

Program: Journalism and Media Studies

Division: Arts & Humanities

Writer(s): Melissa Korber

SLO/SAO Point-Person: Melissa Korber

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

JAMS Media Lab Design: The two faculty members in the JAMS program worked with contractors and Dean Mattern to design the remodel of a room for the program as part of the STEAM project. The JAMS program will move to Room 600 after the remodel is completed in December 2025. The room includes a large computer lab and teaching area, a library/lounge area, a faculty office for the coordinator, a work area for the classified professional, a reception area, a combined broadcast studio and conference room, and a podcast studio.

Awards for Student Work: Students continued to achieve excellence at regional, state, and national levels. In fall 2024, JAMS students earned 26 awards for work on *The Express* and *Naked*:

- One national-level award, Honorable Mention Reporter of the Year from the Associated Collegiate Press (ACP);
- Four state-level individual awards from the California News Publishers Association (CNPA);
- Two state-level staff awards from CNPA—4th Place General Excellence for both the print and online versions of *The Express*;
- Sixteen regional individual awards from the Journalism Association of Community Colleges (JACC); and
- Three regional staff awards from JACC, including General Excellence print.

In spring 2025, JAMS students earned 34 awards at the ACP/JACC National Conference, which honors newspapers, magazines, newsletters, and literary arts journals:

- ***The Express***

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- Five national-level ACP awards, including First Place, Online Newspaper Best in Show (*LPCExpressNews.com*), First Place, Digital Newsletter Best in Show (*Express Weekly*), Second Place, Newspaper/News Magazine Best in Show (*The Express*), and fourth place for both Reporting Feature Story and Broadcast Sports Story.
- 12 state-level JACC individual awards.
- ***Naked***
 - One national-level ACP award, Fifth Place Feature Magazine Best in Show.
 - Six state-level JACC awards, including General Excellence for Magazine and First Place Magazine Photo.
- ***Havik***
 - Three national-level ACP awards, including First Place Literary Arts Magazine Best in Show and the People's Choice Award for Literary Arts Magazine.
- **On-the-Spot Awards**
 - Six state-level JACC awards for contests at the conference, including First Place for Copy Editing.

Curricular Improvements and Updates: During the past academic year, the following curricular improvements and updates were made and approved by the Curriculum Committee:

- Course Outline of Record Modifications (effective fall 2025)
 - JAMS 1 Introduction to Mass Communications
 - JAMS 2 Introduction to Media
 - JAMS 3 Introduction to Public Relations
 - JAMS 11 Introduction to Reporting and Newswriting
 - JAMS 21A Express College Newspaper A
 - JAMS 21B Express College Newspaper B
 - JAMS 22 Express Editorial Board
 - JAMS 24A Naked Magazine: College Magazine A
 - JAMS 24BA Naked Magazine: College Magazine B
 - JAMS 23 Digital Storytelling (renamed Multimedia Reporting)
- Credit for Prior Learning (effective fall 2025)
 - JAMS 23 Digital Storytelling
- Guided Map Modifications
- Program Map Modifications to JAMS AA-T
- Program Modifications to JAMS A.A.
- Program Modifications Narrative, Program Requirements, and Program Map to JAMS AA-T

Workforce Vision Closing Equity Gaps: All statistics are based on a comparison of 2023-24 to 2024-25 data for the Journalism and Media Studies (JAMS) Program.

- The overall JAMS course success rates for low-income students increased from 76% to 84%.
- The overall JAMS course success rates for Latinx students increased from 80% to 82%.

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- The overall JAMS course success rates for Black/African American students increased from 68% to 91%, while the number of students (22) remained the same. This was higher than the overall program success rate, which increased from 80% to 88% during the same period of time.
- The overall JAMS course success rates for Distance Education students increased from 80% to 87%.
- The overall JAMS course success rates for Non-distance Education students increased from 67% to 96%.
- The overall JAMS course success rates for female, male, and others all increased students increased for females from 76% to 87%; for males from 82% to 88%; and for those who identified as other from 91% to 93%.
- The overall JAMS course success rates for part-time students, defined as those with fewer than 11.5 units, increased from 72% to 83%

Additional data relating to the Workforce Vision Goals can be found in [this document](#).

