
Program: Journalism and Media Studies**Division: Arts & Humanities****Date: November 1, 2021****Writer(s): Melissa Korber****SLO/SAO Point-Person: Melissa Korber**

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fy7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action

on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1. The 15th edition of <i>Naked Magazine</i>, the student-created magazine supported by the magazine class in Journalism and Media Studies (until Fall 2021, the program was called Mass Communications), focused its coverage on racial equity issues and the impact of the pandemic on students who had to shift to remote instruction and services. The diverse magazine staff's decision to focus on these issues was a reflection of society at the time, but it also serves to foster a campus environment that is working to promote equity, awareness, and support for all students. The following is a list of articles in <i>Naked 15</i> that included these issues (please use the link above to access all articles): • "A Fight for Follicles: The Centuries-long Movement to Root Out Black Hair Discrimination Continues" by Brittany Bracy; • "Sprained Brains, Broken Systems: Why Men of Color Aren't Getting the Mental Help They Need" by Cydney Macon; • "The Making of a Local Activist: How LPC Student Claire Green Found Her Voice During the Summer of Racial Reckoning" by Nathan Canilao; • "Anti-Blackness in Asian Communities Needs To Be Addressed" by Nathan Canilao. <i>(This article was awarded 2nd Place in the Magazine Opinion category at the annual Journalism Association of Community Colleges conference in Spring 2021; for more details, see Appendix 3.);</i> • "Tongue-tied: America's English-only Ways Are Hurting Its Citizens" by Zhen Xu. <i>(This article was awarded "Honorable Mention" in the Magazine Opinion category at the annual JACC conference in Spring 2021; for more details, see Appendix 3.);</i> • "No Fairy Fodmothers: Fairytales Give Us Unrealistic Expectations for Real Life" by Tiffany Summers-Johnson; • "A Tale of Two Viruses: The Stark Difference in Handling the Pandemic on Opposite Sides of the Pacific" by Gail Gagnon; • "The Fear Stays with Me: Shelter in Place Leaves Children Vulnerable to Their Abusers" by Rebecca Robison; and	X	X	X

• “College behind Costco Proves Its Worth During Troubling Year” by Nezzrin Hasanly.			
2. Similarly, <i>The Express</i> and LPCEXpressNews.com, led by award-winning student journalist Nathan Canilao, included coverage of racial equity issues and the impact on students who had to shift to remote instruction and services during 2020-21. In a challenging year, which included moving from print to online PDFs, produced remotely and distributed using the newspaper’s online newsletter, the staff of <i>The Express</i> focused on issues related to racial equity and the impact of the pandemic on students and the campus. This focus, as noted above, helps to foster a campus environment which is supportive of all and which is striving to promote equity and awareness. Below is a sampling of the stories covered during 2020-21. • “Business program helps incarcerated women earn education” by Nathan Canilao; • “COVID-19 has caused drop in enrollment, according to district enrollment board” by Renae Machuca; • “COVID on the brain: My battle with COVID-19” by Alexis Ramirez; • “English department encourages diversity with new dialects rule” by Renae Machuca; • “Local Black Lives Matter chapter responds to threats against leader” by Nathan Canilao; • “LPC food bank continues during COVID-19” by Alan Lewis; • “Protesters hold march in downtown Oakland over police brutality” by Nathan Canilao; • “Puente Club encourages Hispanic Heritage Month participation” by Nathan Canilao; and • “Success Rates among African American students on decline, according to LPC statistics” In Spring 2020, the students of <i>The Express</i> worked to launch a podcast network, called The Express Podcasts, which includes shows about sports, news, and relationships, including “2 Guys, 1 Ring,” “West Coast Hockey,” “Out of the Cage,” and “The Express Podcast.” The successful network continues and can be found on Spotify and Apple Music. Despite the pandemic, <i>The Express</i> and <i>LPCEXpressNews.com</i> received multiple awards from the Associated Collegiate Press, California News Publishers Associations, and the Journalism Association of Community Colleges in 2020-21. A complete list of all awards is included in the appendixes. In this “most challenging year,” both <i>The Express</i> and <i>LPCEXpressNews.com</i> received some of the highest accolades available, earning General Excellence for both print and online editions from JACC, Best of Show Awards from ACP,	X	X	X

