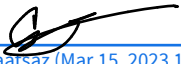
## SIGNATURE PAGE

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.**

**Instructional 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.)**

*Bradley Langer* Mar 15, 2023  
\_\_\_\_\_  
Division Chair/Director Name Signature Date

  
[Cyrus Saatsaz \(Mar 15, 2023 14:52 PDT\)](#) Mar 15, 2023  
\_\_\_\_\_  
Name Signature Date

\_\_\_\_\_  
Name Signature Date

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Name Signature Date

## 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: [Faculty Prioritization Process Handbook](#)

#### APPLICABLE SIGNATURES:

*Aubrey Kuan Roderick*

[Aubrey Kuan Roderick \(Mar 16, 2023 11:23 PDT\)](#)

Mar 16, 2023

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**Vice President/Dean**

**Date**

*Bradley Langer*

Mar 15, 2023

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**Division Chair/Director/Designee**

**Date**

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**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.












# JOURNALISM-2023 CPPR

Final Audit Report

2023-03-16

Created:	2023-03-15
By:	Anna Paez (anna_paez@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAvjkkO8VhIZCYfTC9nFVpBuN48HE-XBhi

## "JOURNALISM-2023 CPPR" History

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2023-03-15 - 5:58:43 PM GMT
-  Email viewed by Cyrus Saatsaz (cyrus\_saatsaz@cuesta.edu)  
2023-03-15 - 9:51:52 PM GMT- IP address: 104.47.73.126
-  Document e-signed by Cyrus Saatsaz (cyrus\_saatsaz@cuesta.edu)  
Signature Date: 2023-03-15 - 9:52:06 PM GMT - Time Source: server- IP address: 98.207.25.232
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-  Signer aubrey\_kuanroderick@cuesta.edu entered name at signing as Aubrey Kuan Roderick  
2023-03-16 - 6:23:56 PM GMT- IP address: 209.129.63.65
-  Document e-signed by Aubrey Kuan Roderick (aubrey\_kuanroderick@cuesta.edu)  
Signature Date: 2023-03-16 - 6:23:58 PM GMT - Time Source: server- IP address: 209.129.63.65

✔ Agreement completed.

2023-03-16 - 6:23:58 PM GMT

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