

PROGRAM REVIEW Fall 2020

Program: Mass Communications (soon to be Journalism and Media Studies – JAMS!)

Division: Art & Humanities

Date: November 2, 2020

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

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

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

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 as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

In the 2019 Program Review, Mass Communications identified both short-term and long-term plans for the program. These are addressed in turn below. In addition, the program celebrated several notable achievements, which are also highlighted below.

2019 Program Review Short-term Plans

1. Press Pass Symposium

One of the significant plans for last year was to host a second Press Pass One-day Symposium in February or March 2020. Although the pandemic and other issues, including an inability to contract with the symposium lead until the district provided guidance about AB-5, prevented Press Pass from happening in Spring, it was re-scheduled, first to June 2020 and later to August 2020. The killing of George Floyd and the rise of protests in support of the Black Lives Matter movement necessitated a more serious approach to the symposium, so it was rescheduled and reframed. The result was a virtual, five-day conference which included discussions of social justice and equity in relationship to the media.

The conference included five workshops and one mini-workshop with industry professionals. The following is a list of the featured speakers and topics:

- "Keynote Speaker" – Logan Murdock, Multimedia Wizard, Staff Writer from *The Ringer*
- "So You Want to Host a Podcast" – Kavitha Davidson, Expert Conversationalist and Host of *The Lead*

- “Podcasting Tips for Beginners” – Caleb Hodgson, Host and Producer of *Deep in the Bag Podcast*, Co-host and Producer of *Workshop Podcast*, Producer and Consultant of *Hella Latin@* and *Getting to 50-50 Podcast*
- “Storytelling Through the Lens” – Squint, Visual Storyteller and Co-founder of Trilicon Valley
- “The Importance of the Student Press” – Ya’el Sarig, Student-in-chief, Brown University
- “Writing That Moves People” – Marcus Thompson II, Purveyor of Words, Author, and Lead Columnist for *The Athletic*



In addition to inviting high school students and students from other community colleges through the Journalism Association of Community Colleges, Press Pass this year serves as an important foundation for the students in the Mass Communications Program at LPC. Students from all Mass Communications classes were invited to attend or to view the recordings of the workshops. In addition, in many cases the workshops were fully integrated into the classes. For example, students in the classes that support *The Express* and *Naked* magazine were asked to view and write about all the workshops; students in Introduction to Media were asked to view and write about three of the five featured workshops.

Information about Press Pass was sent to the college, and Shawn Taylor, Director of Student Equity and Success, highlighted the program as “a wonderful event and with all that is going on in our shared world, this is a great look into

how news/information is being addressed.” Given its focus on featuring diverse voices, addressing equitable issues related to careers, and making the online format accessible to all, Press Pass fits well with LPC’s Planning Priorities. Specifically, Press Pass advanced the following Planning Priorities:

- Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.
- Coordinate resources and provide professional development for effective online instruction and remote delivery of student support services and college processes to advance equitable student outcomes.

For the most part, feedback about Press Pass 2020 has been positive, although only three attendees completed the survey about the event. The following summarizes the responses received.

Survey Questions and Answers

- **How satisfied were you with the event?**
All three students ranked it 5.0 out of 5.0.
- **What were your key takeaways from the event?**
 - “Lots of writing skills, a glimpse into journalism, and taking opportunities.”
 - “Learned what they recommend for aspiring journalists.”
 - No response (1)

- **Addition feedback on speakers or logistics?**
 - “Nothing. It was great.”
 - “I liked the structured presentations + Q&A's at the end. The seminars with just Q&A's were really awkward waiting for people to ask questions.”
 - “None.”

- **How satisfied were you with the content of the sessions?**
All three students ranked it 5.0 out of 5.0.

- **Any additional comments regarding the sessions or overall agenda?**
No response (3)

- **Are you a student? If so, which school do you attend?**
 - Skyline College
 - Chabot College
 - Las Positas College

- **Have you ever heard of the Las Positas College Mass Communications program before the virtual event?**
 - Yes (2: Chabot and Las Positas)
 - No (Skyline College)

- **How likely are you to enroll in the Las Positas Mass Communications Program?**
 - 1 out of 5 (Skyline College)
 - 3 out of 5 (Chabot College)
 - 5 out of 5 (current LPC student)

Although the number of students who completed the survey was small, the feedback about the content of the workshops was positive. A goal for the future might be to provide incentives for students to complete the surveys. Press Pass was also fairly far-reaching. As of November 1, 219 people had viewed Murdock’s workshop with over 55 viewing each of the other workshops.

This short-term plan was successfully accomplished.

2. Mentors, Tutors, and the LPC Literary Festival

Another short-term plan was to incorporate mentors and tutors in the program and to support the LPC Literary Festival. As set forth in the 2019 Mass Communications Program Review:

With most students focused on transfer, the program plans to continue to use CTE-supported mentors and one embedded tutor to help current students develop production and social media skills. This has the added benefit of providing significant experience for the mentors and the tutor, who develop their skills at a higher level. Mentors are currently used for *The Express* and *Naked* magazine with plans to expand to *Havik* in Spring 2019. The *Havik* mentor will likely be involved in the LPC Literary Festival, which is planned for May 2020. *Havik*, the production of which is a collaboration of the English and Mass Communication programs, will be released at the LPC Literary Festival.

Unfortunately, changes in state law and the pandemic itself interfered with most of these plans. In the past, creating a contractual relationship with a former or current student to serve as a mentor to students in the program has been a fairly straightforward process. However, in 2019, AB-5 reclassified many contractors as regular employees. Although the law didn't go into effect until January 2020, it caused the district to scrutinize and reconsider the classification of all contractors, slowing down considerably the process of entering into contracts. Although the Mass Communications Program was eventually able to contract with three mentors to help with design and with the Press Pass event, and even hired a Professional Expert to help with social media and students in the lab, the start time for all of these workers was delayed. The pandemic also stopped some of the work, although two of the mentors and the part-time employee were able to continue through the pandemic until the end of the academic year. A lack of Tutorial Center funding precluded use of an embedded tutor, but the part-time employee was able to help in that area as well.

Another part of this plan was foiled by the pandemic: The Literary Arts Festival was postponed until May 2021.

This short-term plan was substantially accomplished.

3. Pathways

Another goal for 2019-20 was to develop pathways for the two degrees and one certificate offered in Mass Communications. With the assistance of Jim Ott and, especially, Joel Gagnon of the Guided Pathways Committee, the pathways were developed. Included in this work were curriculum updates eliminating classes that are rarely offered, reframing classes to include more of an online focus where appropriate, and discontinuing the radio program for the time being. With the assistance of Articulation Officer Craig Kutil and the approval of the Mass Communications Advisory Board, the two Mass Communication degrees and the certificate were revised to reflect the streamlined curriculum as well as the program's new name – Journalism and Media Studies – which will officially take effect in Fall 2021. Most recently, in Fall 2020, all of the classes in the program were renumbered so that they more closely align with the pathways as well as the Transfer Model Curriculum. The goal is to make it easy for students to access and stay on the pathway.

I have attached PDFs of the programs and the pathways. The new programs and pathways are as follows:

- Journalism A.A.T. – Associate in Arts for Transfer (Appendices A and B)
- A.A.: Journalism and Media Studies (Appendices C and D)
- Certificate of Achievement: Journalism (Appendices E and F)

This short-term plan was successfully accomplished.