Graduates: In 2025, six graduates completed programs at LPC, all graduating with Journalism AATs. It is noteworthy that JAMS graduates are increasingly transferring to prestigious universities. Of this group of graduates, one transferred to the University of Missouri, one transferred to Arizona State University, and one transferred to UC Berkeley. All three plan to continue working in the media, and two have ongoing mentorship relationships with students in the JAMS program.

2. Please describe your most important **challenges** in year 24-25.

Design and Planning: One major challenge was planning the remodeled space for the JAMS program. Although this was an exciting challenge, and we were well supported by our dean and the contractors, the project planner and the Swinerton Group, the work required a significant amount of time.

Time Constraints: A similar challenge relates to the College goal of supporting wellness. Journalism and teaching can both be all-consuming fields, so finding a healthy work-life for the two faculty in the program, one full-time and one part-time, is challenging at best. Navigating the bureaucracy for conferences and funding is part of this challenge, although that has improved this year thanks to some administrative support and streamlining. For both faculty, the lack of time has meant prioritizing responsibilities and continuing to develop a team consisting of student editors and staff, a student assistant, mentors, and alumni to ensure the important work of the program is completed to a standard of excellence the profession and the program demand.

Transitioning to Digital Media: JAMS has been transitioning to digital-based distribution of publications. For *The Express*, this has meant that the structure of the course has changed from a monthly structure based on one print edition per month to a weekly or daily publication structure; the best work and the least time-sensitive work is selected for print publication, while the rest goes online as soon as possible. Shifting this focus also means more use of podcasts, broadcasts, social media, and newsletter and increased reliance on *LPCExpressNews.com*. For *Havik*, this has meant moving archived issues to the LPC library and continuing to work with a digital submission platform. All this work involves integrating new software and digital platforms into the program while continuing to teach the fundamentals of media production and print production.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

We were awaiting the integration of SLOs into CurrIQunet META. This has been accomplished, so SLOs are being revised and expanded upon in 2025-26 usually with curricular changes.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

New Space: The move will be completed by January 2026. The new space will support student achievement in the following ways:

- The central campus location is ideal for access to the room, access to campus happenings, and growth of the program.
- The large lab and teaching area, meeting and broadcast room, podcast room, and library/lounge space will support student achievement by allowing multimedia work, more student access, and a dedicated library/lounge space.
- The improved technology, layout, and access should promote achievement and equity.

Multimedia: The JAMS Advisory Board has long recommended a strong focus on multimedia. The 2025-26 school year should see substantial progress in this area with the new classroom space as well as additional course offerings. In fall, Photojournalism (JAMS 12/Photo 72) was offered for the first time since fall 2022, and the class filled. In spring 2026, Digital Storytelling (JAMS 23) will be offered for the first time since spring 2023.

Collaboration: The JAMS program is planning to increase its collaboration with other programs in 2025-26. JAMS currently collaborates closely with Photography and English on cross-listed curriculum (Photojournalism and Havik, respectively). The remodeled lab will be much closer to related programs such as Graphic Design and Digital Media, Music, Photography, and Film Studies, allowing for more immediate collaboration. A recent collaboration with LPC's successful Honors Program may lead to a journal for honors work, a companion to *Havik*. This will allow honors students to create a book in partnership with the journal staff, with both groups benefiting from the new project.

Additional Program Offerings: In 2025-26, the JAMS program is working to increase access and enrollment by offering one class (JAMS 1: Introduction to Mass Communications) during the first winter intersession and one class (JAMS 2: Introduction to Media) as a dual enrollment section in fall 2025.

