

PROGRAM REVIEW Fall 2022

Program: Journalism and Media Studies

Division: Arts and Humanities

Date: October 31, 2022

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 <u>Program Name Change and Pathways:</u> In Fall 2021, the program name changed from Mass Communications to Journalism and Media Studies (JAMS). This was the culmination of a decision supported by the program's advisory board. This change included renumbering all classes, revising all curriculum and programs, and redesigning the program webpage. The program name change involved rebranding, including a new logo (see below) designed by JAMS part-time instructor Marcus Thompson. .  In 2020-21, pathways for the Mass Communication degrees and certificate were finalized. They are now available in Program Mapper. Recent accomplishments related to pathways include integrating the Program Mapper Assessment into some classes and having the JAMS faculty coordinator serve as a member of the Success Team for the Language, Literature, and Communications Studies Pathway. Although this work was largely completed (even as of Fall 2021), some elements are ongoing. From the perspective of branding and creating a clear pathway, this has been a successful endeavor, one that clearly supports student success in the program.
2. <u>Increase Outreach:</u> In 2021-22 and currently, faculty in the program have worked with Outreach Specialist Helena Cruz on increasing outreach. Recent outreach efforts have included having students and faculty team up to staff the Welcome Back Week table. In this effort, faculty and students made contact with students across the campus to let them know about the program, the publications, Journalism Club, and an upcoming

journalism conference. Since the current Journalism Club president is a Middle College graduate, efforts to do outreach to Middle College have been increased both at Welcome Back Week and during visits to all four Middle College classes on Monday, Sept. 23. Ms. Cruz has been a welcome addition to the JAMS team, including the program in her outreach efforts, coordinating Advisory Board meetings, and creating a strong social media presence for JAMS.

3. **LPC Hosts Conference** On Oct. 22, 2022, the Journalism and Media Studies Program hosted a regional journalism conference — the Journalism Association of Community Colleges NorCal Conference — for the first time. The one-day event featured a keynote speaker, workshops, competitions, a panel by four-year colleges, vendor exhibits, faculty and staff meetings, and an awards ceremony. About 110 community college students, faculty, and media professionals attended. Not only was the conference a great learning and networking opportunity for students and faculty but also it was an event with ethical and non-racist underpinnings. No where was this more present than in the presentation by keynote speaker Edreece Arghandiwal, Co-founder and CMO of Oakland Roots, Oakland Soul, and Project 510, a sports club dedicated to social good, equity, and anti-racist values. A delegation of 16 students and faculty from LPC attended (and hosted), and we also invited representatives from our sister college, Chabot, to join our delegation. They brought four delegates, three students and a faculty member.

As alluded to above, JAMS used the one-day conference as an outreach opportunity. Under the auspices of Press Pass, the JAMS program's successful mini-conference, students from LPC's Middle College and local high schools were invited to attend at a reduced fee. Although few high school students actually attended, the outreach may yield future dividends because of the outreach about the program. Through Outreach Coordinator Helena Cruz's efforts, this conference as well as open JAMS classes at LPC have been highlighted in social media and other outreach for the college.

4 **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 Press Pass Conference that is included with the JACC conference above is the continuation of these mini conferences and is in person. A return to a simple format — perhaps one workshop per semester — may be the next iteration of Press Pass. Although the 2021 Press Pass Conference on Zoom didn't attract the attendance that past conferences have, the workshops were recorded and are currently used in the newspaper class, in the magazine class, and in Introduction to Media. The keynote speaker from the JACC Conference hosted by LPC in 2022 was also recorded. This

workshop was very popular with the students and will be used in future classes when it becomes available.

5 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. This year, Jennifer Snook, who is a student at LPC as well as a proprietor of her own business, The Snook Shop, continues to serve as design mentor for *The Express*, for *Naked* magazine, and for *Havik*, *The LPC Journal of Arts, Literature, and Academic Writing*. Ms. Snook is an important part of the JAMS program, and the program's plan is to continue to contract with her and potentially other design mentors in the future.

The pandemic created barriers to completing production of all three student publications since students were working remotely and could not access the resources in the Media Lab. During this time, Ms. Snook 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. As a result of the pandemic, many campus newspapers have gone online only, but the editors of *The Express* have defied that trend, producing PDFs of print publications throughout the pandemic. In Spring 2022, they returned to actual print versions of the newspaper with Ms. Snook as their mentor. During the pandemic, the newspaper also opted for another form of distribution, creating a Mailchimp newsletter that is sent out weekly to over 400 subscribers.