2019 Long-term Plans

Some of the program's current work will become part of significant long-term plans. In addition, as mentioned in last year's Program Review, a major ongoing project is planning for a new media lab in the proposed STEAM facility. The new media lab will include space for all student media, a dedicated classroom, audio and video studios, and a meeting room. The program has started to gather some information about other media spaces in the Bay Area. Before the pandemic occurred, Marcus Thompson II, who is my part-time colleague in Mass Communications, and I visited the San Jose State journalism program during a conference and The Bleacher Report headquarters in San Francisco on a field trip. Both visits gave us additional ideas for the new space, including:

- A spacious and well-designed computer lab area with teaching space and multimedia technology.

- A more spacious lecture classroom with the latest Smart Classroom features.
- At least five offices for student leaders and faculty to make the newsroom more functional and professional.
- A conference room with a table for more focused and productive staff meetings.
- At least two studios for recording video and audio to increase the ability to teach and to produce multimedia for digital distribution.
- Dedicated wall space for displaying awards and honors.
- Covers of magazines, journals, and newspapers as artwork and to celebrate the history of the program.

We are hopeful that we will be able to visit more workspaces for journalism when the pandemic ends and will continue to develop our plans for the most functional teaching and learning space possible.

2019-2020 Achievements

As in past years, Las Positas College student journalists have earned awards and recognition for their work. However, the awards earned this year were some of the most prestigious in the program's history. In 2019, the program received the highest recognition possible from the Associated Collegiate Press, a Pacemaker Award for the LPCEXpressNews.com and a first place award for an advertisement designed for and published in *Naked* magazine. The Journalism Association of Community Colleges also recognized the excellence of the student publications, awarding LPCEXpressNews.com and *The Express* General Excellence in Fall 2019 and both *Naked* magazine and *The Express* General Excellence in Spring 2020. This was in addition to dozens of awards earned by students. The following press releases detail the awards earned and provide a glimpse into the program during the past year.

1. LPC Student Journalists and Designers Earn Prestigious Awards

November 4, 2019

Contacts: Melissa Korber and Marcus Thompson II, Media Advisers, (925) 424-1240
 NEWSPAPER WEBSITE: www.lpcexpressnews.com

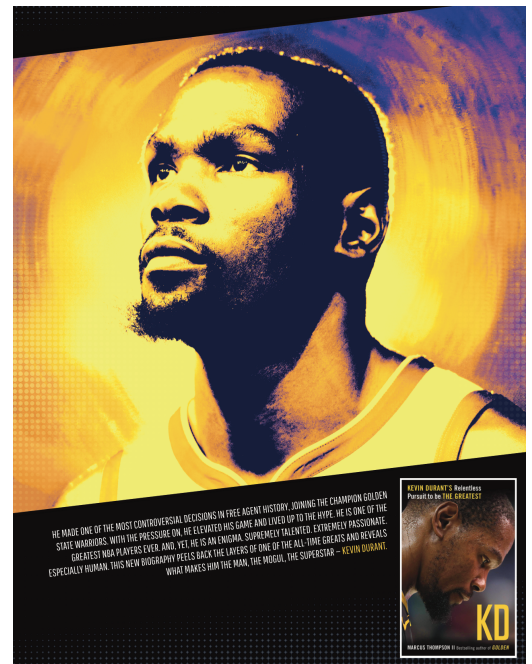
Once again, Las Positas College student journalists and designers are among the best on the continent.

On Nov. 2, the Mass Communications department racked up three international awards from the Associated Collegiate Press. The prestigious Online Pacemaker Award was given to LPCEXpressNews.com, the online edition of *The Express* newspaper. LPCEXpressNews.com was one of only three two-year colleges to be named Online Pacemaker, which the organization describes as its "preeminent award."

Individual students also earned top honors. Alexa Lowe and Jennifer Snook earned first place in the Display Advertisement category. The award-winning advertisement, featured to the right, showcases the biography of Kevin Durant written by Marcus Thompson II, who also serves as co-adviser of *Naked*.

Timothy Cech, former editor-in-chief of *Naked* magazine and staff writer for *The Express*, earned fifth place in the Reporter of the Year category for two-year colleges.

"I'm incredibly proud of all the students who worked on *Naked* and *The Express*," said Snook, who is majoring in



Graphic Design and Digital Media and has worked as an editor and a mentor for both publications. "We had a very talented group of people, and I'm not surprised that they received the recognition they deserved."

Cech's award resulted from his work on three stories: "[The Healing Place](#)" and "[Close Encounters of the LPC Kind](#)" in *Naked* and "[Geology Department Builds New Worlds in a Digital Playground](#)" in *The Express*. Cech rounded out a top five that included students from Southwestern College in Chula Vista, Tarrant County College in Texas, City College of San Francisco and Santa Ana College.

"Tim's writing and reporting were excellent," Thompson said. "His research, his attention to detail, his command of the subject, the heart he infuses into his work. He was a dream student to work with."

The Associated Collegiate Press named the award winners at its international convention in Washington D.C. on Saturday.

2. *The Express Is Recognized As Elite In Latest Contest*

November 11, 2019 Press Release

After all the names were called, Las Positas College journalism students walked away with a stack of plaques and awards over six inches tall. For the second time in a month, the flagship publications of the Mass Communications Department were recognized as elite. Saturday, they received two of the highest honors given: *General Excellence* for both print and online journalism.

The Express students earned 19 awards at the Journalism Association of Community Colleges (JACC) NorCal Conference on Nov. 16 at San Jose State University. This latest coup of honors was special because for the first time since 2011, the print edition of *The Express* earned General Excellence, JACC's most prized acclaim. It is now in the ranks of the elite with the online edition, [LPCExpressNews.com](#), which received the same honor for the second time this year.

Students who attended the conference were quick to credit one student leader for returning the print edition of *The Express* to glory: Emily Forschen, 2018-19 editor in chief. When she joined *The Express* in 2018, Forschen was determined to print compelling stories in an attractive newspaper. She was aided in this quest by a small-but-dedicated staff and a revamped design, created by former editor in chief Brianna Guillory.

They succeeded. As one portion of the critique stated: "*The Express* is an excellent student newspaper, with content drawn from quite a few sources, both on and off campus. The content is balanced and timely. I particularly noted the in-depth coverage of campus issues, ranging from faith-based communities to student politics."

As good leaders do, Forschen credited her team.

"It's exciting to see *The Express* recognized as one of the best in the area. The ambition on that team is so high, and the dedication is unmatched. It's incredibly rewarding to know that not only do we feel like we've delivered a quality product, an audience of readers and critics feel that way, too."

Forschen and other members of *The Express* also piled up the individual awards for work published during the last academic year. She earned two individual writing awards — including 2nd place for her news story [on Interim President Roanna Bennie](#) — and one team layout award. Timothy Cech, Jennifer Snook, Alexa Lowe, Kirstie Burgess, Victoria Lachnit and Alan Lewis were also multiple award winners.