and, most recently, a Campus Online General Excellence award from CNPA.			
3. Class content in JAMS/MSCM has also focused on equity issues. A few examples follow: • In the classes that support <i>The Express</i>, the Associated Press Stylebook governs the style used in the newspaper. The rationale behind the changing rules are discussed in class, including: ○ The AP Stylebook's recent decision to use "they" and "them" as a gender neutral third-person pronoun was based, in part, on the stylebook's recognition that of "the need for a pronoun for people who don't identify as he or she," according to an article published in <i>The Washington Post</i>. ○ The stylebook's decision to capitalize Black in a racial, ethnic, or cultural sense was a decision made in 2020 because the word conveys "an essential and shared sense of history, identity, and community among people who identify as Black, including those in the African diaspora and within Africa," according to <i>AP News</i>. • JAMS 2, Introduction to Media, includes an assignment that asks students to analyze free speech in the context of the murder of George Floyd. Specifically, the assignment asks students to consider how the world has responded to the video of Floyd's death, which can be easily viewed on the news, on YouTube, even on TikTok. "The world seems to be changing because of our ability to easily capture images such as the killing of Floyd. However, the underlying questions about the limits of decency in different media remain the same," the assignment reads. It then asks students to review materials related to George Floyd's murder (they need not review the video itself unless they chose to) and to discuss whether and how video recordings of violent events should be published in the media. Students who propose restrictions must explain how these restrictions would work and why they would not be a violation of the First Amendment. • Another assignment in JAMS 2, Introduction to Media, titled "Diversity in Hollywood," asks students to consider how the movie industry portrays diversity and the consequences of such portrayals. There are, of course, many other examples of how the program embraces equity in individual assignments.	X	X	X
4. The Press Pass Conference held by the Mass Communications program features diverse speakers. Press	X	X	X

Pass 2 in August 2020 featured Logan Murdock, Kavitha Davidson, Caleb Hodgson, Squint, Ya’el Sarig, and JAMS/MSCM part-time faculty Marcus Thompson. Keynote Speaker Murdock, who currently writes for <i>The Ringer</i>, discussed issues of race in his work as a reporter, including a 2017 interview with superstar Kevin Durant in which Durant talked about finding his identity as a Black man on the Warriors. Davidson’s workshop focused on issues she faces as a woman of Indian descent in sports journalism. She is currently a sports and culture writer and podcaster for <i>The Athletic</i>. During Press Pass 2, LPC Director of Student Equity and Success Shawn Taylor sent an email to the entire campus, encouraging all to attend. Taylor said, “This looks like a wonderful event and with all that is going on in our shared world, this is a great look into how news/information is being addressed.”			
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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President’s Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1. The decline in enrollment brought about by the pandemic was a challenge for the JAMS/MSCM program; this challenge was not unique to JAMS/MSCM, of course. It impacted programs throughout the college, the state, and even the nation. In JAMS/MSCM, some students struggled with remote instruction and obtaining services, creating some issues in completion. The illness itself impacted a some students, creating challenges to attendance and learning. Others suffered from a lack of technology or depression, possibly related to social isolation. It was especially challenging to address those issues remotely. However, as set forth in more detail below, the Success Rate for the program was strong, and most students who did not complete withdrew.	X	X	X

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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
Program Name Change and Pathways: In Fall 2021, the program name changed from Mass Communications to Journalism and Media Studies. This was the culmination of a decision supported by the program’s advisory board. This change included renumbering all classes, revising all curriculum and		X		X

programs, and redesigning the program webpage. In 2020-21, pathways for the Mass Communication degrees and certificate were finalized. They are now available in Program Mapper . Although this work is largely completed, its impact will continue.				
Increase Outreach: Faculty in the program will work on increasing outreach with the new Outreach Specialist. Past outreach efforts will be reviewed and supplemented, including targeting student populations, use of social media, and the Press Pass mini conference.		X		X
Mini Conferences: The JAMS/MSCM program has held three Press Pass Conferences, one on campus in Fall 2018 and two virtual, one in Fall 2020 and one in Fall 2021. The program will discuss possibly continuing the conference in the future, ideally in person.		X	X	
Mentors and The LPC Literary Festival: Past program Reviews have included plans to use CTE-supported mentors to help students to develop production and social media skills. Although the hiring freeze and budget issues made using CTE funds to support these functions more difficult last year, one mentor assisted production in 2020-21 (and two are assisting this year). Last year, Jennifer Snook, who is still a student at LPC, served as design mentor for both <i>Naked</i> magazine and <i>Havik, The LPC Journal of Arts, Literature, and Academic Writing</i> . Completing production remotely is difficult, and Jennifer took the lead in ensuring that the print publications were completed on schedule while mentoring students in the skills they would need to produce publications in the future. The 15 th edition of <i>Naked</i> magazine was published in January 2021 and distributed to campus that month; <i>Havik</i> was published in April 2021 and mailed to contributors and sponsors in time for the LPC Literary Arts Festival in May 2021. Jennifer's role as mentor was essential to the completion of both successful print publications.		X		X
Facilities: As mentioned in prior Program Reviews, the program remains focused on planning a new media space in the proposed STEAM facility. The new space will include room for all student media, a classroom, studios, offices, and a meeting room. The goal is still to visit effective media spaces around the Bay Area to help with conceptualizing this plan. The pandemic helped to underscore the importance of having a functional lab to create media since remote production of media, especially print media, was challenging.		X		X
Conferences and Institutional Memberships: Students and faculty in the JAMS/MSCM program will continue to attend conferences, both online and in person. In the past, students and faculty have attended both the state and regional conferences sponsored by the Journalism Association of Community Colleges as well as a few conferences sponsored by the Associated Collegiate Press. These conferences provide students and faculty the opportunity to attend workshops given by industry professionals and experts and to network with students, faculty members, and industry professionals. In addition, students have the opportunity to compete with others during on-the-spot and bring-in contests. These conferences are vital to the strength of the program, which has earned many awards for student work over the years.		X		X

