

Program: Journalism and Media Studies (JAMS)

Division: Arts & Humanities

Date: November 3, 2024

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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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A _____

A. Accomplishments and Planning

The Journalism and Media Studies (JAMS) program had another successful year.

1. Curriculum and Student Learning Outcomes

In 2024, the Curriculum Committee approved two JAMS courses for Credit for Prior Learning/Credit-by-Portfolio. Those two classes, Multimedia Reporting (JAMS 23) and Photojournalism (JAMS 12, cross listed with Photo 72), were selected because students who complete projects meeting the course outcomes would be able to demonstrate their learning in a portfolio. In addition, neither of the classes has been offered since 2022-23 because of the inability to add classes to the discipline plan. Both classes are part of pathways for the program's certificate and two degrees. JAMS 23 has been highlighted as being especially important for working journalists by members of the JAMS Advisory Board.

Work related to curriculum and Student Learning Outcomes continues in 2024-25:

- JAMS 23 has been revised with more lecture units and fewer lab units to enable inclusion in future discipline plans. It has also been renamed Digital Storytelling to better reflect course content as well as current media practices.
- Another class has been potentially identified as Credit for Prior Learning/Joint Services Training, JAMS 12. Curricular revisions will occur in the near future.
- All JAMS courses that include English 1A as an advisory have been updated in META to reflect a streamlined approach to such advisories (individual skills analysis is excluded).
- Now that META is in use, revised Student Learning Outcomes and Program Learning Outcomes can be once again integrated and tracked. The plan this year is to revise and input such SLOs and PLOS with an eye towards outcomes that will lead to meaningful, measurable data in the future.

2. Graduation

In 2024, three students graduated from the Las Positas College JAMS program with the following degrees and certificates. Although this was less than the all-time high number of JAMS graduates in 2023 (a total of 10 student graduates, including the valedictorian), it was still a healthy number, and enrollment in the program has been steady and increasing lately. The following is a list of the 2024 graduates and their degrees and certificates.

Journalism and Media Studies Graduates 23-24

Name	Degrees and Certificates	After Graduation (if known)
Paul George	<ul style="list-style-type: none">• AA Journalism	Employment and Continuing Education
Omar Mir	<ul style="list-style-type: none">• AAT in Journalism• AA in Liberal A/S: Soc & Behav Sci• AA in Liberal A/S: Mathematics/Sci• Certificate in CSU GE Breadth	CSU East Bay
James Sevilla	<ul style="list-style-type: none">• AAT in Journalism• AA in Film Studies• AAT in Communication Studies	Continuing Education at LPC (earning at least two additional degrees)

3. Awards

The 2023-24 academic year was another good year for the program in terms of student accomplishments. Below are three press releases from JAMS, highlighting student accomplishments at regional, state, and national/international journalism competitions, usually connected to journalism conferences.

a. Fall 2023 Press Release

The Express earns 28 awards at NorCal journalism conference



Fatima Mohammed and Bella Guerrero represented Las Positas College at the NorCal Journalism Association of Community Colleges NorCal Conference at San Francisco State University on Saturday, Oct. 14, 2023. The LPC delegation earned 28 awards at the conference, including one for this photo. Daya Sanchez, Arts & Entertainment Editor of The Express, took home 3rd place in the On-the-spot Feature Photo Contest.

October 20, 2023

FOR IMMEDIATE RELEASE

The seven LPC students attending the journalism conference on Oct. 14 at San Francisco State University were mostly rookies — new to journalism, new to the newsroom, and, in many cases, new to the college.

They didn't let their inexperience hinder them. In addition to networking with professional journalists, most competed in the on-the-spot contests, simulating the real-world experience of the fast-paced, deadline-driven field of media.

At the end of the day, the rookies and their predecessors at LPC were triumphant, upholding the reputation of the JAMS department as one of the best in California. In total, they took home 28 awards for the college.

Brighton Matus, the editor in chief of *The Express* and president of Journalism Club, praised his staff and the students from the magazine who attended for excelling at the conference.