Cech's [story package on the LPC Geology Department](#) won him third place for Environmental Photo and third place for Feature Story. Our series of stories looking closer at suicide — one by Burgess about [rates among college students](#), one by Adam Vanderhoofven, a veteran, on [the war inside his mind](#), and one by Les Mahler and [his right to die](#) — received the Meritorious Enterprise Award. Lachnit won 2nd place for this photo about the concern over overdoses in Livermore:

Trevor Gregory, now attending Long Beach State, won first place Saturday in broadcast news for a Nipsey Hussle video he created in Mass Comm's Multimedia Reporting class. Lowe won the other first place individual award for her illustration on the article [Amazon is listening to your chats with Alexa](#). It was her second first-place honor this month.

On Nov. 2, Snook and Lowe earned first place in the advertising category of the Associated College Press awards, a competition of two-year and four-year student newspapers across the nation

and Canada. Cech came in 5th place for Reporter of the Year, and LPCExpressNews.com was one of three community colleges on the continent to earn the Pacemaker award.

“This has been an incredible month for journalism at the college,” *Express* Adviser Melissa Korber said. “The JACC awards come on the heels of international recognition from the ACP, including our first-ever Pacemaker award for our online site. I am a little in awe of the talent and drive of these students.”

A complete list of the JACC awards earned on Nov. 16 follows.

Publication Awards

1. Illustration 1st Place Alexa Lowe
2. Broadcast News 1st Place Trevor Gregory
3. News Story 2nd Place Emily Forschen
4. News Photo 2nd Place Victoria Lachnit
5. Student Designed Ad 2nd Place Kirstie Burgess
6. Environmental Photo 3rd Place Timothy Cech
7. Editorial 3rd Place Emily Forschen
8. Column Writing 3rd Place Jennifer Snook
9. Student Designed 3rd Jennifer Snook
10. Feature Story 4th Place Timothy Cech
11. Inside Page Layout 4th Place Kirstie Burgess, Emily Forschen, Jennifer Snook
12. Meritorious Enterprise Award News Story: Les Mahler, Kirstie Burgess, and Adam Vanderhoofven
13. Editorial Honorable Mention Las Positas College
14. Sports Action Photo Honorable Mention Alan Lewis
15. Sport Action Photo Honorable Mention Alan Lewis
16. Sports Feature Photo Honorable Mention Victoria Lachnit
17. The Express General Excellence
18. LPCExpressNews.com General Excellence

On the Spot Awards

News Writing 4th Place Nathan Canilao

Journalism Club is planning an end-of-semester celebration to honor the outstanding work of the student journalists. The current edition of *The Express* newspaper is on newsstands now, and the latest campus news is available on our award-winning website.

“All students from this year and last can share in the General Excellence and Pacemaker awards,” said Korber. “This was a team effort brought about by excellent student leaders and hardworking writers, photographers and designers.”

3. *Good News from The Express: Our Online Newsletter, Recent Reporting, and More Awards* *Email sent on March 24, 2020, after the campus closure.*

The student journalists at *The Express* continue to publish and to rack up honors even while campus is closed.

New Express Newsletter Premieres Next Week

Next week, *The Express* will publish its first online newsletter. We hope this weekly newsletter will help to keep members of the LPC community informed, both during the current shutdown and beyond.

To subscribe, please sign up here [The Express Newsletter](#). We encourage you to sign up today and to encourage others to subscribe.

It's Not Spring Break for Journalists

The Express staff continues to publish new content on our award-winning website. In the past week, coverage has included information about last week's Market, where to get food during the shutdown, and a blog about sheltering in place.

Check it out at LPCEXpressNews.com.

More Honors for Excellent Student Journalism

On March 11, The LPC Express was named a top-five finalist in the 2019 California Journalism Awards Campus Contest in the following categories:

Online General Excellence

That's the website: LPCEXpressNew.com.

Profile Story

- ["It's about more than basketball for Hawks Australian forward"](#) by Arion Armeniakos
- ["Soccer star Camryn Adams emerges triumphant"](#) by Devin Bradshaw

Columns

Searching the Frame by Travis Danner, one nomination for these two columns:

- ["No, Quentin Tarantino was not disrespecting Bruce Lee. Lighten up. Please"](#)
- ["The Irishman' a harbinger of the digital dominance paradigm"](#)

Sports Game Story

- ["Hawks show off grit, determination – advance in playoff win over Taft"](#) by Arion Armeniakos
- ["Hawks historic season ends after loss in Santa Rosa"](#) by Arion Armeniakos

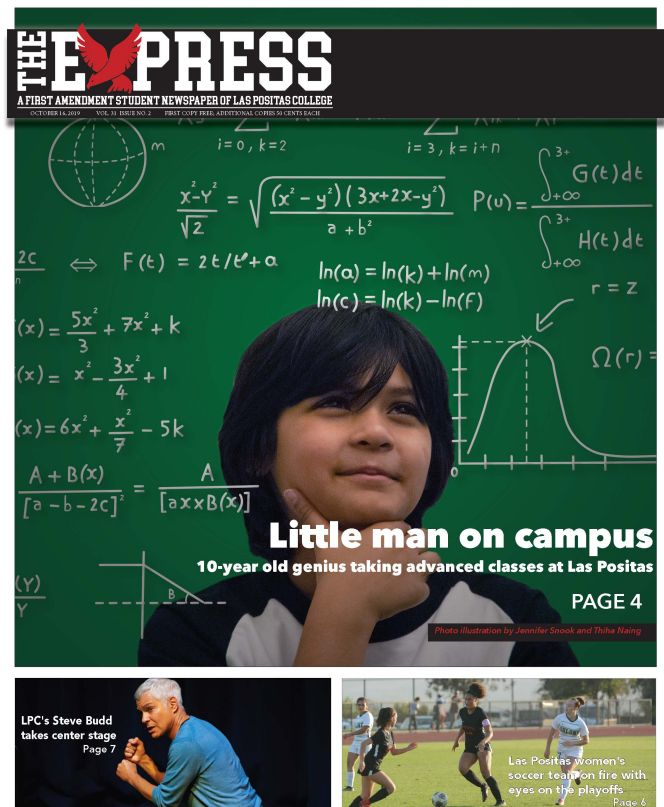
Sports Action Photo

Photo of [Michael Hayes](#) by Alan Lewis (this links to a story with several photos by Alan Lewis)

Photo Illustration

Little Man on Campus by Jennifer Snook and Thiha Naing (the cover shot from fall, right)

Although winners won't be announced until May, the finalists learned about the honors before we left campus to shelter in place.



Note: Here is the final list of LPC award winners, including three first place winners, from 2019 California Journalism Awards in May 2020.

Category	Award	Publication	Entry Title	Credits	Judge's Comments
Profile Story	3rd	Las Positas College-Express	It's about more than basketball for Hawks Australian forward	Arion Armeniakos	
Profile Story	4th	Las Positas College-Express	Camryn Adams emerges triumphant	Devin Bradshaw	
Columns	1st	Las Positas College-Express	No, Quentin Tarantino was not disrespecting Bruce Lee. Lighten up. Please.; 'The Irishman' a harbinger of the digital dominance paradigm	Travis Danner	Enjoyed the opinions.
Sports Game Story	1st	Las Positas College-Express	Hawks show off grit, determination — advance in the playoffs with a win over Taft	Arion Armeniakos	
Sports Game Story	4th	Las Positas College-Express	Hawks historic season ends after loss in Santa Rosa	Arion Armeniakos	
Sports Action Photo	1st	Las Positas College-Express	Photo of Michael Hayes	Alan Lewis	
Photo Illustration	4th	Las Positas College-Express	Little man on campus	Jennifer Snook, Thiha Naing	Simple yet effective.
Online General Excellence	2nd	Las Positas College-Express	lpexpressnews.com	Express Staff	

4. Student Journalists Earn 12 awards in Statewide Competition

Naked magazine earned a General Excellence award from the Journalism Association of Community Colleges in April.

