

# Instructional Units Program Review Year Five Update - Journalism Department Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

## Instructional Units Program Review Year Five Update

### 1. Program Update : Version by McGrath, Cindy on 11/13/2021 03:14

#### 1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

Curtis Corlew, who was hired as a faculty member shared between Art and Journalism at about an 80/20 split, retired in May 2021. Instead of requesting through the Box 2A process a split replacement, the Art Department decided to go it alone and requested a 100% retirement replacement. The split gave the small Journalism program access to a full-time faculty member to teach Photojournalism/Documentary Photography (a cross-listed course between Art and Journalism) and serve as co-adviser to the student newspaper, Experience. While we can certainly hire an adjunct to teach the cross-listed course, the newspaper has lost a co-adviser with expertise in the visual arts. If the Art Department were to reconsider their approach to filling this course we could once again recruit a cross-department professor.

Just as we were submitting the last Program Review Update, Cesar Reyes was hired in January 2020 to replace Lab Coordinator Eric Sanchez, who joined the faculty as a full-time tenure-track art professor. He was on board for just eight weeks when the campus closed as a result of the pandemic. Although his introduction to the new position on campus was cut short, he did a masterful job of remotely supporting the Journalism Program, as well as the Art and Drama departments. Now that some of us are back on campus, his support continues to be strong and essential.

In terms of curriculum, we reviewed the journalism curriculum and decided to inactivate the Journalism 161ABC suite of courses. We had stopped offering them for a few semesters due to very low enrollment — even for us :-). In addition the new trend in journalism is for journalists to create story packages that include visuals, so instead of offering a separate practicum for visuals, we started integrating more visual elements into other courses, including the Journalism 115ABC suite of practicum courses. That necessitated a requirements change in the local A.A. degree.

#### 1b. Please address the following enrollment data provided for your program.

##### 1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))



### Program Enrollment and Productivity at Census

\* Success rates for the active term are incomplete until the end of term occurs.

Location:  Level:  Term(s):

Source: ACD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM. [Click on a topic in the Level column to filter the data.](#)

Level	Term	Census Enrmt	Fill Rate	Ftes	Ftes/Ftef	Ftef	Sections	Success Rate*
JOURN	2017FA	121	30%	14.5	9.9	1.47	17	75.8%
	2018FA	169	47%	21.3	13.6	1.57	14	76.6%
	2019FA	149	40%	18.6	11.9	1.57	14	76.2%
	2020FA	134	48%	16.7	13.0	1.29	11	72.4%
	2021FA	65	26%	7.7	7.1	1.09	10	
KINES	2019FA	205	100%	20.5	17.1	1.20	6	71.4%
	2020FA	185	90%	18.2	15.2	1.20	6	69.9%
	2021FA	198	75%	18.8	11.7	1.60	8	
KNACT	2019FA	336	27%	36.2	20.4	1.77	29	83.6%
	2020FA	142	34%	15.3	16.0	0.95	11	92.6%
	2021FA	314	20%	33.1	18.5	1.79	12	
KNDAN	2019FA	27	39%	2.9	21.4	0.14	2	88.5%
	2021FA	264	71%	69.8	20.0	3.48	9	
KNICA	2019FA	238	58%	61.8	17.9	3.45	10	94.7%
	2020FA	263	50%	51.1	20.7	2.47	11	96.6%
	2021FA	264	71%	69.8	20.0	3.48	9	
LOGIS	2019FA	27	39%	2.9	21.4	0.14	2	88.5%
	2021FA	38	42%	2.5	5.4	0.46	3	