"We went from zero to hero," Matus said. He earned two on-the-spot awards at the conference, second place in opinion writing and fourth place in copy editing. "We learned a monumental amount about how to be successful in journalism. You can feel the change in energy in the newsroom since the conference. It's buzzing!"

The Express also earned the highest honors given at the conference, General Excellence for both LPCExpressNews.com and the print edition of the paper. Spring 2023 *Express* Editor-in-Chief Lizzy Rager achieved her goal of General Excellence for the website after a lapse in recognition for it.

"I am so proud of the spring news staff, who were almost all new to writing for a publication, for pushing themselves and producing excellent work for *The Express*," Rager said. "These awards show that, despite our small numbers, that talent and hard work, trial and error, and a commitment to excellence pays off."

Rager, who earned three awards for her work last year, transferred to UC Santa Barbara after graduating from LPC in spring 2023.

Rager also acknowledged the work of Sophia Sipe, who served as editor in chief in fall 2022. Sipe, one of the valedictorians at the 2023 LPC graduation, earned three JACC awards for her work and is currently attending Long Beach State.

Rager and Sipe were two of 10 students who graduated from the Journalism and Media Studies program in spring 2023, leaving the program with few returning students. The JAMS graduates earned a total of 18 degrees and certificates from LPC with most transferring to UCs and CSUs to continue their studies.

Melissa Korber and Marcus Thompson II, faculty advisers in the JAMS program, attended the conference, providing support and advice to the LPC students. Thompson also presented at the conference, giving a workshop called “Pro Tips on Taking Your Sports Articles to the Next Level.”

Korber said that the conference was a turning point for the program, bringing the rookies from *The Express* and *Naked* together as a team and helping to build for the future of the program.

“The rookies impressed me with how hard they worked,” Korber said. “I can’t wait to see what they do next!”

Here is a list of the awards won by Las Positas College students at the conference, which included over 100 students from Northern California Community Colleges.

General Excellence

- Print: The Express
- Online: The Express

Newspaper Writing

- Meritorious Award for Enterprise News: Lizzy Rager
[CLPCCD Trustee Luis Reynoso posts anti-LGBTQ+ content on LinkedIn](#)
[Committee formed to investigate trustee’s ‘homophobic’ social media](#)
[District trustee Luis Reynoso’s ‘homophobic’ and ‘inappropriate’ remarks reprimanded at intense meeting](#)
- 1st Place Profile Feature: Georgia Whiting
[Pursuing dreams from Nigeria to Livermore](#)
- 1st Place Critical Review: Sophia Sipe
[‘The Book of Will’ turned me into a shrew](#)
- 1st Place Sports Game Story: Brijae Boyd
[With fans back, Hawks sophomores lead the way in gutsy playoff win over DVC](#)

- 2nd Place Profile Feature: Peter Zimmer
[Valedictorian conquers mental health issues and academics](#)

- 2nd Place Editorial: The Express Editorial Board
- 3rd Place Column: Sophia Sipe
- 3rd Place Sports Game Story: Cj Flores
- 4th Place Feature: Lizzy Rager
- Honorable Mention Feature: Jude Strzemp
- Honorable Mention Critical Review: Landon Jansen
- Honorable Mention Opinion: Alan Lewis

Photo

- 3rd Place Sports Feature Photo: Nathan Canilao
- Honorable Mention Feature Photo: Georgia Whiting
- Honorable Mention Feature Photo: Gabriel Carver

Graphics and Design

- 4th Place Front Page Layout: Georgia Whiting, Lizzy Rager, and Gabriel Carver
- 4th Place Infographic: Lizzy Rager
- Honorable Mention Editorial Cartoon: Sophia Sipe

Multimedia

- 3rd Place Podcast/Audio News: Gabriel Carver
- 4th Place Webcast Broadcast News: Mason Newbould, Farai Mutiro, Omar Mir, Gibran Beydoun
- Honorable Mention Online Photo Essay: Gabriel Carver

On-the-spot Contests

- 2nd Place Opinion Writing: Brighton Matus
- 3rd Place Feature Photo: Daya Sanchez
- 4th Place Copy Editing: Brighton Matus

b. Spring 2024 Press Release

24 in '24: Las Positas students collect two dozen awards at annual college media conference

**The school's three student-run publications — *Havik*, *The Express*, and *Naked* —
shined in SoCal among their peers from two-year and four-year schools**

LA JOLLA — In another banner showing, the Journalism and Media Studies (JAMS) department collected 24 awards at a prestigious competition of collegiate journalists.