Other college publications have also benefited from having a design mentor in the class. The 16th edition of *Naked* magazine was published in February 2022 and distributed to campus that month; *Havik* was published in May 2022 and was available for the LPC Literary Arts Festival in May 2022. Ms. Snook's role as mentor was essential to the completion of both successful print publications.

In the future, JAMS hopes to include embedded tutors to help students with photography and other work in publication classes.

6 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. This year, we were able to collect design ideas for media from three community colleges in the state. At the same time, we are in the process of refurbishing the former radio studio and making it into a podcast and video production studio. This has required a renewed

focus on the design, functionality, and technology required in a space. Most of the new equipment we plan to buy will be used in the new STEAM building in the future.

The importance of branding of the successful media outlets in the space as well as a recognition of the history of the outlets will all play a part in the design of the media space as this project moves forward.

7 Conferences and Institutional Memberships: In 2021-22, students and faculty in the JAMS program attended the online Fall regional conference sponsored by the Journalism Association of Community Colleges. In Spring 2022, students and faculty in the program attended their first live journalism conference since 2019. The three-day JACC/Associated Collegiate Press combined conference in Long Beach featured hundreds of students from across the nation.

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. Journalism conferences are vital to the strength of the program, which has earned many awards for student work over the years. Marcus Thompson, II, a part-time faculty member at LPC, columnist, and best-selling author, is a popular speaker at all the journalism conferences we attend.. His talk at the Spring conference was standing room only, attracting students from across the country.

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 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 program received awards during the 2021-22 year. Attached as Appendices 1 and 2 are press releases detailing the awards received by individual students and the four publications — *The Express*, *LPCExpressNews.com*, *Naked*, and *Havik*. One note of pride, *Havik: Inside Brilliance* took home an actual trophy when it was named Associated Collegiate Press Best of Show at the 2022 Long Beach Convention. Here is a photo of the trophy with *Inside Brilliance*. Also pictured is *Homeward* with its

fourth place Best of Show award from 2021.



Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs

- 1. Funding** The biggest challenge for all student publications is funding. Through Co-Curricular Funding, *The Express*, *Naked*, and *Havik* all receive some funding, but it is not nearly enough to cover costs of publication, conferences, website maintenance, institutional memberships and other department expenses. The *Express* receives \$3000 per year, and the cost of publication alone (4 issues per semester x \$615 per issue x 2 semesters) is \$4920. *Naked* receives \$1000 per year, and *Havik* receives \$815 per year. Both *Naked* and *Havik* cost around \$5000 to print each year. Costs of publication, paper, web hosting, and conferences have all

increased. At the same time, selling print advertising is more challenging than it used to be.

All classes have cobbled together enough funds to cover the costs of publication through advertising sales and sponsorships, but other expenses, especially conferences and websites, create great challenges. In the past, we have used Foundation Grants, Radio Las Positas funding, and Journalism Club money to make ends meet. Still, this remains the most significant challenge faced by the program.

2. Enrollment: During the pandemic, community college enrollment declined statewide. Enrollment in JAMS was lower than in the past, and the program is still working to return to pre-pandemic levels. Some classes have been canceled as a result. Notably, in Fall 2022, the magazine class was canceled because of low enrollment. However, current and former students rallied, meeting with JAMS faculty every Friday over Zoom and creating *Naked 16*.

3. Facilities: Our podcast studio is located in Room 4133, across the campus from the Media Lab. In Spring and Fall 2022, faculty cataloged and surplussed the equipment in 4133, a hodgepodge of radio equipment, furniture, and swag. The room is now empty except for a desk, a few chairs, and one of the computers from 2409. We've applied for instructional equipment, and students are starting to use the space for audio and video for *The Express* and *Naked* magazine. The remote location of the podcast studio makes it difficult to use during class time, and the trek across campus impacts the ability of students to access the studio.

4. Time/Human Resources: The JAMS program employs one full-time faculty member and one part-time faculty member who also serves as classified support for the program. In addition, a student assistant works in the lab approximately 10 hours per week, and a design mentor is in the classroom several hours per week. The program has plans to include embedded tutors in some classes in Spring 2022. There is much to be done and little time to do it. Fall semester is especially hard with Program Review and other important projects like attending and hosting conferences, outreach, completing equipment requests, and updating curriculum and SLOs.