PRESS RELEASE

April 29, 2020

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

NEWSPAPER WEBSITE: www.lpcexpressnews.com

With the statewide convention canceled, student media didn't get their moment to celebrate their work with peers throughout California. That didn't stop them from taking home 12 convention awards, including two of the highest honors given — General Excellence for both *The Express* and *Naked* magazine.

The week before the delegation of 12 was scheduled to travel to Burbank for the annual Journalism Association of Community Colleges convention, the event was canceled in the wake of the COVID-19 pandemic. In April, students learned of the awards for work submitted for judging during a Zoom meeting of newspaper class.

"It was a nice moment for the class," said Melissa Korber, adviser to *The Express*. "We celebrated the individual awards and the program's success over Zoom. Moments like that bring the staff together even when everyone is working remotely."

The acknowledgement, and chance for a moment to bask in the glory, even if only internally, was welcomed positive reinforcement for the work they do. Even with the school shut down and access limited, they are still producing quality work recording these historic times.

"It's always an honor to have your work recognized by an organization like JACC," said Travis Danner, who currently serves as Web Editor and Social Media Mentor for *The Express*. Danner earned fourth place in the Critical Review category. "I appreciate everything they do to support the growth and development of quality journalism, which is as vital a service to all of humanity as there is, especially during our current times."

A complete list of the awards follows.

- General Excellence, *The Express*
- General Excellence, *Naked* magazine

- First Place Student Designed Ad: Kirstie Burgess
- Second Place Student Designed Ad: Jennifer Snook
- Second Place Illustration: Alexa Lowe
- Second Place Editorial Cartoon: Alexa Lowe
- Third Place Photo Illustration: Jennifer Snook and Thiha Naing



- Third Place Sports Game Story: Arion Armeniakos
- Third Place Opinion Story: Kirstie Burgess
- Fourth Place Magazine Opinion Article: Brianna Guillory
- Fourth Place Critical Review: Travis Danner
- Honorable Mention Column Writing: Arion Armeniakos

The issue of *Naked* magazine that earned General Excellence will be distributed when the campus reopens.

The awards and honors were unprecedented. All student media garnered top honors in regional, state, and international competitions. A luncheon celebration of journalism was held in December 2019 to commemorate an eventful year. As noted in one of the press releases, in Spring 2020, after the campus closure for the pandemic, *The Express* started a newsletter to ensure that the news was being distributed; the newsletter continues to be published every week. Also during Spring 2020, student journalists at *The Express* as well as the staff of *Havik, the Las Positas Journal of Arts and Literature*, continued to work remotely, culminating in successful publications. In the case of *Havik*, the largest book ever published was produced, a 350-page masterpiece called *Homeward*, which was printed and distributed in June. In addition, a student editor created a [website for Havik](#) as part of the class. A successful online publications and awards ceremony was held via Zoom in July, allowing over 40 writers and artists to showcase their work and celebrate their accomplishments.

It is noteworthy that student publications have benefitted from both CTE and Foundation Grants. These grants have allowed the publications to flourish even during the pandemic by providing funding for mentors, equipment, software, and publishing. In terms of awards, 2019-20 was the Mass Communications Program's best year. The financial support provided by CTE and the Foundation have led the program to continued success, even during the pandemic.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input checked="" type="checkbox"/>	Course Offerings	<input checked="" type="checkbox"/>	Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
<input checked="" type="checkbox"/>	Curriculum Committee Items	<input checked="" type="checkbox"/>	Human Resources	<input checked="" type="checkbox"/>	Pedagogy	<input checked="" type="checkbox"/>	Student Equity
<input checked="" type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input checked="" type="checkbox"/>	Professional Development	<input checked="" type="checkbox"/>	Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

For the past few years, the following resources were identified as obstacles to achieving plans and goals:

- Human resources
- Financial resources
- Facility resources
-

The pandemic as well as state law had a significant impact on all of these categories in 2019-20.

Human Resources

With respect to human resources, a new state law limiting independent contractors, AB-5, required the program to take a close look at the mentors and contractors the program has used in the past years. Although three mentors and one employee were used to supplement the work of the program in 2019-20, the process of contracting was more cumbersome than it had been in the past. One of the potential mentors was hired as a Professional Expert (temporary employee) to help with social media and lab work. That position was effectively used even after the campus closure; in addition, two of the three mentors continued to work after the campus closure, one helping to plan the Press Pass Symposium and the other working with students to design *Havik*. A student assistant, who was also the editor in chief of *The Express*, was also employed throughout 2019-20, although his responsibilities diminished after the College closed.

With the current hiring freeze, these positions have not been carried into the current year with the exception of the student assistant, who helps with emails to the newspaper, social media, and the newsletter. The impact on Mass Communications students in not having these positions is substantial since the mentors help to guide student learning and help with outreach for the program through Press Pass.

The Outreach Specialist for the Arts & Humanities Division also provides outreach for the program. The work of Liz McWhorter in this position, along with the continued excellent support provided by CTE administrator Vicki Shipman, continue to help the small Mass Communications Program provide additional outreach and resources for students in the program. However, we are hopeful that in the future we will be able to use mentors again to complement the ongoing work for the program.

Financial Resources

Financial resources remain a challenge despite some reductions in costs because of the pandemic.

In Spring 2020, *The Express* published only two issues instead of four, a savings of over \$1000 for the usually cash-strapped publication. At the same time, funding from the Foundation and CTE grants has helped to cover some of the costs for *The Express*. For example, CTE funding was used to cover a digital whiteboard which has not yet been used because of the pandemic. In addition, in Spring 2020, a Foundation Grant was awarded to *The Express* for air travel to a journalism conference in Burbank. Because of the pandemic, the conference was cancelled; however, the awarded airfare may be available in the future. Although there are costs for maintaining and re-designing a website, publishing online will likely save some money in the long run. The cancelled conference also saved the program money, although it cost students opportunities to learn and to network. Current virtual conferences are much less expensive in terms of registration, travel, and lodging.

Both *Naked* magazine and *Havik: Homeward* were published in Spring 2020. In addition to co-curricular funds, both publications benefitted from Foundation Grants as well as sponsorships. *Naked* magazine also generates funding through ad sales. In the case of *Naked*, the Foundation Grant was \$2,500, which included a sponsorship and an ad; the results were clear: *Naked* again achieved General Excellence in a statewide conference. The pandemic has prevented widespread distribution of *Naked*, but it has been distributed to campus mailboxes and sent to all contributors to *Havik* with their copies of the book.