The annual Spring National College Media Conference, for four-year and two-year schools put on by Associated Collegiate Press (ACP), was held in La Jolla from March 7-9. For the third consecutive year, the state convention of the Journalism Association of Community Colleges (JACC) collaborated with the ACP conference. This year's conference set a record with 825 students.

The contingency from Las Positas did its thing.

Havik, the creative writing arm of JAMS, affirmed its status as elite in the nation. **Justin Gomes**, editor-in-chief of *The Express*, proved to be one of the stars of the weekend. Both *The Express* newspaper and *Naked* magazine were recognized as among the best in California.

“Our students showed their mettle at the conference and were recognized for their excellence,” said JAMS department head **Melissa Korber**, the adviser of *The Express* and co-adviser of *Havik* and *Naked*. “All of *The Express* delegates participated in the challenging on-the-spot contests, and most won awards. I was equally impressed with the dedication of the *Havik* staff, who planned most of this spring's edition while at the conference and walked away with a trophy.”

Havik 2023: Cacophony took 1st Place in the Literary Magazine category in the ACP Best of Show contest, which included four-year schools.

“Cacophony” also received an ever-popular People's Choice Award. The participating colleges could bring their publications to be voted on by ACP members attending. *Havik* received the 10th most votes.

“I was both ecstatic and completely floored,” said Aaliyah Gholamipour, editor-in-chief of *Havik*, describing her reaction to winning the People's Choice Award. “I was still reeling from the 1st Place prize, and as far as I'm aware, *Havik* hasn't gotten an extra prize like that before. I practically jumped out of my seat, handed the trophy and certificate to my teammates, and walked up on there as fast as possible to thank the ACP team with the biggest smile I've worn in a while.”

The top four were all newspapers: Elon University's *The Pendulum*; Pepperdine University's *The Graphic*, San Jose State's *Spartan Daily*, and Fresno State's *The Collegian*. The top 10 also included three magazines and two yearbooks.

Havik was the only literary magazine and the only publication from a two-year school in the top 10. It was LPC's first People's Choice Award.

“I think a lot of things make *Havik* special,” said English professor **Marty Nash**, co-adviser of *Havik*. “We have great support from the English and JAMS departments, our Dean, the LPC Foundation, and the Tri-Valley literary community. Undoubtedly though, it's the staff. They work very hard, and they're so thoughtful and intentional in their selection of the works we publish and the design of the book. It also helps having two outstanding mentors in

Jennifer Snook and **Peter Zimmer**. Having such a successful journal attracts students who love literature and the arts to our programs, so both the journal and the programs continue to benefit and evolve from this collaboration.”

Other major coups were *Naked* magazine and *The Express* newspaper being recognized among the best publications among two-year schools. Both received the coveted General Excellence honors from JACC.

Naked won 2nd Place in ACP’s feature magazine category for two-year schools. LPExpressnews.com, the digital arm of *The Express*, won 3rd Place for best website among two-year schools. *The Express* won sixth place for best print newspaper or newsmagazine among two-year schools.

“It was amazing to meet so many journalists from around the country,” Gomes said. “It felt really good to be recognized both in the state and nationally for our hard work.”

Gomes highlighted the individual accolades with five awards in the JACC competition and had a significant role in another.

He won 1st Place for News Judgement/Layout and 2nd Place for a feature photo from the Puente Club’s Dia De Los Muertos event.



Gomes’ photo spread in *Naked* won 3rd Place for Photo Essay. Gomes also received Honorable Mention for an environmental portrait and a photo essay. He also took the photo for the *Naked* cover that received Honorable Mention for Magazine Cover Design.