It's difficult to evaluate enrollment trends in a small program like Journalism because one or two students can make a big difference in the percentages. So the numbers that are stick out

most for Journalism are the **census enrollment numbers**. The number of students enrolled in Journalism always fluctuates from year to year, largely because we add an extra honors section of Mass Communication every other fall semester in the even years. So, for example, in 2017 there were just three regular Mass Communication classes, and in 2018, there were four with the addition of the honors section. Then in 2019 it was back down to three again. However, the class max for Mass Communication is 38 for a regular class, but 30 for the honors section. The difference in the census numbers was 48, however, so when you subtract the honors enrollment of 30, it represents a true growth of 18 students in the other Journalism courses that involve writing and media production for the student newspaper. That's also clear when you look at the cyclical decline of just 20 students (rather than 30) when the honors section was not offered in 2019. So, true Journalism program enrollment growth went from 121 in 2017 to 149 in 2019 when you eliminate the honors section numbers.

Then COVID hit. The drop in enrollment in fall 2020 was mitigated by the fact that we had an honors section of Mass Communication that fall that bolstered the numbers. But when you eliminate the honors course enrollment, however, the true Journalism program decline from 2019 to 2020 was 45 students, or about a 30% drop. That is devastating for a small program, especially one that had been on a growth pattern. The issue is that Journalism is one of those hands-on programs that we attempted to teach online, but it did not work well from a student engagement perspective. Students need the newsroom community on campus to thrive in the program, and the ability to interview people and attend and cover events on site. So the student newspaper took a hit. Just like the drop in enrollment, there was an overall drop in student productivity in terms of the number of stories published in fall 2020. And because the advanced newspaper classes (Journalism 110, 115ABC and 129-132) are fed by the introductory Writing for the Media course, the number of continuing students has fallen as a result of the mode of instruction.

The numbers this fall 2021, down to 65 from 149 in 2019 (true program enrollment) and 104 (134 minus 30 in honors section) also include two other anomalies: First, we were asked to cut our offerings and went from the regular three Mass Communication sections down to two, so that eliminated the class max of 38 seats. Second, most of our journalism offerings went back to face-to-face or hybrid instruction. It will likely take several years to build back to our pre-COVID true grown pattern. But the students who are on campus seem happy to be here, so it's a start.

The **census fill rate and productivity** follows a somewhat similar pattern. In the even years it is higher with the addition of the honors Mass Communication section. And in the odd years, it dips a bit. The issue with the much lower figures in 2017 revolved around the low enrollment in Journalism 161ABC suite. As a result of that, and other program issues and needs, we deactivated that site of courses last year. The lower figures in 2021 reflect the overall enrollment issues related to the pandemic as discussed in the previous paragraph.

It should be noted, however, that despite the fluctuating enrollment numbers, student success remains fairly consistent, hovering around 76% — except for a dip in 2020 as a result of offering online-only courses during the pandemic.

**1b. Please address the following enrollment data provided for your program.**

**1.b.2. What does the data suggest in terms of future needs/directions?**

The data suggests that the Journalism Program enrollment (minus the honors section every other fall) was experiencing true growth from 2017-2019 in terms of numbers prior to COVID. Then it fell like a rock during the pandemic. Journalism is a unique program in that students in the advanced classes serve as mentors to the newbies and show them the ropes in terms of how a student newsroom operation works. The seasoned students reinforce their own learning and develop leadership this way. But this year, none of the advanced students have had the benefit of a newsroom community in which students work together and share that expertise. An online newsroom is technically functional, but it is still isolating because there is no sense of the newsroom community around the production of the news product.

To combat this we would like to reintroduce the "community" aspect of the on-campus newsroom to students who have not had the benefit of peer mentoring for senior editors. To do this we proposed hiring as consultants several previous student editors who have either transferred or graduated and entered the field to serve as mentors during newsroom production to train current journalism students who entered the program during COVID how they should be running their own newsroom. We hope to start such a project in the spring and continue it into the 2022-23 academic year. Even 33 years ago, when Cindy McGrath was hired as the new journalism instructor and Experience adviser, a newsroom culture built around community already existed. Each new group of editors trains the incoming novice editors to take over for them when they transfer. The move online killed that system. Now we need to recreate it.