Havik: Homeward, the 2020 edition of the book, was successful despite the pandemic. It was over 350 pages long, roughly double the length of recent books. Much of the work on the book

was done remotely because of the pandemic, so the achievement of compiling, designing, publishing, and distributing the book was substantial. In this case, the Design Mentor, funded by a CTE grant, was essential to the process since the book is usually designed and laid out in the lab as a group effort with guidance by a mentor and faculty. Without the lab, the Design Mentor took this responsibility on herself, producing the book for review and revision by students in the class. In June, the two *Havik* advisers (Marty Nash and myself) worked with Foundation Senior Administrative Assistant Rifka Several to mail out almost 300 books to the contributors and sponsors, a two-day project. Although we were able to compile enough money to pay the \$7,115 printing bill, it was close. We used co-curricular funds, sponsorships, a Foundation Grant, and book sales to pay the bill to the printer. We eventually had to cut off sales of the book since we could not afford to print more books.

The financial needs of the program, especially of these two publications, are still a concern. More funding is needed, and both faculty and students in the classes spend a substantial amount of time procuring funds to continue publishing.

Facility Resources

Facility resources may be an issue in the future since during the pandemic, the lab is rarely used. Prior Program Reviews have highlighted some ongoing concerns related to facilities, including the “lack of a centralized location; inadequate student seating; the lack of private space for recording, interviewing, or meeting; location of the server room in the Media Lab; and the location of Radio Las Positas away from the rest of the program.” Although Radio Las Positas is currently on hiatus, the radio studio is still used to produce podcasts (including the recent ACP-Awarding Winning Podcast, *Spouse Material*). Still, we remain focused on improving facilities in the future, especially as the new bond-funded STEAM building is being developed. We also remain committed to providing to best program possible to help students to develop knowledge and skills in the changing, vibrant media industry.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input checked="" type="checkbox"/>	Course Offerings	<input checked="" type="checkbox"/>	Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	<input checked="" type="checkbox"/>	Human Resources	<input checked="" type="checkbox"/>	Pedagogy	<input checked="" type="checkbox"/>	Student Equity
<input checked="" type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support		Professional Development	<input checked="" type="checkbox"/>	Technology Use

C. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning.

[\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

Because of the pandemic, this academic year may be an anomaly in terms of data. Withdrawals and grades were handled differently in Spring 2020, and the focus was on getting students through. This may be especially reflected in the Success Rates, which seem high for Spring 2020 in comparison to past semesters. Fall 2019 also seems a little out of place with respect to Success Rates, with lower rates than in past semesters. As a result of these inconsistencies, analysis this year will be limited to how the data for Mass Communications fits into the overall trends for the program identified in previous years.

Potential Trend 1 from 2019 Program Review: The number of students is generally declining.

2020 Update: This may be changing.

Last year, the data showed a decline from 125 students and 149 enrollments in Fall 2014 to 86 students and 99 enrollments in Fall 2019 with Spring showing a similar but more recent decline. In Fall 2019, enrollments continued to decline, totaling 85 students and 91 enrollments. However, in Spring 2020, enrollments increased significantly from 2018, up from 74 students and 94 enrollments to 103 students and 108 enrollments. These numbers were also higher than the Fall 2019 numbers.

At this point, it is unclear if these numbers will serve as a reversal of the trend or something else. Overall, enrollment growth at the college and even statewide has been relatively flat. Other factors, such as enrollment management, revised programs (two degrees and one certificate), the creation of pathways corresponding to the degrees and certificate, the discontinuation of the radio program, and offering the two survey classes year-round may have impacted enrollments in a positive way in Spring 2020. In the future, the program's new name – Journalism and Media Studies (JAMS) may also impact enrollment in a positive way. We will continue to monitor the trend and work to improve access and outreach for the program.

Potential Trend 2 from 2019 Program Review: Mass Communications Success Rates were generally above the college average.

2020 Update: This trend is unclear. Although Spring 2020 Success Rates were above the college average, those from Fall 2019 were below the college average.

The College average Success Rate of approximately 72% continued in Fall 2019; it was slightly lower in Spring 2020, with many students (24%) withdrawing from classes, likely due to new procedures adopted because of the pandemic. This was significantly higher than the Fall 2019 withdrawal rate, 16%.

For the past several years, Success Rates for Mass Communications were generally above the college average with about 80% of students achieving success in Mass Communications classes from 2016-17, 2017-18, and 2018-19. The same was true in Spring 2020, with an even higher Success Rate of 83%; it is noteworthy that the withdrawal rate in Spring 2020 was 11%, which was fairly average for Mass Communications despite the pandemic. Distance Education classes had a higher Success Rate than Face-to-Face classes, at 89% compared to 79% in Spring 2020.

In contrast, the Fall 2019 Success Rates at 64% were much lower than usual for Mass Communications with Distance Education at 60% being especially low. It is unclear at this point what caused the lower Success Rate in Fall 2019. Since the Success Rate was not replicated in Spring 2020; it is possible that it was an anomaly.

Potential Trend 3 from 2019 Program Review: Success Rates were higher for students with disabilities, African Americans, and low-income students than other students.

2020 Update: Success Rates remain higher for students with disabilities and African Americans than other student; Success Rates for low-income students were lower than those for students who were not low-income, but still higher than the College average for both groups.

With respect to students with disabilities, the Success Rate in 2019-20 has continued to be higher for those with disabilities (94%) than those without (78%). This is consistent with data from 2018-19, where the Mass Communications Success Rate was higher for students with disabilities than other students (92% for students with disabilities; 78% for those without disabilities).

It also continued to be higher for African Americans than other students (85% for African Americans; 79% for those who did not identify as African American). This was consistent with data from last year, where the Success Rate was 86% for African Americans; and 80% for those who did not identify as African American.

This year's data did indicate a lower Success Rate for low-income students (72%) than for those who did not identify as low-income (83%). This was a change from last year's data, which showed a Success Rate of 81% for low-income students compared to 79% for those who did not identify as low-income. However, this year's data do show that low-income Mass Communications had a higher Success Rate than low-income students at the college in general (70%) and an identical Success Rate to students in general (72%). Since 2019-20 seems to be a bit of an anomaly in general – because of the pandemic but also because of Fall 2019 data that is inconsistent with trends in past data – it is unclear whether this is cause for concern, movement toward the college norm, or merely an anomaly. It may take a while before things return to normal at the College and in society, so future data may provide more clarity on whether these are ongoing trends.

On a positive note, the Success Rates for students with disabilities and African Americans still indicate equity within the program, which is one of the College's priorities this year.

Potential Trend 4 from 2019 Program Review: Overall, the Mass Communications Distance Education Success Rates are lower than those for Face-to-Face classes in Mass Communications.

2020 Update: This trend has changed with the Distance Education Success Rate now higher than that for Face-to-Face students.

In 2018-19, the Mass Communications Distance Education Success Rate at 74% was lower than the Success Rate for Face-to-Face Mass Communications classes at 82%. However, this changed significantly in 2019-20 with Mass Communications Distance Education Success Rate rising to 82% and the Success Rate for Face-to-Face students falling to 77%. Since the Success Rate of students in Distance Education classes is often a concern in education, the Mass Communications trend is still generally favorable, especially since all Success Rates are higher than the College Success Rates during the same period of time.