Another big winner: **Paul George**. His “[Dad’s Rambling Again](#)” column earned him 1st Place for column writing by JACC.

The live contests at the conference were another area where Las Positas shined. **Gabriel Carver**, photo editor of *The Express*, collected two awards. His photo from the UC San Diego baseball game against the University of the Pacific won 3rd Place for On-The-Spot Sports Photo. **Jakob Arnarsson**, sports editor of *The Express*, earned 4th place for On-The-Spot Sports Writing for his coverage of the same game, chosen by JACC for the sports contest.

Carver also collaborated with **Camille Leduc**, staff writer for *The Express*, and won 4th Place for On-The-Spot Team Feature, which combined a feature article and accompanying photos.

Other winners included **Gavin Barbera**, who took 3rd Place for Magazine News Feature, and **Georgia Whiting**, who won 4th Place for Column Writing with her [Kicking and Streaming series](#). Both are currently attending four-year schools.

Whiting also received an Honorable Mention for Profile Feature Story. Other Honorable Mentions included **Peter Zimmer** (Profile Feature Story), **Brighton Matus** (On-The-Spot Copy Editing), *The Express* Editorial Board (Editorial), and *Naked* magazine staff (Design/Layout).

c. Fall 2024 Press Release

Plaque buildup: Recognition abounds for JAMS students

LPC's media students bring home 26 awards from regional, state and national journalism competitions



Front row (l to r): Melissa Korber, Sydney Breckenridge, Camille Leduc, Jakob Arnarsson, James Sevilla, Simon Clarke, Rain Hepting. Middle row (l to r): Luke Vavuris, Ian Kapulis, Mel Llamas (brown hat), Sabrina Hossain, Olivia Fitts, Gabriel Carver. Back row (l to r): Francis Kennedy, Peter Zimmer, Justin Gomes.

It's award season for the student media at Las Positas College. The students of Las Positas racked up.

Six first-place awards at the NorCal Regional Conference for the Journalism Association of Community Colleges capped what's been a sensational few months for the Journalism and Media Studies Department. The 19 awards won over the weekend included the coveted General Excellence for the print publication.

"We felt honored," said Jakob Arnarsson, editor-in-chief of The Express newspaper. "All the work we've put into this paper has gotten recognized, and it's a feeling that only has us working harder."

Arnarsson took first place for his [profile feature on men's basketball player Alex Martin](#) and first place for his coverage of [men's basketball playoffs](#).

Rain Hepting, copy editor and artist extraordinaire, also won two first-place awards. One was for the live copy editing competition and the other was for their editorial cartoon [Awareness vs. Acceptance](#), which accompanied Hepting's story about Autism Acceptance Day. Hepting also won third place for another editorial cartoon.

Olivia Fitts, news and opinions editor of The Express, and Gabriel Carver, now at San Francisco State, won first place for [their illustration for the story on the mice infestation](#).

Paul George won for [his column series Dad's Rambling Again](#).



Gabriel Carver, an alum of LPC's journalism program, is immediately embraced by former classmates visiting his current school, San Francisco State University. (Photo by Luke Vavuris/The Express)

The awards coup at JACC comes on the heels of a major accomplishment by Olivia Fitts. She was named by the Associated Collegiate Press as one of 10 finalists for Reporter of the Year in the nation for two-year schools. It's the second-consecutive year a Las Positas student was declared one of the 10 best by ACP, which has member schools through four America and Canada. Lizzy Rager, who currently attends the University of California Santa Barbara, won second place in this category in 2023.

“Olivia Fitts is competing with some of top journalists in the nation for this award — an award that recognizes her hard work, commitment to the truth and, especially, her unique ability to tell a compelling story,” said Melissa Korber, head of the Journalism and Media Studies Department. “For the second year in a row and the fifth time since the program entered this national arena in 2012, LPC is home to an elite college journalist. The JAMS program is fortunate to welcome naturally talented writers like Fitts and to help them hone their skills.”