Another issue we need to combat involves counseling and advising. Many students assume that because Journalism 100 has the lowest course number (it matches the C-ID number), that is where they start in the program. We need to clarify for students and counselors that Journalism 100 can be taken at anytime during their journey through LMC. But because Journalism 110: Writing for the Media is a prerequisite for Journalism 130: Media Production I, which is a prerequisite for Journalism 131: Media Production II, students should really start with Journalism 110 when enroll at LMC to ensure a smooth progression through the program.

Journalism also used some of the outreach tactics this summer from the pilot recruitment project Chialin Hsieh facilitated with the art and music programs. In addition to sending email to students with Journalism courses on their ed plans, we also sent recruitment packets with reporter's notebooks and sample copies of the Experience to graduating high school seniors who had enrolled and succeeded in a HS course articulated with Journalism 129. It is difficult to track the success of this outreach, but we plan to continue both approaches going into the future.

**1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.**

**Journalism Goal #1: Maintain currency in the field by updating technology in the Journalism Lab and providing professional development to faculty and staff.**

*Note: This is an ongoing goal, but intermediate action steps may be completed along the way.*

**Action step 1:** Work with IT to continually update Adobe's Creative Cloud and other needed software on the newly purchased (2019-20) Mac computers in the Journalism Lab.

**Responsible party:** Cesar Reyes

**Timeline:** Ongoing

**Update:** Curtis Corlew and Cesar Reyes worked together with IT in spring 2021 to enable students to access the Adobe Creative Cloud software remotely. That allowed them to begin to learn news page design techniques to plan a digital print edition of the Experience from home. We followed that up with several on-campus lab activities in late April and early May 2021. In addition, Creative Cloud has been updated for the current academic year and journalism students are now back on campus working regularly in the student newsroom / journalism lab. We will continue updating software in the lab as needs arise.

**Action step 2:** Regularly attend journalism workshops, seminars and conferences.

**Responsible parties:** Cindy McGrath and Cesar Reyes

**Timeline:** Ongoing

**Update:** Since the last update Cindy McGrath, Curtis Corlew and Cesar Reyes attended the 2021 joint convention of the Journalism Association of Community Colleges and the Associated Collegiate Press. In addition, Cindy and Curtis attended the JACC fall 2020 conference. Cindy McGrath and Cesar Reyes plan to attend the fall conference remotely in fall 2021 and the spring convention in 2022. It is unknown at this time whether the event will be in person or remote.

Following the 2020 fall conference and 2021 spring convention Cindy McGrath updated course modules in Canvas, and created several new ones, based on information learned during workshop presentations.

**Journalism Goal #2: Engage with local media organizations, feeder high schools, transfer institutions and professional journalism organizations.**

*Note: This is an ongoing goal, but intermediate action steps may be completed along the way.*

**Action steps:** Regularly interact with partners in meetings and at conferences and conventions.

**Responsible party:** Cindy McGrath. Cesar Reyes will also participate as needed.

**Timeline:** Ongoing

**Update:** Journalism faculty regularly interacted with the California News Publishers Association and a wide variety of local and state media professionals throughout the year at conferences and conventions. In addition, faculty reviewed and re-approved articulation agreements with local feeder high schools, participated in an online career fair for high schools, and offered Mass Communication as part of the College Connect program with Pittsburg High School. As a result of the pandemic, the College Connect program has been on hiatus, but we expect it to continue when the virus moves into its endemic phase. We also participated with the SJSU School of Journalism and Mass Communication on a project evaluating the capstone work portfolios of transfer and native journalism majors, and attended a SFSU presentation on photojournalism coordinated Pulitzer Prize-winning photojournalist and professor Kim Komenich.

**Journalism Goal #3: Explore creating a tutoring/mentoring component to the Journalism Program.**

Action step 1: Recruit former Experience editors to work with current staff to help revive the on-campus newsroom culture that was lost when the pandemic forced courses online.