In order to attend conferences sponsored by the Associated Collegiate Press and the Journalism Association of Community Colleges, the program must maintain membership with the organization. Thus, the following memberships are also essential to the JAMS/MSCM program (and in the case of ACP, each publication must have a separate membership): • Journalism Association of Community Colleges • Associated Collegiate Press • California News Publishers Association All publications in the JAMS/MSCM program received awards during the 2020-21 year. Attached as Appendices 1, 2, and 3 are press releases and a newsletter detailing the awards received by individual students and the four publications — <i>The Express</i>, <i>LPCEXpressNews.com</i>, <i>Naked</i>, and <i>Havik</i>.				
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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
The Foundation	The Foundation has provided grants, sponsorships, and human resource support to the college publications. This allowed students on two of the student publications, <i>Naked</i> magazine and <i>Havik</i>, to publish and distribute print editions during the pandemic. Both publications have received significant recognition from journalism organizations in 2021, with <i>Naked</i> magazine earning 6th Place Best of Show and <i>Havik</i> earning 4th Place Best of Show, both from the Associated Collegiate Press, an international organization. Both publications also received awards from the Journalism Association of Community Colleges. For more information on the awards, see the appendices. The Foundation office also supported efforts to mail out copies of the 274-page <i>Havik</i> to contributors across the globe and supported the <i>Havik</i> ceremony, which became part of the LPC Literary Arts Festival in May 2021.
Career and Technical Education	The CTE program provided funding for a design mentor in 2020-21, ensuring that the program could continue to produce high quality publications during the pandemic. In addition, the CTE program also provided funding for a conference coordinator for Press Pass in 2020. The coordinator, a recent student in the program, was essential in planning and executing the successful program.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc. For Press Pass, feedback was gathered both through surveys and through class assignments for students in the program who were asked to view the workshops once they were posted on the Press Pass website.	
What did you learn? The surveys from Press Pass 2 were summarized in last year’s program review because Press Pass 2 was originally planned for the 2019-20 school year. Only a few students completed the summaries. However, students in the JAMS/MSCM program provided additional feedback for Press Pass 2 and continue to provide feedback for Press Pass 3 this year through class assignments given by both instructors in the program. Generally, the responses have been positive with students finding value in how professional journalists earned career success. A few sample response follow: • “Logan Murdock: Keynote Address Logan Murdock is a passionate journalist who has been driven to pursue his dreams since childhood, thanks to the support of his mother. In his first year on the beat, Murdock had the pleasure of doing an interview with Kevin Durant. Months later, he joined the press team in the 2018 playoffs game and felt the adrenaline from being on the scene and getting a story with in-person sources. When Murdock writes a story, he writes for a generation of the unheard, being the voice for those who can’t speak out. This responsibility fuels his passion for journalism and pushes him to go past his comfort zone. From this video, I learned that dreams can truly come true if you work hard enough and to always find ways to keep your passion alive. When I grow up, I hope to become a creative director and have my work resonate with the people, just like Logan Murdock’s writing.” • “Kavitha Davidson: So You Want to Host a Podcast Kavitha Davidson’s workshop focused on her experiences as a sports writer, as well as her tips and insights into starting a podcast and gaining traction as a young mind looking to enter the journalism industry. Of these several tips, one that I found very interesting was finding the	

differences in our ‘writing brain’ and our ‘audio brain.’ She elaborates on how oftentimes when people are starting out in the podcast realm, our speaking can often sound repetitive, or that it is being read off of a page. Being able to work out these nuances is what makes a podcaster sound more natural and comfortable, which is appealing to the listener. I also thought it was important how she expressed the harsh realities that many women and people of color face in this industry. Her message about the diversity in this field being essential for its innovation was very powerful and I am glad that she included this in her workshop.”

- **“Squint: Storytelling Through The Lens**

Squint is a visual storyteller, and he has been doing sports photography for 24 years. He is originally from Palo Alto California. He studied Film, Cinematography, and Directing. However until this day he claims he doesn’t know how he got it into sports photography, he says it just happened. He says it just kind of happened after a boxing match when he was doing an assignment, and from there the doors just opened. Squint says the best way to tell a story through photography is by removing any agenda. He claims that can really help tell a better story because the story is always changing. When it comes down to the techniques younger people should learn and have, he says digital skills such as photo editing can really make a difference. He remembers his starting days as a photographer and how much time was consumed editing due to the lack of these skills. He also advises young photographers and students to connect with friends and family that might be able to train them in this area. When it comes down to becoming a better photographer, he says constantly shooting photographs will increase your photography skills; he says practice as much as you can even if it is just with an iPhone. Networking is key to increasing your audience on social media, and makes it really clear that it is not about the equipment but about how much you practice and perfect your skills. This is really interesting to me because it makes me think that equipment is not really important but skills. This really opened my eyes and helped me really see that you might start with a lower budget than everybody else, but if you network and have the right skills you can get far in your career.”

How will you use the feedback?