Fitts will learn her ranking next month when the results are announced.

The California Newspaper Association Awards this summer kicked off LPC's awards season.

Justin Gomes, editor-in-chief of the newspaper for spring 2024, won 1st Place for news photo for capturing [a campus protestor speaking with a campus safety officer](#). Gomes also took 3rd Place for [his Feature Photo on Day of the Dead](#). And both Paul George and C.J. Flores received 2nd Place honors — George for his “Dad's Rambling Again” column and Flores for his [profile of Hawks' men's basketball's Isaiah Victor](#).

Both The Express newspaper and the online publication, [LPCExpressNews.com](#), received 4th Place in the General Excellence category.

“The students deserve this,” said Marcus Thompson, professional mentor to the media students. “They are talented. They grind. They have great camaraderie. They represent what student media is all about — and they've got plenty of plaques to show for it.”

Individual Awards

ACP

Finalist: Olivia Fitts — Reporter of The Year, two-year schools

JACC

1st Place: Jakob Arnarsson — Profile Feature Story (Alex Martin)

1st Place: Jakob Arnarsson — Sports Game Story

1st Place: Olivia Fitts and Gabriel Carver — Photo Illustration (Mice)

1st Place: Paul George — Column Writing

1st Place: Rain Hepting — Editorial Cartoon

1st Place: Rain Hepting — Copy Editing

3rd Place: Rain Hepting — Editorial Cartoon

4th Place: Jakob Arnarsson — Sports Feature Photo

4th Place: Gabriel Carver — Online Photo Story Essay
4th Place: Olivia Fitts — Critical Review
4th Place: Justin Gomes — Feature Photo
Honorable Mention: Paul George — Editorial
Honorable Mention: Justin Gomes — Photo Story Essay
Honorable Mention: Justin Gomes — Sports Action Photo
Honorable Mention: Camille Leduc — Critical Review
Honorable Mention: Luke Vavuris — Feature Photo, On-the-Spot Awards

CNPA

1st Place: Justin Gomes — News Photo
2nd Place: Paul George — Columns
3rd Place: C.J. Flores — Profile Story
3rd Place: Justin Gomes — Feature Photo

Staff Awards

JACC

General Excellence in Print: The Express
2nd Place: The Express — Front Page Layout
4th Place: The Express — Inside Page Layout

CNPA

4th Place: The Express — General Excellence, print
4th Place: LPCExpressNews.com — General Excellence, online

- **Other Accomplishments**

The program and its two faculty members had other successes during 2023-23. The following is a list highlighting some of those accomplishments.

- Korber continues to co-chair the Career Technical Education (CTE) Committee and served as CTE Liaison to the Academic Senate.
- Korber continues to serve as the Credit for Prior Learning Coordinator. In this role, she has worked to streamline the processes and forms and has presented at Flex Day at Las Positas College, to the Chabot Academic Senate, and twice at Orange Coast College.
- Korber and students in the program participated in the Open House, Welcome Back Week, outreach events on campus, the Literary Arts Festival, and campus-wide club events.
- Korber and Thompson have also worked with the team planning the construction of the new STEAM building, which originally included new dedicated space for the JAMS program. Because of space and budget constraints with the new building, JAMS will instead be relocated to building 600. This building will be remodeled to accommodate the program and will include a computer lab, a classroom space,

a faculty office and classified workspace, a conference/broadcast room, a podcast room, a library and lounge area, and a separate classroom for use by JAMS and other programs.