Action step 2: Resume with advanced journalism students discussions about their role in mentoring both new Media Production students, as well as incoming Writing for the Media students.

Responsible parties: Cindy McGrath, and Cesar Reyes as needed

Timeline: 2021-2024

**Update:** Discussions had just begin with students about more explicitly integrating mentoring of Journalism 110 students by Journalism 131 students when the pandemic hit, and then this project was put on the back burner as the need to move online took priority. We will resume this once new Action step 1 to revive the newsroom culture has been completed. This new action item has been introduced as a result of the pandemic as discussed in 1.b.2.:

Journalism is a unique program in that students in the advanced classes serve as mentors to the newbies and show them the ropes in terms of how a student newsroom operation works.

The seasoned students reinforce their own learning and develop leadership this way. But this year, none of the advanced students have had the benefit of a newsroom community in which students work together and share that expertise. An online newsroom is technically functional, but it is still isolating because there is no sense of the newsroom community around the production of the news product.

To combat this we plan to reintroduce the "community" aspect of the on-campus newsroom to students who have not had the benefit of peer mentoring for senior editors. To do this we proposed hiring as consultants several previous student editors who have either transferred or graduated and entered the field to serve as mentors during newsroom production to train current journalism students who entered the program during COVID how they should be running their own newsroom. We hope to start such a project in the spring and continue it into the 2022-23 academic year.

**FOR CTE PROGRAMS ONLY**

**1c. Community and Labor Market Needs (Link Ed Code 78016 ([http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78016](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016)), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2f1%2fresults%2fnavigation%2f0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION\\_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde](https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2f1%2fresults%2fnavigation%2f0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde)))**

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In analyzing the Emsi job data from three California counties, we note that between 2019 and 2024, there is projected to be about 4% growth locally in Arts, Design, Entertainment, Sports and Media Occupations jobs, with much of that growth occurring in the public relations sector. That suggests we should consider adding a course in Public Relations to the curriculum. The state ADT in Journalism contains such a C-ID course, but we did not develop one at LMC when we originated the degree in 2012 because the program is a such a small one. But perhaps we should rethink that strategy. Much like the Media Production and Writing Practicum courses are designed to create content for the student newspaper on campus, perhaps a hands-on Public Relations course could be designed in which some student assignments involve PR and marketing for the college.

**FOR CTE PROGRAMS ONLY**

**1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.**

The most recent official advisory board meeting was held in late December 2019, just prior to the campus closing due to the pandemic and moving to remote instruction. Professional newsrooms were hit with unprecedented changes in their own work environment and were too busy adapting to attend an official advisory board meeting. But Cindy McGrath connected individually with partners throughout the 2020-21 academic year, and this year, including professionals, representatives from four-year transfer institutions, and former journalism students:

- Connected regularly — at least monthly — with Joe Wirt, director of Affiliate Relations at the California News Publishers Association in Sacramento.
- Networked with professional journalists and representatives of the four-year transfer universities at Journalism Association of Community Colleges and Associated Collegiate Press online meetings, conference and conventions.
- Reviewed articulation agreements from feeder high school journalism programs.
- Met Sept. 24 with four former Experience student editors who have graduated, transferred and/or are now working about establishing a mentorship program.
- Worked in late September and early October with partners at San Jose State University on a project evaluating the capstone work portfolios of native and transfer students.

Most of the new trends in journalism discussed throughout the year with journalism professionals concerned adaptations practitioners in the field have been making as a result of the pandemic. Much of the information gleaned was immediately integrated into journalism instruction at LMC.

In addition Cindy McGrath's duties as JACC contest coordinator required her to recruit and work with professional journalism and media professionals throughout the year to discuss best practices and judging criteria for 36 different journalism contests held twice each year. In total, she connected with more than 40 professionals and compiled their feedback on the quality of student journalism. That information is not only distributed statewide, but she integrates the lessons learned directly into program improvements and instruction at LMC.