We will use feedback to plan future events, especially with respect to speakers and topics.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The JAMS/MSCM program does not have a packet of information available. Therefore, given the challenges faced by many students in attending school during the pandemic, this analysis will focus on the Success Rates of students in JAMS/MSCM classes in 2020-21 in comparison with Success Rates during 2018-19, the last "normal" year before the pandemic. This year has been selected as a benchmark because there were no major disruptions in the school year, and it is fairly recent, making it a good basis for comparison. Classes that did not have data for both comparison years were omitted from the analysis. With respect to the two cross-listed classes, only enrollments included under the JAMS/MSCM rubric were analyzed. The MSCM classes with cross-listings, 19A (cross-listed with English 19A) and 72 (cross-listed with Photo 72), are indicated by an asterisk.

MSCM CLASS	YEAR	SUCCESS		NONSUCCESS		WITHDRAWAL		TOTAL	
		#	%	#	%	#	%	#	%
1	18-19	20	87%	1	4%	2	9%	23	100%
1	20-21	18	82%	2	9%	2	9%	22	100%
5	18-19	48	73%	9	14%	9	14%	66	100%
5	20-21	96	90%	4	4%	7	7%	106	100%
7	18-19	14	88%	2	13%			16	100%
7	20-21	22	88%	1	4%	2	8%	25	100%
16A	18-19	13	93%	1	7%			14	100%
16A	20-21	8	80%			2	20%	10	100%
16B	18-19	4	100%					4	100%
16B	20-21	5	100%					5	100%
16C	18-19	1	100%					1	100%
16C	20-21	4	100%					4	100%
16D	18-19	1	100%					1	100%
16D	20-21	1	100%					1	100%
17	18-19	2	67%			1	33%	3	100%
17	20-21	1	100%					1	100%
19A*	18-19	3	100%					3	100%
19A*	20-21	1	100%					1	100%
31	18-19	63	73%	10	12%	13	15%	86	100%
31	20-21	92	91%	1	1%	8	8%	101	100%
34A	18-19	9	82%			2	18%	3	100%
34A	20-21	9	82%			2	18%	1	100%
72*	18-19	4	80%			1	20%	5	100%
72*	20-21	3	100%					1	100%

This data generally shows that Success Rates were higher during the pandemic than before the pandemic, probably reflecting a more lenient approach to withdrawals and late work given the extraordinary circumstances of moving to online courses. In addition, with student enrollments down collegewide (and, indeed, nationwide), one possible factor of the higher Success Rates is that the students who take the classes are more serious about them and the pathway they have selected.

This trend is most noticeable — and the most statistically valid — in the two large survey classes, MSCM 5 and MSCM 31, both of which showed double-digit increases in Success Rates from 2018-19 to 2020-21. Mass Communications 5 (now JAMS 1), Intro to Mass Communications, jumped from a Success Rate of 73% to a Success Rate of 90%; Mass Communications 31 (now JAMS 2), Intro to Media, jumped from a Success Rate of 73% to a Success Rate of 91%. Both also saw nonsuccess rates and withdrawals rates fall. It is noteworthy that the two classes are taught by different instructors.

With one exception, nonsuccess rates were all lower in 2020-21 than in 2018-19, perhaps for the same factors mentioned above. The only exception was MSCM 1, Intro to Newswriting (now JAMS 11), which saw its nonsuccess rate increase from 4% to 9%. Given the overall trend for the program, that number may be an anomaly. In any case, the nonsuccess rate is still relatively low at less than 10%. No trend was seen with respect to withdrawal rates — some were higher than before, some lower, and some the same.

Taken as a whole, students in the program were generally more successful during the pandemic than before it occurred. This fits with “Potential Trend 2 from the 2019 Program Review,” which was analyzed in Program Reviews in 2019 and 2020 and generally showed increasing success rates among student in the program.

Although data from the start of the pandemic forward may prove to be anomalous, it is informative to look at other potential trends identified and discussed in Program Reviews 2019 and 2020, specifically:

- Potential Trend 1: The number of students in the program is declining. However, this is not limited to the program. The number of community college students is declining in the district, state, and nation during this period of time.
- Potential Trend 3: Success Rates were higher for students with disabilities, African Americans, and low-income students than other students in the past.
 - This trend did not explicitly continue in 2020-21 for students with disabilities, but the Success Rate for JAMS/MSCM students in this category was high at 89%, almost identical to the high JAMS/MSCM Success Rate of 89.3% during 2020-21.
 - African American students in the program saw a decline in Success Rate to 77% with all who did not succeed withdrawing in 2020-21. This is an area of concern, especially for a program which in the past has had a high Success Rate for African Americans. The decline in this Success Rate may be partially attributable to the pandemic and the movement to online learning. Still, it is much higher than the college-wide Success Rate for African Americans during this time of 63%, and it is also higher than the college-wide Success Rate for all students of 74.1%.
 - The trend did not continue for low-income students with a Success Rate of 87%, which is significantly higher than the college average but slightly lower than the JAMS/MSCM program average Success Rate of 89.1% in 2020-21. Again, most who did not succeed withdrew from classes, possibly reflecting the impact of the pandemic on low-income students.

Potential Trend 4: Overall, the Distance Education Success Rates are lower than those for Face-to-Face classes in the program. In 2019-20 this trend changed with the DE Success rate higher than that for Face-to-Face students.