Tab to add more lines as needed

C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

HyFlex: This Fall, we are officially using a HyFlex modality for the first time to teach the magazine class. This was made possible by a CTE-funded smart white board (instead of an Owl), which we now use on a daily basis. While this delivery mode is a bit clunky sometimes, it has allowed students who would not be able to take the class to enroll. This has been especially important for students who are working and traveling, and we will likely use this modality in the future. We note that it works best as an occasional convenience for students.

Literary Arts Festival: In 2021, *Havik* participated in the first Literary Arts Festival, which was held in person at LPC. Since *Havik* solicits submissions from around the world, the *Havik* portion of the festival used Hyflex to bring in contributors from as far away as Malaysia and Africa. We used the smart white board for the Zoom meeting and tried valiantly to bridge the gap between the live audience of about 80 and the Zoom audience of fewer than 20. Despite some technical difficulties, the *Havik* portion of the festival was a success. We plan to continue to partner with the English Department, to create an annual book and to participate in the Literary Arts Festival.

Podcasts and TikTok: *The Express Podcasts* originated during the pandemic. This year, students on *The Express* and *Havik* are working on podcasts, and our Journalism Club has created a TikTok channel, which it uses to cover campus activities. The Journalism Club has remained vital during the pandemic years, participating in campus events, supporting campus publications, conducting outreach, creating media, and allowing students an important social outlet. Since multimedia is vital to the program, integrating and continuing podcasts and TikTok is important to the JAMS program.

Pathways: Guided Pathways have improved student understanding of the program requirements, and parts of the pathways have made their way into some JAMS classes. In addition, one of the articles in *Naked* will refer to pathways.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)

- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

Educational Excellence: A2. Design course offerings, class schedules and modalities, and support services that are accessible and inclusive for all students and promote timely completion of transfer, degree, and career-technical goals.

In the past few years, faculty in JAMS have overhauled the entire program. As set out in more detail in other areas of this review, the program name has changed as the class numbers. The outlines have all been updated to reflect these changes and to allow for online delivery. Both faculty members have completed HyFlex training, and the courses in the program have been offered in a variety of modalities — face-to-face, asynchronous, synchronous, hybrid, and HyFlex. Classes have also been offered in different scheduling blocks — full-term, Late Start, Fast Track, and Summer — and at times that students prefer, including, most recently, more “prime time” class offerings and fewer on Fridays and evenings. The JAMS pages on the LPC website have also been updated, and a marketing video has been added. Another major initiative has been the completion of Guided Pathways for the program, making the pathways to completion of the transfer degree, AA, and certificate clear and easily accessible to students. The student publications include the support of a Design Mentor. In the future, the goal is to include embedded tutors in some production classes.

All of this work is expressly designed to help students complete their goals and to make the program both accessible and supportive.

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

_____ N/A

Plan	New	Continuing	Short term	Long term
Continue outreach to local high schools with Outreach Coordinator		X		X
Rebuild radio station into podcast studio	X		X	
Integrate embedded tutors in the classroom	X			X
Continue use of mentors in the classroom		X		X

Adapt delivery methods and scheduling to student needs		X		X
Design space for new STEAM building.		X		X
Recreate and revise SLOs and PLOs following eLumen's inability to transfer over data with the new program name.	X		X	
Explore ways to increase funding for publications	X			X

Tab to add more lines as needed

F. 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.	
What did you learn?	I have used surveys tied to student learning in JAMS 2, Intro to Media, a class which is taught asynchronously. Most of the feedback was positive, but it did lead me to add a welcome video and to post and check in more often to make sure students were engaged in the class. Another recent change was to add more media creation to the class. This was in response to the surveys and to pedagogical needs.
How will you use the feedback?	I will continue to generate feedback and will use it to refine the class if necessary.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Online learning during the pandemic has impacted equitable outcomes in the program.	1. More face-to-face classes should lead to a resurgence of success rate. 2. Offering lessons and speakers who address equity issues in the classes should impact equity.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

The enrollment data from 2021-22 doesn't fit well with previous data because of the pandemic. Still, there are some potential trends that can be identified in the data. A list of potential trends/notable data follows:

- In Fall 2021, enrollment was down significantly, both in terms of student headcount and total course enrollment. Total headcount plummeted from 97 to 32 in Fall 2021 with total course enrollments falling from 108 to 34.
- In Spring 2022, enrollment had increased from the fall numbers and seemed more in line with pre-pandemic numbers. Spring 2022 enrollment was exactly the same as Spring 2021, 79. Headcount was slightly less at 89 for Spring 2022 compared to 96 for Spring 2021.
- In Fall 2021, the average age of the program was much younger than recent trends with 59% falling in the 19 years or younger range. That trend did not continue in Spring 2022, so this data tends to support the idea that Fall 2021 was a statistical anomaly. With the exception of Fall 2021, the average ages of students in the

program has remained consistent with past numbers, with about 43% aged 19 or younger and 32% aged 20 to 21 years in Spring 2022 .