Plans for LMC advisory board meetings this current academic year include both a meeting on Zoom in December or January and an e-meeting in the form of a survey. In addition, most of the unofficial connections cited above will continue.

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)					
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
<b>Recommended Actions</b>	<p>Journalism Goal #1: Maintain currency in the field by updating technology in the Journalism Lab and providing professional development to faculty and staff. Note: This is an ongoing goal, but intermediate action steps may be completed along the way. Action step 1: Work with IT to continually update Adobe's Creative Cloud and other needed software on the newly purchased (2019-20) Mac computers in the Journalism Lab. Responsible parties: Cesar Reyes                      Timeline: It has been updated for the current academic year, but this is an ongoing process. Action step 2: Regularly attend journalism workshops, seminars and conferences. Responsible Parties: Cindy McGrath and Cesar Reyes                      Timeline: This is an ongoing goal, but since the last update Cindy McGrath, Curtis Corlew and Cesar Reyes attended the 2021 joint convention of the Journalism Association of Community Colleges and the Associated Collegiate Press. In addition, Cindy and Curtis attended the JACC fall 2020 conference.</p>	0 linked SLOs 0 resource requests			
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)					
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)					
<b>Recommended Actions</b>	<p>Journalism Goal #2: Engage with local media organizations, feeder high schools, transfer institutions and professional journalism organizations. Note: This is an ongoing goal, but intermediate action steps may be completed along the way. Action steps: Regularly interact with partners in meetings and at conferences and conventions. Responsible party: Cindy McGrath. Cesar Reyes will also participate as needed. Timeline: Ongoing on a yearly basis. Since the last update, journalism faculty regularly interacted with the California News Publishers Association and a wide variety of local and state media professionals throughout the year at conferences and conventions. In addition, faculty reviewed and re-approved articulation agreements with local feeder high schools, participated in an online career fair for high schools, and offered Mass Communication as part of the College Connect program with Pittsburg High School. As a result of the pandemic, the College Connect program has been on hiatus, but we expect it to continue when the virus moves into its endemic phase. We also participated with the SJSU School of Journalism and Mass Communication on a project evaluating the capstone work portfolios of transfer and native journalism majors.</p>	0 linked SLOs 0 resource requests			
	<p>Journalism Goal #3: Explore creating a tutoring/mentoring component to the Journalism Program. Action step 1: Recruit former Experience editors to work with current staff to help revive the on-campus newsroom culture that was lost when the pandemic forced courses online. Action step 2: Resume with advanced journalism students discussions about their role in mentoring both new Media Production students, as well as incoming Writing for the Media students. Responsible parties: Cindy McGrath, and Cesar Reyes as needed                      Timeline: 2021-2024. Since the last update, discussions had just begin with students about more explicitly integrating mentoring of Journalism 110 students by Journalism 131 students when the pandemic hit, and then this project was put on the back burner as the need to move online took priority. We will resume this once new Action step 1 to revive the newsroom culture has been completed.</p>	0 linked SLOs 0 resource requests			
Goal 5. Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)					

2. Vision for Success Goals Update : Version by McGrath, Cindy on 11/13/2021 03:14

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. \*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly.*