It should be noted that the generally larger Distance Education classes lead to more statistical validity. A factor in this positive change may be the increased awareness of the trend from last year, although the 2019-20 data may still prove to be anomalous. This trend should continue to be monitored with a focus on ensuring that students in both Distance Education and Face-to-Face classes are able to achieve their educational goals.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources	X	Pedagogy	X	Student Equity
X	External Factors	X	Learning Support		Professional Development	X	Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

As discussed in more detail in the Section A, the following plans are ongoing:

Press Pass

Given the success of Press Pass One-day Conferences, both in Fall 2018 and Fall 2020, the program will plan for another event in the future, possibly in Fall 2021 when, ideally, in-person learning continues and an in-person conference can be held (possibly with online components). One significant factor in achieving this goal is the ongoing hiring freeze, which may prevent hiring a conference lead, impacting the viability of the conference.

Mentors and The LPC Literary Festival

Last year's Program Review included plans to use CTE-supported mentors and tutors to help students to develop production and social media skills. However, the hiring freeze and budget issues have made using CTE funds to support these functions unlikely this year. Still, the Mass Communications Program is planning to participate in the LPC Literary Festival and may be able to procure funds to help with production through other means. The tentative plan is to release *Havik* at the LPC Literary Festival in May 2021.

Pathways

In 2019-20, pathways for the Mass Communication degrees and certificate were developed, including revising some curriculum and eliminating a class and a program that didn't fit into the pathways. In 2021, the name of the program will change to Journalism and Media Studies, following approval by the Mass Communications Advisory Board and the Curriculum Committee. This change also includes a complete overhaul of existing course numbers so that they fit better with student pathways (this still needs to be updated in the pathways; it was approved by the Curriculum Committee on Nov. 2, the day that Program Review is due). Survey classes that transfer widely have been renumbered as 1, 2, and 3; introductory classes that focus on lab skills have been renumbered 11 and 12; media production classes have been renumbered in the 20s; only the cross-listed MSCM/English 19A and 19B will stay the same. We hope that the renumbered classes will make accessing and traversing the JAMS pathway both intuitive and easy.

Facilities

As mentioned above, the program remains focused on planning a new media space in the proposed STEAM facility. The new space that would include room for all student media, a classroom, studios, offices, and a meeting room. The goal is still to visit effective media spaces around the Bay Area to help with conceptualizing this plan, but that part of the plan is on hold due to the pandemic. Still, we have gathered some information about how to design the space, and the pandemic underscores the importance of having a functional lab to create media; students have asked to return to campus to

work in the Media Lab on publication designs during the pandemic. Although this is not yet possible, some access is to the software and the server in the labs is available through Splashtop and Adobe subscriptions.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items	X	Human Resources	X	Pedagogy	X	Student Equity
X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. <https://bit.ly/3fY7Ead>

The success of the Press Pass Symposium was noted in Section A. The symposium, originally scheduled for Spring was postponed after the murder of George Floyd and the subsequent nationwide protests. It seemed frivolous not to focus on equity issues in such historically significant times. There were two main goals in changing the symposium: 1. To revamp it so that it included more of a focus on equity in the field of journalism; and 2. To create a symposium that could easily be integrated into classes at the beginning of the semester, improving student access.

On both counts, the symposium was successful. The speakers were diverse and inspirational, offering varying perspectives and approaches to equity. Keynote speaker Logan Murdock spoke about growing up in Oakland, where he attended a private school but observed societal inequities, about his identity as a Black man, and about commuting from Oakland to Sacramento for his dream job. Another speaker, Kavitha A. Davidson, directly addressed the sexism and racism she encounters in her role as a podcaster. A third speaker, Ya'el Sarig, spoke about how to be more equitable about what is published in student media.

It is noteworthy that the speaker on the final day of the symposium, Marcus Thompson II, is a well-known sports columnist for *The Athletic* and a best-selling author. He is also an essential part of the Mass Communications program at Las Positas College, serving both as a part-time instructor and the Business Manager for *The Express*. Thompson, who has been my colleague for over 12 years, brings a direct and equitable approach to everything he does. We are lucky to have him in a leadership role in our program, contributing brilliance, a critical eyes, a strong work ethic, and a focus on equity to the program. Our student editors reflect similar qualities, contributing, I believe, to a successful approach to equity, which was set forth in some detail in Section C. We will strive to continue these efforts in the future and to address any shortcomings that may occur.

B. SLOs/SAOs [SLO Committee]:

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

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

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

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

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

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

The PSLO in question originally read: "Upon completion of the AA-T in Journalism, students are able to gain experience in production of the student media." However, this wording seemed awkward to me, so, with the assistance of the SLO Coordinator and Committee, I am in the process of revising it. The current proposed revision reads as follows: "Upon completion of the AA-T in Journalism, students have the skills needed for the production of media at the college-level." I am still awaiting approval of the revision. I have selected this PSLO for analysis for two reasons:

- It is part of our most popular degree, the transfer degree in journalism; thus, analyzing its effectiveness would have impact on students.
- It focuses on production of student media, an especially important and unique area for students who want to transfer in journalism.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen. (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of MSCM 1, the student will be able to research and write a news story demonstrating skills in writing a lead, integrating quotations, showing balance, using proper mechanics and style, and conforming to industry standards of law, ethics, and taste.		X	
Upon completion of MSCM 16A, the student will be able to create The Express, demonstrating increasing understanding of use of headlines and text, architecture and design, content and organization, and elements that serve to establish a house style.	X		
Upon completion of MSCM 16B, the student will be able to critique The Express, demonstrating intermediate-level understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.	X		
Upon completion of MSCM 31, the student will be able to analyze the differences between new media technologies and traditional forms of mass communication, such as radio, television, and film.	X		
Upon completion of MSCM 31, the student will be able to critically analyze the negative and positive impacts of technology on society.	X		
Upon completion of MSCM 35, the student will be able to produce video that presents local news in a professional manner.		This class requires a lab and will not be offered until we can access the lab. The planned assessment is Spring 2022.	
Upon completion of MSCM 5, the student will be able to create a comparative analysis of how different media outlets cover a single new story.	X		
Upon completion of MSCM 5, the student will be able to describe the history, social impact, economics, and regulation of mass communications.	X		
Upon completion of MSCM 7, the student will be able to create and pitch a professional public relations proposal that exhibits writing skills, creativity, understanding of (social) media and audiences, problem-solving abilities, and grasp of modern PR techniques.		X	
Upon completion of MSCM 72, the student will be able to demonstrate typology as a method of photographic documentation.		X	

B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

If it is permissible to complete the analysis and discussion of the assessment data without data from MSCM 35, this can be completed during next year’s Program Review so long as all faculty complete the Student Learning Outcomes. If it is not permissible to complete the analysis and discussion of the assessment data without data from MSCM 5, this can be completed in Spring or Summer 2022.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

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

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed? (During next year’s Program Review is an option.) The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

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

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

Section Three: Curriculum Review (Programs with Courses Only)

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

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

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

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

Yes. Both MSCM 5, Introduction to Mass Communications, and MSCM 17, Editorial Board, require an update to stay within the 5-year cycle. The dates on the actual Title V Updates are incorrect, indicating that the update is long overdue; however, the outlines for both courses indicate that they were updated in 2016 with start dates of 2017. After this Program Review is completed, the course updates will occur.