- Since 2018, the percentage of women in the program has decreased from 56% to 44%.
- Fall numbers tend to show more diversity in the program with even anomalous Fall 2021 showing fewer than 40% white students in the program. In Spring, no clear pattern emerges, although enrollments in Spring 2021 appear to be more diverse than those in Spring 2022, with 30% identifying as White in Spring 2021 and 47% listing that ethnicity in Spring 2022.
- Most JAMS students still plan to transfer, although that percentage has decreased from 78% in both Fall 2017 and Spring 2018 to 66% in Fall 2021 and 70% in Spring 2022.
- The Course Success Rates for students were the same in 2021-22 as they were in 2017-18 with 76% succeeding in courses in Fall and 79% succeeding in courses in Spring. Recently, more students are succeeding with high grades, with 62% A's in Fall 2021 compared to 45% in Fall 2017 and 58% A's in Spring 2022 compared to 54% in Spring 2018.
- In the 2021 Program Review, Success Rates for Students with Disabilities, Low Income Students, and African American Students were higher than the average success rates for students in the program. That impressive trend has not held true in 2021-22, although in two of the three categories, Low Income Students and African American Students, JAMS had a higher success rate than LPC; JAMS had an 80% Success Rate with Low Income Students and a 75% Success Rate with African American Students, while LPC's Success Rates were 72% and 74%, respectively.
- The JAMS Course Success Rate of 80% is higher than the overall LPC Course Success Rate of 73%.
- Recent graduation statistics have shown an uptick in JAMS transfer majors.

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 are 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?

☒ 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.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

For 2021-2022, the program chose the following PSLOs for review, all relating to the vital area of media production:

Upon completion of the AA-T in Journalism, students are able to prepare for careers in media and related fields.

Upon completion of the AA in Journalism and Media Studies, students are able to participate in the creation of student media, following a timeline for production, editing and formatting content, and publishing and distributing.

Upon completion of the Certificate of Achievement in Mass Communications: Journalism, students are able to participate in the creation of student media, following a timeline for production, editing and formatting content, and publishing and distributing.

Upon completion of the Certificate of Achievement in Mass Communications: Journalism, students are able to recognize, acquire, produce, and distribute content for the weekly college newspaper, *The Express*, demonstrating increasing understanding of standards of journalism and design.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). NA %
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

The goal of the three-year plan was to analyze data related to student production of media, one of the core outcomes of the program. Unfortunately, low enrollment during the pandemic led to class cancellations and small classes, resulting in no meaningful data to analyze.

This problem was further amplified when the program changed its name; all SLOs and PSLOs will need to be re-created under the new name, according to the SLOs rep who met with me in October 2022. Given these problems, I plan to work on eLumen and create a more meaningful approach to SLOs in Spring 2023.

The following chart shows how little data was generated in 2021-22.

Fall 2021

Program/Class to Be Assessed of Reviewed	Class Status	Students
AA-T/JAMS 16A, <i>Express</i> College Newspaper A	Offered	3
AA-T, AA, Cert./JAMS 7, Intro to Public Relations	Canceled	N/A
AA-T/JAMS 16B, <i>Express</i> College Newspaper B	Offered	3
AA, Cert./JAMS 24A, 24B College Magazine A, B	Canceled	N/A

Spring 2022

Program/Class to Be Assessed of Reviewed	Class Status	Students
AA-T/JAMS 11, Newswriting	Offered	13
AA/Cert/JAMS 16A, <i>Express</i> College Newspaper	Offered	2
AA/JAMS 23, Multimedia Reporting	Canceled	N/A
AA/JAMS 21B, 21C, 21D, <i>Express</i>		
College Newspaper B-D	Offered	5
Cert/JAMS 23 Multimedia Reporting	Canceled	N/A
JAMS 19B, Journal of Arts, Literature, Academic Writing A	Offered/Cross Listed	1
JAMS 19B, Journal of Arts, Literature, Academic Writing B	Offered/Cross Listed	1
Cert/JAMS 22, Editorial Board	Offered	1

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- Gender
- Age
- Ethnicity
- EOPS
- Veteran
- BOG Recipient
- First Generation
- DE
- Online
- Hybrid
- Fact-to-Face

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

Not applicable. Equity is discussed in other sections.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

Not applicable. Equity is discussed in other sections.