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees ( AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	78% from goal provided	74% from data set provided	Ongoing	Journalism course faculty	<p><b>From PR Year 3 update:</b> Add additional resources for students to syllabus.</p> <p><b>Status:</b> Immediately following the PR update, the pandemic hit and all courses were forced online. Additional resources were made available, not in the syllabus, but in the Canvas course shell where they could be more robust. One of the many examples of this is that we switched from a printed textbook to free online educational resources available directly from Canvas as links and/or PDFs. Now that we are transitioning back to campus, we will continue to use Canvas modules to provide additional resources, which we plan to keep improving. So we will modify the action step to account for that.</p> <p><b>Revised action step:</b> Add additional resources for students to Canvas course shells to support their success and continue improving those currently available.</p>
Degrees ( AA, AS, ADT)	AA = 1 AAT = 8	From data set provided: AA = 3 (2019-20) / 0 (2020-21); average over 5 years (5) = 1 AAT = 10 (2019-20) / 2 (2020-21); average over 5 years (34) = 7	Spring 2022- Fall 2022	Journalism course faculty	<p><b>From PR Year 3 update:</b> Add list of courses required for the major to the syllabus.</p> <p><b>Status:</b> Immediately following the PR update, the pandemic hit and all courses were forced online. Because the immediate concern was supporting students by creating online course content and resources for success, this particular action was put on the back burner. We now plan to add an abbreviated major requirements list in the syllabus, but expand on it in a Canvas module. What we did do, however, was create a Next Steps module in Canvas to let students know the next course/s they should sign up as a journalism major. That was posted about two thirds of the way through the semester around the time the course schedule was published.</p> <p><b>Revised action step:</b> Add abbreviated major requirements list to the syllabus, and an expanded Major Requirements module to Canvas. Make this major requirements module available to all adjunct faculty teaching in the Journalism Program.</p> <p><b>New action step:</b> Once the Guided Pathways map is complete, include in the Major Requirements module in Canvas the names and contact information of pathway counselors students should consult for educational guidance.</p>
Certificates of Achievement	n/a	n/a			

<b>Unit Reduction</b>	College-wide goal = 79 (did not have a program goal in last update)	AA = 74 (2019-20); no degrees in (2020-21) AAT = 87 (2019-20) 123 (2020-21)		Cindy McGrath	<p><b>Narrative:</b> Incoming Journalism majors should be advised to begin their major sequence with Journalism 110, but they often start in Journalism 100 because it is a "lower" number. However, while Journalism 100 can be taken at any time, Journalism 110 is a prerequisite to Journalism 130, which is a prerequisite to Journalism 131. So it is more efficient to start with 110. And if students begin their major in the spring of their freshman year with Journalism 100, that kicks them into a third year at LMC in which they often take other additional courses to remain full-time for a variety of reasons, thereby accumulating more units. We have considered changing the course numbers, but they match the C-ID numbers and the common course number system is coming, so we have opted not to do that. In addition, some students who take Journalism 110 as an elective and then decide to change their major, which is not uncommon, also accumulate additional units.</p> <p><b>No previous action steps</b></p> <p><b>New action step:</b> Once the Guided Pathways map is complete meet with assigned pathway counselors to discuss the order in which majors should be advised to take classes to minimize their time and/or units.</p>
<b>CTE Jobs</b>	information not available	information not available			

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.\*

\*NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
<b>African American</b>	72.3% from Year 3 PR update (Note: This matches data set provided)	69.7% from data set provided	2022	Cindy McGrath	<p><b>PR Year 3 update:</b> Explore ways to reach out to students in the Umoja learning community.</p> <p><b>Status:</b> Immediately following the PR update, the pandemic hit and all courses were forced online. Since there were more pressing matters, this action step was put on the back burner. Now that we are transitioning back to campus, we will begin reaching out to Umoja in spring and fall 2022.</p>
<b>Low Income</b>	77% from Year 3 PR update <b>Note:</b> This is a discrepancy from data set provided which indicates 80.9%	75% from data set provided <b>Note:</b> While this is under the goal, the success rate of low income students is higher than the 72.9% success rate of non-low income students.		Cindy McGrath	<p><b>From PR Year 3 update:</b> Explore use of more ZTC options for journalism classes</p> <p><b>Status:</b> We not only explored the use of more ZTC options, we selected ZTC textbooks and/or other free online educational resources for all Journalism courses except the occasional Honors Mass Communication section. So this action step is complete even though the success rate is not yet at goal. Given the fact the data being used was collected during the pandemic when we were fully online, we will see what future data indicate.</p>
<b>Foster Youth</b>	75.4% from Year 3 PR update (Note: This is a discrepancy from data set provided which indicates 65.5%)	75% <b>Note:</b> Although the data represents just 4 students, so it may not be statistically significant, it met the goal, whether 75.4% or 65.5% is the correct figure.		Cindy McGrath	<p><b>From PR Year 3 update:</b> Consider Connect kudos and other options that honor small successes along the way</p> <p><b>Status:</b> Immediately following the PR update, the pandemic hit and all courses were forced online. Since there were more pressing matters, we did not have the time to pursue this strategy. However, the goal has been met so we will focus on other important program projects and abandon this action step for the time being.</p>