It is impossible to analyze this trend because all classes were distance education in 2020-21. However, it is noteworthy that the overall Success Rate of 89.3% was significantly higher than both Face-to-Dace and Distance Education Success Rates in 2019-20, which were 77% and 82%, respectively.

As the JAMS program and the college move forward after the pandemic, it will be interesting to see whether the high Success Rates for all the program continue.

B.Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- Did your program meet its program-set standard for successful course completion?
___X___yes ___no
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES __X__No

The JAMS/MSCM three-year plan is focused on media production CSLOs. As set forth in the plan, "Data will be reviewed each fall as part of my program review process. The goal for the first two years is to review Course SLOs related to production of media." Only two classes were to be assessed in 2020-21, Editorial Board: MSCM 17 (JAMS 22), and Photojournalism: MSCM/PHTO 72 (JAMS 12), both in the Spring. However, since neither class had significant enrollment, and the SLOs have not yet been transferred after the program's name change from Mass Communications to Journalism and Media Studies. No significant analysis can occur at this time.

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

As set forth above, the focus of this year's analysis was to be on CSLOs not PSLOs.

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

No.

- (6) List changes that you plan on making to improve student learning and address inequities.

The data is not available.

- (7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

The data is not available.

- (8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No **Maybe**

I will discuss this with the other the faculty member in my program and the SLO Coordinator. I may need to revise the plan based on the lack of data to analyze. Even if the data had been transferred over from Mass Communications to Journalism and Media Studies, the number of students in this plan may not be sufficient for analysis. It was not sufficient for analysis in 2019-20 when only a few students took the classes to be analyzed.

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

- (1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (1) List changes that you plan on making to improve student learning and address inequities.

- (2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

- (3) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

- (1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____%

- (3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. <https://bit.ly/3fY7Ead>

The following questions ask you to review your program’s curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET

2. Select “Course Outline Report” under "Reports/Interfaces"

3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).*

☐ YES ☒ No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES __X__Not at this time

If yes, explain details, rationale, or any support that might be helpful

--

D. Does your program plan to create any new courses or programs this year?

____YES __X__No

If yes, please provide details and the rationale

--

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

☒ YES ☐ No

2) Does this program represent a training need that is not duplicated in the college's service area?

☒ YES ☐ No

According to the Esmi Occupation Overview for News Analysts, Reporters, and Journalists, the Bay Area is a hotspot for jobs in this industry and also has a high level of earning, while the number of job postings per month is average. Below is the Executive Summary from the report.

Executive Summary

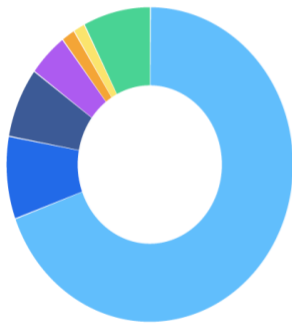
Average Job Posting Demand Over a Deep Supply of Regional Jobs



The Esmi report also concluded that the “higher than average supply of jobs might make it easier for workers in this field to find employment in” Alameda, San Francisco, Contra Costa, San Joaquin, and Santa Clara counties. Furthermore, Esmi projects growth of 11.5% in this field in the the five Bay Area counties between 2020 and 2025, which is must faster than California growth of 1.5% in this field. (Nationally, this field is seeing a decline of 5.3% during this period of time.)

It is also noteworthy that the lion’s share of the jobs in this report were “Other Information Services” jobs (69.3%) in Santa Clara County (945 of 1205 jobs or 78%). Additional data on occupations and jobs in the region is set forth below in two infographics taken the Esmi report.

Most Jobs are Found in the Other Information Services Industry Sector



Industry	% of Occupation in Industry (2020)
Other Information Services	69.3%
Newspaper, Periodical, Book, and Directory Publishers	8.5%
Independent Artists, Writers, and Performers	7.2%
Radio and Television Broadcasting	4.5%
Performing Arts Companies	1.5%
Spectator Sports	1.3%
Other	7.6%