- Thompson continued to thrive as a lead columnist for *The Athletic*, which was purchased by The New York Times in 2022. He has earned many awards as a sportswriter, including being named a finalist for the Dan Jenkins Medal for Excellence in Sportswriting in 2024 and a was one of the first-place winners in the 2023 PBWA Blumenthal Memorial Writing Contest, which honors the best work by members of the Professional Basketball Writers Association between July 1, 2022 and June 30, 2023.
- The JAMS program purchased new photography equipment as well as additional equipment for the Podcast Studio using Instructional Equipment funding. The studio is used for podcasts for *The Express* and other student media outlets.
- Thompson took the lead in redesigning LPCExpressNews.com in 2023-24. Funding for the comprehensive redesign of LPCExpressNews.com was provided by a Perkins grant.
- Journalism Club met on a weekly basis, participated in on-campus events, and provided support for student activities.
- Peter Zimmer worked as archivist for the publications through funding provided by a Perkins grant, working with the LPC Library to provide links to digital version of Havik.
- Jennifer Snook continued to consult as design mentor for the publications, providing guidance to students in the production process.
- The Express class had its first embedded tutor, who tutored students in photography, in 2023-24.
- In Summer 2024, Thompson and Korber offered the program's second summer camp to high school students, Press Pass 2024: Entertainment Journalism. Later during the summer, Korber and Zimmer offered workshops on media to fourth grade students. Another summer camp is planned for summer 2025, this time focusing on creating a journal.
- The program has worked toward more low-cost and zero-cost textbook resources with many of the classes (JAMS 2, JAMS 19A and B/English 19A and B, JAMS 21A-D and 22, and JAMS 24A and 24B all using such resources.)

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

Funding

Funding for printing, websites, and conferences created some challenges, although new funding streams provided stability for some of these expenses. For the first time, newspaper printing was covered by lottery money. In addition, both the magazine and literary anthology received funding through the Instruction Equipment Requests. The program continued to raise funds through ad sales and sponsorships and cobbled

together funding from these sources, co-curricular funding, and CTE professional development funds to attend two conferences in 2023-24. Rising printing costs, less advertising revenue, and ongoing digital expenses such as website maintenance, updates, and repairs will continue, but the additional streams of funding and some improved processes have lessened some of the stress related to funding.

Time

As indicated in prior program review, JAMS is a small program with one full-time employee, one part-time employee with a demanding job, one or two contractors, and one student assistant. In addition to the program work, the media outlets are essentially three small businesses with concerns about income, distribution, technology changes and updates, rising costs, and increased complexity of systems. New events like summer camps, additional outreach, and even planning for the new building create some challenges with time management and scheduling.

Space

As reflected in past Program Reviews, space challenges primarily concern the distance between the Media Lab and the Podcast Studio. The remodeled building, which may open as soon as Fall 2025, will likely alleviate those concerns and lead to better integration of the program.

C. Planning: What are your program's most important plans, either new or continuing?

N/A _____

The most important plan is the remodeling of Building 600 to accommodate the new program. The planning is progressing well with a recent meeting focusing on designing the space. The next step is picking out furniture for the new space.

Another important plan is related to revising and then inputting SLOs and PSLOs using the new META system.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

Suggestions:

N/A X

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?

Yes X No ____

2. Comments (Optional): The program coordinator will update to add Credit for Prior Learning to at least one additional class, JAMS 3, Intro to Public Relations. (Two classes were revised to include CPL last year, JAMS 12/Photo 72 Photojournalism and JAMS 23 Multimedia Production.) The coordinator will complete other updates as needed, especially for new textbooks and other timely updates.

3. Please review your program [maps](#). Do you need to make any modifications?

Yes **No X**

However, one goal is to find a way to offer JAMS 12/Photo 72 and JAMS 23. Neither has been offered since 2022-23. The problem is not the Program Map but the inability for either class to be offered because of limited offerings. Both classes are essential to post-graduation success in the JAMS field, as members for the JAMS advisory board reiterate at every meeting. One plan is to decrease the lab units for at least one class.

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.

a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.

b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to [the IR team](#).)

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

As in the past, JAMS continues to have higher success rates than the College has with overall success rates of 80% in 23-24 compared to the College-wide success rates of 75.1%. The JAMS program also met the Set Standard for 23-24. The following is a sample of data from the Student Outcomes Data provided by the College, comparing LPC success rates to JAMS success rates.