JAMS will also:

- € Develop more Credit for Prior Learning where appropriate.
- € Develop a noncredit option for JAMS, which will make the courses more accessible.
- € Foster working relationships with media organizations and industry, leading to more opportunities for students.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No: **Yes.**
- Explanation/evidence:

There were 636 workers employed in jobs related to News Analysts, Reporters, and Journalists in the four-county area that includes Alameda, San Francisco, Contra Costa, and San Joaquin counties. The largest occupation is Media Streaming Distribution Services, Social Networks, and Other Media Networks and Content Providers, making up 37.2% of the projected jobs in 2026. Significant numbers of jobs are also found in Newspaper, Periodical, Book, and Directory Publishers (23%), Independent Artists, Writers, and Performers (17.3%), and Radio and Television Broadcasting Stations (12%).

There were 177 job postings in the year before the report for occupations related to News Analysts, Reporters, and Journalists in the four-county region. Analysis of skills and certification requirements in job postings indicates:

- The top distinguishing skills (advanced skills) by demand in this occupation were News Writing and Feature Writing with projected stable growth of 7.9% and 7.2%, respectively; Sports Journalism with projected rapid growth of 22.7%; and Breaking News Coverage and Investigative Journalism with growth of 12.5% and 11.6%, respectively.
- The top defining skills (skills needed for day-to-day work) by demand relative to the market in this occupation were the growing skills of Journalism (16.1%), Social Media (16.3%), News Stories (11.1%), News Anchoring (8.9%), and AP Stylebook (14.6%).
- The top necessary skills by demand were all showing growth relative to the job market. They were Content Creation (+8.8%), Storytelling (+28%), and Search Engine Optimization (+14.6%).

Taken as a whole, the four-county area has an average number of jobs and job postings in this field. At the same time, compensation was high in this area with the national median salary for News Analysts, Reporter, and Journalists at \$57,174 compared to \$84,827 here.

Source: September 2025 [Labor Market Analysis prepared by Lightcast Data.](#)

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No: **Yes.**
- Explanation/evidence:

The Lightcast Analyst Occupation Overview for News Analysts, Reporters, and Journalists in 4 California Counties, lists the following community colleges as offering programs in this area:

- Diablo Valley College: Journalism
- San Joaquin Delta: Mass Communication

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- Chabot College: Mass Communications
- Las Positas College: Journalism and Media Studies
- Ohlone College: Journalism

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No: **Yes, although data is not statistically valid due to small sample size.**
- Explanation/evidence:

Perkins Core Indicator Report for 060200 Journalism: The program has nine concentrators.

The Journalism program has nine concentrators, and therefore, the data is not statistically valid and does not have ratings within the Perkins V 2025-26 Core Indicators. The program's demonstrated effectiveness, as measured by the employment and completion success of its students, cannot be determined based on this data.

Core Indicator One: Postsecondary Retention and Placement: The program achieved 100% retention and placement for nine concentrators (8% above the state-negotiated rate), which could be considered effective, although it was not statistically valid due to the small sample size of under ten.

Core Indicator Two: Earned Postsecondary Credentials: The program achieved 100% earned postsecondary credentials for seven concentrators (20% above the state-negotiated rate), which could be considered effective; however, this finding was not statistically valid due to the small sample size of under ten.

Core Indicator Three Non-Traditional Program Enrollment: Journalism is not considered a non-traditional program (both males and females exceeding 25% employed in the occupation); therefore, it will show no data within this indicator.

Core Indicator Four Employment: Employment with fewer than six concentrators does not display percentages due to FERPA regulations and is also not considered statistically valid. However, the location of the DR notations shows a combination of demographics (male/female, Black, White, and Individuals with Disabilities) has been employed.

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No: **Yes.**
- Explanation/evidence:

The Journalism and Media Studies Advisory Board meets twice a year. The program includes among its two faculty, one working journalist who provides feedback daily to the program. In addition, other media

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professionals are members of the board and attend board meetings; some attend the Zoom meetings from other states, including Idaho and New York City.

Another meeting is scheduled for November 17, 2025. The minutes from both 2024-25 meetings are attached.

[Spring 2025 JAMS Advisory Board Meeting Minutes: March 24, 2025](#)

[Fall 2024 JAMS Advisory Board Meeting Minutes: November 18, 2024](#)

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.