Regional Breakdown

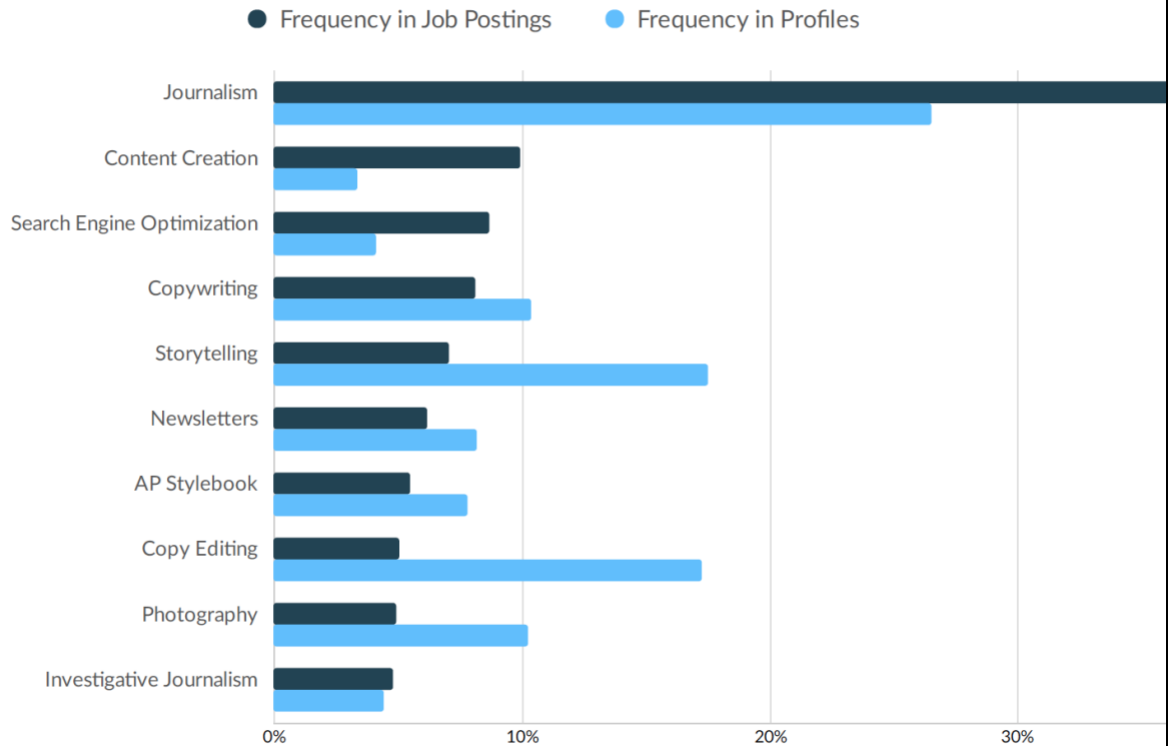


County	2020 Jobs
Santa Clara County, CA	945
San Francisco County, CA	114
Alameda County, CA	84
Contra Costa County, CA	41
San Joaquin County, CA	22

Esmi's analysis of job postings showed a wide variety of employers, ranging from Entercom to the Walt Disney Company to KQED Inc. Top job titles for this industry were focused on skills in writing, with Reporters (56 postings), Content Writers (27 postings), and Staff Writers (26 postings) topping the list.

Despite the conclusion that most jobs were available in the broad category of "Other Information Services," the skills taught in the JAMS/MSCM program were in high demand, with "Journalism" being especially sought after by employers. The following chart breaks down the top hard skills sought by employers.

Top Hard Skills



The top common skills taught in the program also aligned well with the common skills sought by employers in ads and profiles, with writing again being the most sought after common skill, mentioned in 52% of postings and 28% of profiles. Other top common skills include research, communications, editing, detail oriented, social media, management, curiosity, self starter, and innovation — all of which are taught or encouraged in the program.

With respect to equity issues, the Esmi report notes that those in the occupations of News Analysts, Reporters, and Journalists in the five Bay Area counties tended to have more racial diversity but less gender diversity than the national average. In addition, the data related to ages of those employed indicated that lower than the national average number of retirements, something that will likely impact job growth in the future.

Finally, the Esmi report discusses the national level of education for this occupation with numbers indicating that the vast majority (85%) have a bachelor's degree or higher. Thus, the recognition by the JAMS/MSCM program of the importance of transfer and the transfer degree, especially to top-producing programs at San Francisco State University and San Jose State University, seems warranted. Another broad conclusion from the Esmi data is that JAMS/MSCM pathways do teach hard and common skills that can lead to employment in a job market that is growing and fairly well paid.

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

☒ YES ☐ No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review?**

____YES ____No

If not, what program improvements may be made to increase this metric?

SINCE LAUNCH BOARD DATA IS INCOMPLETE (NOT AVAILABLE), THIS QUESTION CANNOT BE ANSWERED. NEW LAUNCH BOARD DATA MATHCES SCFF, WHEREAS THIS PRU CYCLE WAS DEVELOPED PRIOR TO SCFF METRIC.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

SINCE LAUNCH BOARD DATA IS INCOMPLETE (NOT AVAILABLE), THIS QUESTION CANNOT BE ANSWERED. NEW LAUNCH BOARD DATA MATHCES SCFF, WHEREAS THIS PRU CYCLE WAS DEVELOPED PRIOR TO SCFF METRIC.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

SINCE LAUNCH BOARD DATA IS INCOMPLETE (NOT AVAILABLE), THIS QUESTION CANNOT BE ANSWERED. NEW LAUNCH BOARD DATA MATHCES SCFF, WHEREAS THIS PRU CYCLE WAS DEVELOPED PRIOR TO SCFF METRIC.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?

SINCE LAUNCH BOARD DATA IS INCOMPLETE (NOT AVAILABLE), THIS QUESTION CANNOT BE ANSWERED. NEW LAUNCH BOARD DATA MATHCES SCFF, WHEREAS THIS PRU CYCLE WAS DEVELOPED PRIOR TO SCFF METRIC.