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

Not applicable. Equity is discussed in other sections. JAMS is a two-person department.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ☒ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☒ YES _____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

Since I could not transfer my MSCM SLOs to eLumen, I am recreating all of them. Then I will have to map them and consider assessments. As I do this, I will consider other more meaningful assessments that will help contribute to student success in the JAMS program.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____ %

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate? **Yes.**

- Yes, all of my maps are accurate
- No. The Program Map for JAMS (degree/certificate name) Transfer Degree requires a non-curricular change. There is a blank list of CSU Electives that needs to be populated. In addition, because of some planned scheduling changes, I may change some of the language about when students may take classes. I have already contacted the Pathways group about these changes.

Requires an update

- Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
- **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____ YES ☒ X No

Course Name & Number
The report indicates that JAMS 1 needs to be revised, but it was revised in 2020. In addition,
JAMS 22 shows up as both Pending and Active. It is currently being taught and was also revised in
2020.

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES ☒ X No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES ☒ X Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES ☒ No

If yes, please provide details and the rationale

--

E. Are there any courses that you plan to deactivate or sunset?

_____ YES ☒ No

Course Name & Number

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

Many colleges have less frequent Program Reviews. As a one-person department, I would recommend less frequent Program Reviews. The workload on all, but especially on the small departments, is daunting.

Appendix 1

PRESS RELEASE

November 15, 2021

Contacts: Melissa Korber and Marcus Thompson II

Media Advisers, (925) 424-1240

NEWSPAPER WEBSITE: www.lpcexpressnews.com

Traditions must be kept.

Despite the limitations brought on by the pandemic, the students of the Journalism and Media Studies Department remained exceptional among their peers in California Community College. C.J. Flores — currently the editor in chief of *The Express*, LPC's student-run newspaper — took home five of the program's 17 awards at the Journalism Association of Community Colleges Fall Online Conference.

One of the awards was the esteemed General Excellence designation for *The Express* website, LPCExpressNews.com, again deeming it among the best community college online newspapers in California.

Flores won two first-place awards for his photography, one for a feature photo and the other for a sports action photo. He also won fourth place for column writing and was part of a three-student group that won fourth place for front page layout. Flores also received honorable mention in a column-writing contest at the conference.

"Winning awards at my first JACC is so impactful for my confidence and growth as a media member," Flores said. "I believe the awards our staff won is a testament to how talented and dedicated we are. The awards we won is a product of hours of hard work and our commitment to each other's growth."

Alessio Cavalca, in his first semester on the newspaper in the spring, also shined at JACC for his sports writing. He won two awards for his stories, one earning first place and another second.

Veteran Alan Lewis placed in three categories: second place for sports action photo, third place for sports feature photo and fourth place for front-page layout with Flores and Nathan Canilao. Lewis also received honorable mention for a second feature photo.

Canilao, former editor in chief of *The Express*, also won second place for inside page layout and was given honorable mention for a news photo.

The impressive showing in 2021 comes on the heels of two awards at the 2020 California Journalism awards presented by the reputed California Newspaper Publishers Association. LPCEXpressNews.com was also awarded General Excellence by CNPA. Also, Lewis won second place for sports action photo and Tiffany Summers-Johnson received fifth place for an illustration.

The media students of LPC have upheld the program's tradition of success despite limited to no access to the newsroom on campus, the inability to be present and build sources and the difficulty of attending college during a pandemic.

JACC Awards Fall 2021

1st Place Feature Photo: CJ Flores
1st Place Sports Action Photo: CJ Flores
1st Place Sports Game Story: Alessio Cavalca
2nd Place Sports Game Story: Alessio Cavalca
2nd Place Inside Page Layout: Nathan Canilao
2nd Place Sports Action Photo: Alan Lewis
2nd Place Critical Review: Han Nelson
3rd Place Sports Feature Photo: Alan Lewis
4th Place Column Writing: CJ Flores
4th Place Front Page Layout: Nathan Canilao, Alan Lewis, and CJ Flores
HM News Photo: Nathan Canilao
HM Sports Feature Photo: Alan Lewis
HM Illustration: Michelle Pacheco
HM Student-designed Ad: Elizabeth Reynolds (for *Havik*, LPC's Journal of Arts and Literature)

On-the-Spot Awards

HM Opinion Writing: CJ Flores
HM News Writing: Lizzy Rager

Online General Excellence: LPCEXpressNews.com

2020 California Journalism awards*

presented by CNPA

Online General Excellence for LPCEXpressNews.com
2nd Place Sports Action Photo: Alan Lewis
5th Place Illustration: Tiffany Summers-Johnson
**all in the 2-year college category*

Below is the 1st Place Feature Photo taken by CJ Flores in spring 2021. Please visit LPCEXpressNews.com to read the accompanying story.