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

No. The certificate and both degrees were updated in 2019-20 to reflect course updates as well as the upcoming name change for the program. In addition, the transfer degree was updated in Fall 2020 to reflect changes to General Education requirements, including aligning courses with state requirements and including new courses that are now allowed as part of the degree. As mentioned above, almost all courses in the program are also being renumbered this year.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

The following courses are being updated as part of the DE Addendum process necessitated by the COVID-19 pandemic:

- MSCM 1, Intro to Newswriting (renumbered to JAMS 11 for 2021)
- MSCM 5, Intro to Mass Communications (renumbered to JAMS 1 for 2021)
- MSCM 7, Intro to Public Relations (renumbered to JAMS 3 for 2021)
- MSCM 16A, Express College Newspaper A (renumbered to JAMS 21A for 2021)
- MSCM 16B, Express College Newspaper B (renumbered to JAMS 21B for 2021)
- MSCM 16C, Express College Newspaper C (renumbered to JAMS 21C for 2021)
- MSCM 16C, Express College Newspaper D (renumbered to JAMS 21D for 2021)
- MSCM 17, Express Editorial Board (renumbered to JAMS 22 for 2021)
- MSCM 19 A, Journal of Arts, Literature, and Academic Writing A (cross-listed)

English 19A, Journal of Arts, Literature, and Academic Writing A (cross-listed)
MSCM 19 B, Journal of Arts, Literature, and Academic Writing B (cross-listed)
English 19B, Journal of Arts, Literature, and Academic Writing B (cross-listed)
MSCM 34A, Naked Magazine: College Magazine A (renumbered to JAMS 24A for 2021)
MSCM 34B, Naked Magazine: College Magazine B (renumbered to JAMS 24B for 2021)
MSCM 72, Intro to Photojournalism (cross-listed) (renumbered to JAMS 12 for 2021)
Photography 72, Intro to Photojournalism (cross-listed)

Although one course was fully online before the pandemic (MSCM 31), and others were hybrid (MSCM 5, MSCM 16A, MSCM 16B, MSCM 16C, MSCM 16D, MSCM 19A, English 19A, MSCM 19B, and English 19B), there are currently no plans to offer any of the degrees or certificates completely online. The past months have made clear that production classes with labs will especially benefit from a return to in-person learning.

Appendix A

Program Mapping Template (Program: Journalism and Media Studies)

■ AA □ AS □ AA-T □ AS-T □ COA □ CC

This is an example course sequence. All plans can be modified to fit the needs of part-time students by adding more semesters.

Students must meet with a counselor to complete an individualized educational plan.

SEMESTER 1 - FALL

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
Mscm 5 or 31 (List A)	3			*Math GE may be satisfied by HS coursework (see catalog). Elective units still required.
Eng 1A or 1Aex	3-4	Fall only		
*Mathematics GE	3-5			
Kin activity	1			
Elective	2-5			
SEMESTER TOTAL	15			

SEMESTER 2 - SPRING

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
Mscm 1	3	Spring only		*Recommend: Eng 7 (AA-T option)
Mscm 72 or Phot 72	3	Spring only		
*Writing and Critical Thinking GE	3			
Humanities GE	3			
Elective	3			
SEMESTER TOTAL	15			

SEMESTER 3 - SUMMER

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
				Mscm 5 and 31 are both offered in summer, so may be taken here if not already taken
SEMESTER TOTAL				

SEMESTER 4 - FALL

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
Mscm 16A	3			*List B Recommendation: Mscm 34A (fall only) -List B requires a minimum of 3 courses (9 total units) -List B options include: Mscm 7, Mscm 16B, Mscm 16C, Mscm 16D, Mscm 19A or Eng 19A, Mscm 19B or Eng 19B, Mscm 34A, and Mscm 34B
*List B (major)	3			
Natural Science GE	3			
American Institutions GE	3			
Health GE	3			
SEMESTER TOTAL	15			

SEMESTER 5 - SPRING

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
Mscm 35	3			*List B Recommendations: Mscm 16B and Mscm 19A -List B requires a minimum of 3 courses (9 total units) -List B options include: Mscm 7, Mscm 16B, Mscm 16C, Mscm 16D, Mscm 19A or Eng 19A, Mscm 19B or Eng 19B, Mscm 34A, and Mscm 34B
*List B (major)	3			
*List B (major)	3			
**American Cultures GE	3			
Elective	3			
SEMESTER TOTAL	15			**If not previously satisfied. Elective units still required.
Total Major Coursework	24			
Total Units Required	60			

Appendix B

PROGRAM OF STUDY

Spring 2016

Journalism - AA.T - Associate in Arts for Transfer

The Associate in Arts in Journalism for Transfer is based on the Transfer Model Curriculum for Journalism. Upon successful completion of the program requirements, students will have guaranteed admission to some California State University (CSU) campuses. The Associate in Arts in Journalism for Transfer provides students with a broad understanding of the principles, roles, techniques, and effects of media in society as well as experience in the application of these principles to the student media. The broad-based focus of the program serves to hone and refine students' reading, writing, speaking, cultural literacy, and critical thinking skills, enabling them to succeed in an academic environment or in the workplace and providing specific hands-on skills. Completion Requirements: (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements. b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district (2) Obtaining of a minimum grade point average of 2.0. ADT's also require that students must earn a C or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

For AD-T (AA-T and AS-T)

Completion Requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - a. The Intersegmental General Education Transfer Curriculum (IGETC) or CA State University General Education - Breadth Requirements.
 - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtaining of a minimum grade point average of 2.0.

Associate Degrees for Transfer (ADT's) also require that students must earn a "C" (or "P") or better in all courses required for the major or area of emphasis.

Career Opportunities in Mass Communications - LPC

The information on the Labor Market Index web site indicates that three areas, Editors, Reporters and Correspondents, and Writers and Authors, are especially well-served by a Mass Communications degree. In recent years, social media and online media have provided career opportunities for many Mass Communications graduates.

REQUIRED CORE: (9 units)

		Units
MSCM 1	Introduction to Reporting and Newswriting	3
MSCM 5	Introduction to Mass Communications	3
MSCM 16A	Express College Newspaper A	3

LIST A: Select one (3 units)

		Units
MSCM 7	Introduction to Public Relations	3
MSCM 16B	Express College Newspaper B	3
MSCM 35	Multimedia Reporting	3
MSCM 72	Introduction to Photojournalism	3
	or	
PHTO 72	Introduction to Photojournalism	3

LIST B: Select two (6-7 units)

		Units
ECON 1	Principles of Microeconomics	3
	or	
ECON 2	Principles of Macroeconomics	3

ENG 1A	Critical Reading and Composition	3
ENG 7	Critical Thinking and Writing Across Disciplines	3
MATH 40	Statistics and Probability	4
MSCM 31	Introduction to Media	3
PHIL 2	Ethics	3
PHIL 6	Introduction to Logic	3
SOC 1	Principles of Sociology	3

TOTAL UNITS IN THE MAJOR

Units
18 - 19

GENERAL EDUCATION AND ELECTIVES

Units
41 - 42

See the Las Positas College California State University General Education-Breadth or the Intersegmental General Education Transfer Curriculum (for CSU) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total Units

60

See the Las Positas College California State University General Education-Breadth or the Intersegmental General Education Transfer Curriculum (for CSU) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units are CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Appendix C

Program Mapping Template (Program:

Journalism; CSUGE)

AA
 AS
 AA-T
 AS-T
 COA
 CC

This is an example course sequence. All plans can be modified to fit the needs of part-time students by adding more semesters.