Appendix 1

LPC Student Journalists Earn International Acclaim in Reporting, Podcasting, and Design

October 19, 2020

Contacts: Melissa Korber and Marcus Thompson II, Media Advisers, (925) 424-1240

NEWSPAPER WEBSITE: www.lpcexpressnews.com

For the second year in a row, a student journalist at Las Positas College has been named one of the best reporters on the continent in an international competition. Four of his peers were also named finalists in the competition, two for a podcast and three for a newspaper cover design.

Nathan Canilao, who is currently editor in chief of *The Express* and features editor of *Naked Magazine*, was named a finalist in the prestigious Associated Collegiate Press Two Year Reporter of the Year competition for stories published in 2019-20. Last year, Timothy Cech from LPC, was a finalist in the same category, ultimately earning fifth place honors.

Canilao, who is known for his work ethic and approachability, was inspired by the recognition of his work, pulling an all-nighter to put the finishing touches on the [first PDF edition](#) of *The Express* when he heard the news. Canilao said, "This is an honor. I couldn't do it without the support of my advisers and the whole team."

The winners of this year's competition will be announced on Oct. 22 at 6 p.m. during a virtual awards ceremony.

Canilao's nomination included two *Express* stories, "[Livermore Takes Stand against Police Brutality and Racial Injustice](#)" and "[Brennan Mock Steers Talk Hawk Success](#)," and one *Naked* story, "[How Hip-hop Saved Adidas](#)."

Joining Canilao as finalists are podcasters Devin Bradshaw and Emily Forschen for "[Spouse Material: What Is an IUD?](#)" and Jennifer Snook, Thiha Naing and Bradshaw for the "Little Man on Campus" cover published on Oct. 16, 2019 (see below).

Bradshaw and Forschen have both served as editor in chief of *The Express*, and Forschen is currently editor in chief of *Naked*. Snook has served as editor in chief of *Havik*, LPC's *Journal of Arts and Literature*, and as an editor on both *The Express* and *Naked*.

"I'm especially impressed by the versatility and the work ethic of these students," said Melissa Korber, adviser to *The Express* and co-adviser to *Naked* and *Havik*. "They write beautifully, design like pros and are now podcasting with the best journalists in North America. It's so exciting to watch them grow!"

This recognition follows a strong showing at ACP in fall 2019, with LPCExpressNews.com earning the prestigious Online Pacemaker Award; Snook and Alexa Lowe earning first place in the Display Advertisement category; and Cech named fifth place in the reporting category.



Appendix 2

LPC's Student Journalists Cap a Banner 2020

PRESS RELEASE

November 9, 2020

Contacts: Melissa Korber and Marcus Thompson II,

Media Advisers, (925) 424-1240

NEWSPAPER WEBSITE: www.lpcexpressnews.com

Jennifer Snook, Arion Armeniakos and Travis Danner highlight another stellar showing by Las Positas College journalism students over the weekend. The Mass Communications Department had nine students recognized in 13 categories at the annual Northern California convention for the Journalism Association of Community Colleges.

The Express newspaper also took home the ultimate team prize, receiving the coveted honor of General Excellence for the print edition.

"Whether news, sports, opinion, photography or design, our students continue to show they are formidable young journalists," said Marcus Thompson, adjunct instructor and mentor.

Because of the COVID-19 pandemic, this year's event was virtual. Students attended a variety of online workshops by professionals. Unfortunately, they were deprived of the chance to interact with their colleagues from other colleges and their moment to celebrate with their peers during the usual awards banquet. But they continued the LPC tradition of having reasons to celebrate.

Star graphic and page designer Jennifer Snook took home two more awards to add to her bounty. She earned second place honors for an infographic collaboration with Devin Bradshaw. She also won third place for Inside Page Layout in a collaboration with Travis Danner. Snook also received honorable mention in Infographic, her second recognition in the category, and in Photo Illustration for a design with Thiha Naing's photo.

Snook, in a collaboration with Naing, was also honored last month by Associated College Press as a finalist in their Front Page Design category. She has won 11 awards in a 12-month span.

Arion Armeniakos continued building on his reputation as one of the best sports writers in the state. He won first and second place for the same category — Sports Game Story. This latest pair of plaques comes on top of the three awards he won in the California Newspaper Publishers Association contest, including first place for his game story on the Hawks men's basketball team.

Danner added to his legend with *The Express* by winning second place in Critical Review to go with the aforementioned page layout award. This comes on the heels of a first place award for column writing from CNPA.

Two other recent commendations from the Associated Collegiate Press, an international organization, include Nathan Canilao, current editor in chief of *The Express*, earning honorable mention as Two-year Reporter of the Year as well as Bradshaw and Forschen earning fourth place for their podcast "*Spouse Material*."

While 2020 has been tumultuous, the student journalists of Las Positas College have continued to produce award-winning work, rising to the occasion. In the calendar year, the media members of Mass Comm have

totaled 33 honors over four contests, including first-place awards — Armeniakos (2), Danner, Alan Lewis and Kirstie Burgess. Our publications have also received four General Excellence commendations, two for *The Express* print edition, one for LPCEXpressNews.com and one for *Naked Magazine*.

Join us in celebrating our students who have done tremendous work and have been recognized for it consistently.