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by McGrath, Cindy on 11/13/2021 03:14

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.\*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
JOURN 129, 130, 131,132		<p><b>As of Sept. 30:</b> These courses were assessed in the 2020-21 academic year as a set because they run concurrently in the same room at the same time and comprise the staff of the Experience. Results are in hand and the report is being written this fall for submission by Nov. 1.</p> <p><b>Update:</b> The assessment reports for Journalism 129, 130, 131 and 132 have been completed and submitted to the Office of Planning and Institutional Research. A copy was sent to Dean Aprilil Nogarr.</p>	Cindy McGrath

**b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?**

This section will be completed when the assessment report has been finished.

**Update:** The assessment reports for Journalism 129, 130, 131 and 132 have been completed and submitted to the Office of Planning and Institutional Research. Below is a summary of the results.

The assessments of Journalism 129 and three-course major sequence Journalism 130, 131 and 132 were intended to be conducted during the 2020-2021 cohort 4 year, but due to the unusual situation created by the pandemic forcing most classes online, we reached back into the previous academic year to instead conduct a fall-to-fall comparison to try to get some sense of how the sudden change in mode of instruction impacted faculty pedagogy and student learning. And because no students were enrolled in Journalism 132 during the two fall semesters, we assessed one student enrolled in 132 during spring 2021.

What we found is that while most students were still proficient or highly proficient, there were some drops in proficiency compared with the previous assessment due in whole, or in part to the pandemic. And while the pandemic did not seem to impact CSLOs related to copyediting and preparing an electronic portfolio, all other CSLOs were negatively impacted — especially for students who started journalism during the pandemic.

Because the Experience staff (students in Media Production) did not have access to campus, there was little way to create the community atmosphere and working conditions of a physical newsroom. News sources were more difficult to find and interview. There were few campus events to cover, and most of those were online. The lack of campus sources and events caused by an inability to find and interview people face-to-face on campus meant students wrote a lot more columns and reviews, which often don't require interviews with people. For some, but not all, that limited their ability to demonstrate versatility.

But the biggest impact was the fact students were publishing an online edition only, so the opportunity for them to photograph events and design news and feature pages for a print publication was severely impacted. Although software was available to students remotely, news page design is something hard enough to lean in person, and online instruction made it particularly difficult.

Overall, the assessment results were the motivating factor when we asked to bring students into the Journalism Lab for some lab hours in late April and May 2021, despite the class being online, and then opted to move the Journalism 129-132 media production sequence back to face-to-face instruction on campus in fall 2021. We expect to see improved assessment results during the next assessment cycle post-pandemic.

#### 4. Course Outline of Record Updates : Version by McGrath, Cindy on 11/13/2021 03:14

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COORs) to the Curriculum Committee by November 1, 2021.\*

*\*NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

All Journalism courses are current within the five-year period as required by Title 5. One course however — JOURN 160: Photojournalism — is not showing as updated but it has been. It is a cross-listed course with ART 75: Documentary Photography, which was revised during the last academic year by recently retired Journalism and Art professor Curtis Corlew. The Office of Instruction informed him last year when the ART 160 COOR was approved by the Curriculum Committee that it would duplicate it electronically for JOURN 160 in the back end of eLumen — but apparently that has not happened yet.

#### Impact of Resource Allocation