S= Success, W=Withdrawal, N=Non-success

Category	LPC	JAMS
Course Success Rates by Demographic: African American	S: 60.6% W: 19.7% N: 19.7%	S: 68.2% W: 27.3% N: 4.5%
Course Success Rates by Demographic: Hispanic/Latino	S: 71.1% W: 15.1% N: 13.8%	S: 79.7% W: 10.2% N: 10.2%
Course Success Rates by Demographic: Has a Disability	S: 75.1% W: 13.4% N: 11.5%	S: 82.8% W: 10.3% N: 6.9%
Course Success Rates by Demographic: Distance Education	S: 72% W: 15% N: 13%	S: 80.1% W: 9.3% N: 10.6%
Success Rates by Demographic: Transfer (w/wo AA,AS)	S: 75.1% W: 13.4% N: 11.4%	S: 78.2% W: 10.8% N: 10.8%

The JAMS program graduates are successful and most continue to be successful after graduation. Graduates tend to transfer to notable institutions including UCs and CSUs and many continue their education locally. In addition, many successful alumni keep in touch with the program.

The program continues to grow in some areas, despite cutbacks to the number of classes. The last academic year was a stabilizing one, leading to better enrollments, fewer concerns about funding, changes to curriculum, and a focus on the future with plans for the new building. The classes in the JAMS program are seeing increases in numbers in 24-25.

As included in last year’s program review, many plans are ongoing, including the following:

- Revise and input CSLOs and PSLOs in META.
- Continue to work on podcasting and digital reporting for the publications.
- Create a Military Joint Services Credit for Prior Learning option for JAMS 23.
- Continue to use the IER process for equipment and funding.
- With Perkins funding, design and launch a new *Express* website.
- Continue to secure funding to take students and faculty to journalism conferences.

- Secure additional funding to pay for publications, websites, and conferences through grants, sales, sponsorships, fundraising, and other sources. Lottery money, IER grants, and ad sales have led to increased stability in this area.
- Continue to collaborate with other programs on campus to improve student learning.
- Continue planning for the future of JAMS, including the new space in the 600 building.
- Plan and conduct another Press Pass Summer Camp.
- Continue to use mentors and embedded tutors in the program. In 24-25, one mentor is providing design help, and another is archiving all publications. A student assistant also provides assistance to the program, especially with respect to communications.

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes X No _____

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college’s major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- 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)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.

- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes ___ No **X**

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

Not Applicable

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24). Because we changed the program name and course numbers, we are not currently able to access SLOs in eLumen. We will be updating all SLOs in Meta when we are able to do that.

0%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.

Not Applicable

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

Not Applicable

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

We are looking forward to working with Meta.

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes___ **No X**

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](#).

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

Not Applicable

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).

0%

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

Not Applicable

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

Not Applicable

6. 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.

As explained in last year's program review, "After several unsuccessful attempts to update Student Learning Outcomes and Program Outcomes with the new program name in 22-23, the program coordinator determined that the best approach would be to revise all outcomes in the 23-24 academic year and to input them in the new curriculum-based SLO manager in academic 24-25. That work is progressing."

Since Meta is just now being fully integrated at the College, the program coordinator has spent some time considering SLOs that might lead to better SLO data. The last three-year plan, which focused on media

production classes, was adopted around the time that student enrollments declined statewide because of the pandemic. This led to small sample sizes and no clear data trends. Since the program includes two survey classes that lead to many enrollments as well as skill-based and media production classes, the goal is to create broader language relating to outcomes that are common in most or all JAMS classes so that the assessment process can lead to more meaningful data. At this point, two areas under consideration for the SLOs to be created and assessed involve 1. Written work using standard media styles and standards (which can vary from publication to publication) and 2. Use of media. As work commences in Meta, the two faculty in JAMS will clarify the wording for these two potential assessments and decide on courses to assess over the course of the next three-year plan. Since assessments will be based on outcomes common among classes, this might also lead to meaningful assessment for PLOs.

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. [Based on discussion with others in your area](#), what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. 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.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year’s Program Review forms or process do you have?

Do Program Reviews less frequently (maybe every three years) and allot more faculty time for them. This would make the reviews more of a “big picture” view of a program and less time consuming for faculty, especially those in small programs.