2020 NorCal JACC Convention Winners

1st Place, Sports Game Story: **Arion Armeniakos**

2nd Place, Sports Game Story: **Arion Armeniakos**

2nd Place, Critical Review: **Travis Danner**

2nd Place, Infographic: **Jennifer Snook and Devin Bradshaw**

2nd Place Photo Illustration: **Amy Tilson-Lumetta**

2nd Place, Student Designed Ad: **Jude Strzemp**

3rd place, Inside Page Layout: **Travis Danner and Jennifer Snook**

4th Place, On-the-Spot News Writing: **Emily Forschen**

4th Place, Student Designed Ad: **Brianna Guillory**

4th Place, Feature Photo: **Thiha Naing**

Honorable Mention, Opinion Story: **Devin Bradshaw**

Honorable Mention, Infographic: **Jennifer Snook**

Honorable Mention, Photo Illustration: **Jennifer Snook and Thiha Naing**

General excellence: ***The Express Newspaper***

Appendix 3

Nathan Canilao, LPC Mass Comm shine at latest awards



**All four LPC student-run publications get
national nod at major conference**



Nathan Canilao, editor-in-chief of The Express

(continued)

Mass Comm students shine on national stage in 'toughest year' for college media

When faced with a pandemic that disrupted all four student publications he worked on, *The Express* Editor in Chief Nathan Canilao turned a generation-defining crisis into a personal and team triumph.

On Saturday, March 20, Canilao learned the extent of the triumph, earning four individual awards and five team publication awards for work created during the pandemic.

The Express, LPCExpressNews.com, *Naked* and *Havik* all received ranked Best of Show honors from the Associated Collegiate Press at the joint conference, which included five student media organizations and hundreds of students from across the country. Canilao served on all four of the publications that received Best of Show Honors, serving as Editor in Chief of both *The Express* (3rd Place Two-year Campus Newspaper) and LPCExpressNews.com (10th Place Two-year Campus website), Feature Editor of *Naked* (6th Place Feature Magazine) and Nonfiction Editor of *Havik* (4th place Literary Arts Magazine).

In the Best of Show categories, LPC student publications competed against two- and four-year colleges and universities in the United States and Canada.

But Canilao's golden touch didn't stop there. *The Express* also took home the coveted General Excellence award in a statewide California competition held by the Journalism Conference of Community Colleges.

Canilao also earned two second-place awards, one for an opinion piece in *Naked*, "Anti-blackness in Asian Communities Needs to be Addressed," and one for a feature in *The Express*, "Brennan Mock Steers Talk Hawk Success." Canilao also competed at the conference, taking home honorable mention recognition for both a feature story and a sports story written under strict deadlines. Twenty-nine community colleges from California took part in the JACC competitions.

Canilao praised his colleagues for their perseverance during the pandemic. "First and foremost, I would like to thank all of the amazing writers and editors that were on staff with me throughout the year. Without them, none of this would be possible, and their hard work has elevated all of the publications that we released this year," he said.

"This year has been by far the toughest year for student journalists, but we all persevered as a team. I am proud to say that I have had a hand in every

publication this year, and to see the growth of myself and everyone around the newsroom is amazing. This was a great year for myself and everyone that has contributed to all of the student publications at LPC,” Canilao said.

He also acknowledged the work of his advisers, emphasizing that their importance in giving students the tools they needed to be successful during the pandemic. Melissa Korber, who advises all four publications, noted that Canilao’s leadership inspired the staff and led to great things.

“Canilao insisted that we put together PDFs of newspapers remotely this year,” Korber said. “He could have easily said that *The Express* was on hiatus during the pandemic and relied on the website for news distribution. Instead, he continued the tradition of successful publications of the past, producing a General Excellence newspaper while COVID-19 raged on.”

Korber noted that this was *Havik*’s first appearance at the conference, and it performed well, earning a place on the list of best literary magazines on the continent, many published by well-known universities. The 360-page book was produced remotely by students last spring.

ACP Best of Show Awards

Third Place

The Express - Best of Show Newspaper

Fourth Place

Havik: Homeward - Best of Show Literary Arts Magazine

Sixth Place

Naked - Best of Show Feature Magazine

Tenth Place

LPCExpressNews.com - Best of Show Website

JACC State Awards

General Excellence

The Express newspaper

PROGRAM REVIEW Fall 2021

Second Place

Nathan Canilao - *Magazine Opinion (Naked)*

Nathan Canilao - *Profile Feature (The Express)*

Third Place

Travis Danner, Devin Bradshaw - *Inside Page Layout (The Express)*

Laura Lykins - *Student-Designed Ad (Havik)*

Fourth Place

Jude Strzemp - *Student-Designed Ad (Havik)*

Honorable Mention

Jude Strzemp - *Student-Designed Ad (Havik)*

Zhen Xu - *Magazine Opinion (Naked)*

Becca Robinson - *Copy Editing (On-the-spot contest)*

Becca Robinson - *Infographic Design (Bring-in contest)*

Nathan Canilao - *Sports Writing (On-the-spot contest)*

Nathan Canilao - *Feature Writing (On-the-spot contest)*