COVID-19 testing site opens at LPC

 **Cj Flores** POSTED ON FEBRUARY 11, 2021

 0  1.1K Views  0

0
SHARES

 Share On Facebook

 Tweet It



COVID-19 testing is available at the LPC campus.

One year ago in January, the first case of COVID-19 struck in the United States. Today the United States has a total of 26.2 million confirmed cases. Alameda County has been deeply affected by COVID-19 and so has the community it inhabits.

Appendix 2

PRESS RELEASE



March 7, 2022

Contact: Melissa Korber Media Adviser, (925) 424-1240

NEWSPAPER WEBSITE: www.lpcexpressnews.com

JOURNAL WEBSITE: <https://havikjournal.wixsite.com/website>

For the first time since 2019, journalists from Las Positas College escaped Zoom rooms to develop and celebrate their craft at a nationwide convention in Long Beach from March 3 to 5. The nine students in the delegation came away with awards, new connections and a renewed appreciation for the importance of journalism.

All three of LPC's student publications earned awards, with *The Express* taking home the coveted General Excellence honor for its print edition, published as PDFs during the pandemic. The 16th edition of *Naked* magazine received fourth place honors for its cover. *Havik*, the college's journal of literature, arts and academic writing, earned a First Place Best of Show trophy for its 2021 edition, *Inside Brilliance*.

Students welcomed the opportunity to get to know their peers from colleges and universities across the nation.

"You can't make these connections in Zoom. It's easier to network with the speakers and students," said Nathan Canliao, who has served as an editor on all three publications.

The multi-talented Canliao left the convention with two individual awards: first place for an On-the-spot Critical Review and honorable mention for an On-the-spot Sports Story. He also shared in the *Naked* cover design award with Courtney Metz and Ian Jones.

The convention included heavy hitters in the world of journalism, including Pulitzer Prize winner Rick Green of the *Press Democrat* in Santa Rosa, and Berger Prize winners Thomas Curwen and Photographer Francine Orr of the *Los Angeles Times*.

The Athletic columnist Marcus Thompson, II, who also teaches journalism at LPC, led a standing-room-only workshop on the skills needed to thrive in the competitive field of journalism. Thompson is the reigning California Sports Writer of the Year, an award given by the National Sports Media Association.

Current *Express* Editor-in-chief Sophia Sipe said she especially appreciated the hands-on approach used by many of the speakers. “I felt like the convention allowed everyone to be fully engaged with one another, and it was refreshing to be able to make connections in

person,” Sipe said. “Before COVID, many of us took that for granted, whereas now I really push to socialize and bond with others.”

Sipe was one of six LPC students who earned individual honors at the convention. Her column, [“Sophia’s School of Thought”](#) earned honorable mention in the Mail-in Column Writing category.

Over 500 students and professors attended the convention, which was hosted by the Associated Collegiate Press and the Journalism Association of Community Colleges.

The following is a complete list of Las Positas College’s awards.

Journalism Association of Community Colleges State Awards Mail-in Awards

General Excellence — *The Express*

Column Writing: Honorable Mention — Sophia Sipe, “Sophia’s School of Thought”

Informational Graphic: Honorable Mention — Alessio Cavalca

Magazine Cover: Fourth Place — Courtney Metz, Ian Jones and Nathan Canilao, *Naked 16*

JACC On-the-spot Awards

Critical Review: First Place — Nathan Canilao

Opinion Writing: Fourth Place — Lizzy Rager

Sports Writing: Honorable Mention — Nathan Canilao

Associated Collegiate Press Award

1st Place Best of Show — *Havik: Inside Brilliance*



Nathan Canilao and Lizzy Rager show off their on-the-spot awards at the Journalism Association of Community Colleges/Associated Collegiate Press Convention in Long Beach on March 5, 2022. Canilao earned first place in Critical Review, while Rager earned honorable mention in Opinion Writing. Photo by Farai Mutiro/Express



Members of the Las Positas College delegation to the JACC/ACP Convention work on stories for The Express in the lobby of the Hyatt Regency, Long Beach, on March 6, 2022.