Students must meet with a counselor to complete an individualized educational plan.

SEMESTER 1 - FALL

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
Mscm 5	3			*Eng 1A can be applied to both GE and List A (major) **Recommend: Math 47 (3-units) -Math 40 may be used to satisfy both Area B4 GE and List B (major) -Optional support available for noncredit NMAT 200C or credit 1 lab unit MATH 100C.
*Eng 1A or 1Aex	3-4			
**Math GE (Area B4)	3-4			
Arts (Area C1)	3			
Lifelong Learning (Area E)	3			
SEMESTER TOTAL	15			

SEMESTER 2 - SPRING

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
Mscm 1	3	Spring only		*List A recommendation: Mscm 72 -List A options include: Mscm 7, Mscm 16B, Mscm 35, Mscm 72 (spring only) or Phot 72 **List B recommendation: Mscm 31 -List B requires two courses (6-7 units) -List B options include: Econ 1 or Econ 2, Eng 1A, Eng 7, Math 40, Mscm 31, Phil 2, Phil 6, or Soc 1
*List A (major)	3			
**List B (major)	3			
Cmst 1, 10 or 46 (Area A1)	3			
Humanities (Area C2)	3			
SEMESTER TOTAL	15			

SEMESTER 3 - SUMMER

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
				Could take any classes missed in other semesters (MSCM 5 and 31 are both offered).
SEMESTER TOTAL				

SEMESTER 4 - FALL

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
Mscm 16A	3			*List B recommendation: Mscm 31 -List B requires two courses (6-7 units) -List B options include: Econ 1 or Econ 2, Eng 1A, Eng 7, Math 40, Mscm 31, Phil 2, Phil 6, or Soc 1
*List B (major)	3	Fall		
Critical Thinking (Area A3)	3			
Physical Science (Area B1)	3-4			
Social Science (Area D)	3			
SEMESTER TOTAL	15			

SEMESTER 5 - SPRING

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
*List A (major)	3		16A	*List A recommendations: Mscm 16B and Mscm 35 (spring only) -List A options include: Mscm 7, Mscm 16B, Mscm 35, Mscm 72 (spring only) or Phot 72 **Lab science B3 required if not taken above with Area B1 ***Required only if Econ 1, Econ 2, Mscm 31 or Soc 1 not chosen as a List A course. If one of the aforementioned courses was taken, elective units may still be required.
*List A (major)	3	Spring		
**Life Science w/lab (Area B2/3)	4			
Art or Human (Area C1 or C2)	3			
***Social Science (Area D) OR Elective	0-3			
SEMESTER TOTAL	15			
Total Major Coursework	18-19			
Total Units Required	60			

Appendix D

Journalism and Media Studies - A.A. - Associate of Arts Degree

Fall 2020

Course Sequence

Required Core: (12 units)

		Units
MSCM 1	Introduction to Reporting and Newswriting	3
MSCM 16A	Express College Newspaper A	3
MSCM 35	Multimedia Reporting	3
MSCM 72	Introduction to Photojournalism	3
	or	
PHTO 72	Introduction to Photojournalism	3

List A: Select One (3 Units)

		Units
MSCM 5	Introduction to Mass Communications	3
MSCM 31	Introduction to Media	3

List B: Select Three (9 Units)

		Units
MSCM 7	Introduction to Public Relations	3
MSCM 16B	Express College Newspaper B	3
MSCM 16C	Express College Newspaper C	3
MSCM 16D	Express College Newspaper D	3
MSCM 19A	Journal of Arts, Literature, and Academic Writing A	3
	or	
ENG 19A	Journal of Arts, Literature, and Academic Writing A	3
MSCM 19B	Journal of Arts, Literature, and Academic Writing B	3
	or	
ENG 19B	Journal of Arts, Literature, and Academic Writing B	3
MSCM 34A	Naked Magazine: College Magazine A	3
MSCM 34B	Naked Magazine: College Magazine B	3

Total Units for the Major

Units
24

Additional General Education and Elective Units

Units
36

See Las Positas College General Education Pattern for Associate of Arts Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total Units

60

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College General Education Pattern for Associate of Arts (AA) Degree, California State University General Education-Breadth, or the Intersegmental General Education Transfer Curriculum (for CSU) patterns for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units are degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Appendix E

Program Mapping Template (Program: _____)

Journalism

☐ AA ☐ AS ☐ AA-T ☐ AS-T ■ COA ☐ CC

This is an example course sequence. All plans can be modified to fit the needs of part-time students by adding more semesters. Students must meet with a counselor to complete an individualized educational plan.

SEMESTER 1 - FALL

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
Mscm 16A	3			***Recommend: Mscm 7 and Mscm 34A -List A requires a minimum of 3 courses (9 total units) -List A options include: Mscm 7, Mscm 34A, Mscm 19A or Eng 19A, Mscm 19B or Eng 19B, Wrkx 95, or Gddm 64
Mscm 5 or 31 (List B)	3			
***List A (major)	3	Fall only		
***List A (major)	3	Fall only		
SEMESTER TOTAL	12			

SEMESTER 2 - SPRING

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
Mscm 1	3	Spring only		***Recommend: Mscm 19A -List A requires a minimum of 3 courses (9 total units) -List A options include: Mscm 7, Mscm 34A, Mscm 19A or Eng 19A, Mscm 19B or Eng 19B, Wrkx 95, or Gddm 64
Mscm 72 or Phot 72	3	Spring only		
Mscm 35	3	Spring only		
***List A (major)	3	Spring only		
SEMESTER TOTAL	12			

SEMESTER 3 - SUMMER

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
				Mscm 5 and 31 are both offered in summer, so may be taken here, or in the summer before "Semester 1 - Fall" if desired.
SEMESTER TOTAL				

SEMESTER 4 - FALL

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
SEMESTER TOTAL				

SEMESTER 5 - SPRING

Courses	Units	Semesters Offered	Prereq?	Advisory Notes
SEMESTER TOTAL				
Total Major Coursework	24			
Total Units Required	24			

Journalism - A CA - Certificate of Achievement (16 to fewer than 60 semester units)

Fall 2020

Course Sequence

Required Core: (12 Units)

		Units
MSCM 1	Introduction to Reporting and Newswriting	3
MSCM 16A	Express College Newspaper A	3
MSCM 35	Multimedia Reporting	3
MSCM 72	Introduction to Photojournalism	3
	or	
PHTO 72	Introduction to Photojournalism	3

List A: Select Three (9 Units)

		Units
MSCM 7	Introduction to Public Relations	3
MSCM 34A	Naked Magazine: College Magazine A	3
MSCM 19A	Journal of Arts, Literature, and Academic Writing A	3
	or	
ENG 19A	Journal of Arts, Literature, and Academic Writing A	3
MSCM 19B	Journal of Arts, Literature, and Academic Writing B	3
	or	
ENG 19B	Journal of Arts, Literature, and Academic Writing B	3
WRKX 95	General Work Experience	3
GDDM 64	InDesign I	3

List B: Select One (3 Units)

		Units
MSCM 5	Introduction to Mass Communications	3
MSCM 31	Introduction to Media	3

Total Units

24