

LMC Program Review Year 3 Update 2019-2020

Instructional Unit Name: JOURNALISM

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3 Update* includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)

Provide an update to the department’s 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)

Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)

Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)

Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)

Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	Item 3. Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	Item 4. Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	Item 1. Provide an update to the department’s 2017-18 CPR
November 1 – November 27	Item 2. Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the <i>Vision for Success</i> indicators.
February 1 – February 8	Item 5. Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

Senior Lab Coordinator Eric Sanchez, who supported the Art, Drama and Journalism departments, was hired as a full-time faculty member for fall 2019, creating a classified opening. However the fulltime replacement position was not filled until January 2020. In the interim, former journalism student, transfer and SFSU journalism graduate Steven Luke supported the program as a classified hourly during the fall. New permanent classified hire Cesar Reyes joined the staff officially on Jan. 15, 2020.

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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef))

Journalism 100 — As a GE course both at LMC and for transfer, Mass Communication is strong on all three parameters. The success rate is about the same as the overall LMC rate in Tableau.

Journalism 110 — Writing for the Media is the beginning reporting class for the journalism major. It is also a GE course at LMC but not for transfer. Since Journalism is a comparatively smaller, but important program, enrollment numbers in this course are in the mid-range, except for Fall 2017, which is an unexplained outlier. While enrollment is somewhat lower compared to Mass Communication, the course has a lab hour component so the WSCH makes up for some of that. The success rate is slightly lower than the overall LMC rate likely because of late enrollment in a class that remains open when many other are closed during the first two weeks of the semester. Those students who are not majors are not fully committed and more likely to drop or do poorly.

Journalism 115ABC and Journalism 161ABC — The enrollment numbers in Media Writing Practicum and Visual Storytelling Practicum courses were consistent in the past with the newspaper production courses, but have been declining since the introduction of the streamlined AAT degree. We plan to revise the curriculum. The productivity is hard to assess since it is a series of multiples based on a class max of 20, but I am unsure of how the numbers were crunched. Suffice it to say it is lower than we would like. In terms of success rate, the rates in 115A and 161A are somewhat lower than B or C, which are 100% because new students who are unfamiliar with the journalistic style of writing or photography sometimes sign up for the first level without the necessary background or time commitment required for the course, despite the fact it has a course advisory.

Journalism 129-132 — Media Production Overview and Media Production Practicum 1, 2 and 3 are multiples so, like 115ABC and 161ABC, it is hard to assess the productivity. But enrollment numbers range from 11 to 16 total and that represents a solid news staff to produce the student newspaper and online news site. Except for an outlier, the success rate is 100%.

Journalism 160 — Photojournalism is cross-linked with Art 75. It always runs as a multiple with either that course or with another photography course from the Graphic Communication program, so it is difficult to assess the productivity, but the success rate is higher than the LMC average.

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

Journalism has always been a small program, but the college has always been dedicated to providing students a First Amendment forum on campus as part of our core democratic values. However, there is some work to be done to increase enrollment following the addition of an AAT to the original AA degree, which we have opted to keep for more indepth career preparation for those who do not transfer. After some discussions with community college journalism programs around the state, we are revising the COORs this spring to make adjustments to their focus and workload, and also plan to experiment with running them online as a combined course. In the '90s and 2000s, the Journalism 15ABC sequence integrated writing and photography, but about a decade ago we separated them to increase overall enrollment. Now we plan to re-integrate them for the same reason, and based on changing needs. We also plan to experiment with offering the revised course online.

1c. Provide a brief update of your program’s goals as listed in your (CPR) 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
<p>Goal 1: Maintain currency in the field by updating technology in the Journalism Lab and providing professional development to faculty and staff.</p>	Ongoing	<p>The 9-10-year old desktop computer stations in the Journalism Lab were replaced in 2018-19 with new McIntosh computers. The Adobe Creative Suite Software was also updated at the same time, and again in November 2019 when Adobe made substantive changes to Cloud access. That has created some challenges in terms of ease of access to the software, with additional login steps required of users. We still need to work out those bugs.</p> <p>While professional development to department faculty is ongoing, Cindy McGrath, Curtis Corlew and Eric Sanchez attended multiple conferences of the Journalism Association of Community Colleges that have enabled us to better serve students. Workshops included topics in traditional and new media, as well as important updates on media law.</p>	<p>Curtis Corlew and our new classified support Cesar Reyes will connect with IT this spring to work out the bugs in accessing the new Adobe software.</p> <p>In terms of professional development, Cindy McGrath, Curtis Corlew and Cesar Reyes will attend the upcoming JACC convention in Burbank in March. They will also attend conferences each year to maintain currency in the field.</p>

<p>Goal 2: Engage with local media organizations, feeder high schools, transfer institutions and professional journalism organizations.</p>	<p>Ongoing</p>	<p>Journalism faculty and staff engaged with media outlets as part of advisory board meetings, the most recent of which was Dec. 16, 2019. They also regularly interact with the California Newspaper Publishers Association and media professionals at journalism conferences in both the spring and fall semesters, and will continue to do so. In addition, department faculty met with local feeder high schools to create course articulation agreements, and participated in the Career Focus Fridays that highlight our programs to local high school students.</p>	<p>Cindy McGrath</p>
<p>Goal 3: Explore creating a tutoring/mentoring component to the Journalism Program.</p>	<p>Ongoing</p>	<p>Discussions have begun with student newsrooms leaders about the advantages and obstacles of integrating this more explicitly into the roles of students in the Media Publication Production classes. Exploration of logistics is continuing with students. In addition faculty is exploring models at other Journalism programs from around the state.</p>	<p>Cindy McGrath</p>

For CTE programs only:

1d. Community and Labor Market Needs (Link Ed Code [78016](#), Title 5, [51022](#))

According to a datarun of employment in Alameda and Contra Costa counties 2017-2022, the following represents growth by job description:

- Broadcast news analysts, no growth
- Reporters and correspondents, 4%
- Editors, 5%
- Writers and authors, 8%

1e. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

The Journalism Advisory Board met Dec. 16, 2019 in the Journalism lab and was attended by faculty and staff, members of the local media, an LMC marketing representative, a current student, and former students who have either transferred or are working in the field. Following an overview of the LMC Journalism Program that included a look at enrollment and degrees, facilities and curriculum, we had a discussion about the current media industry landscape and opportunities for students:

Job market and changing industry needs

A key change impacting California newspapers is Assembly Bill 5, which went into effect Jan. 1, 2020 in an attempt to regulate the growing gig economy. News organizations, especially smaller ones, which have traditionally relied on freelancer work are feeling the effects in their newsrooms. The new law limits the amount of freelance material a news organization can purchase per year from a journalist working as an independent contractor. There may be a possibility that college journalism programs could help fill the gap with scholarship or stipend-based academic internships. This bears looking into.

As the journalism field continues to change as a result of technological advances there are more opportunities for journalists in positions fueled by new media: social media managers is a growing new trend in legacy and new media newsrooms. In addition, journalism graduates are also opting for jobs in public relations, marketing and advertising. So we should consider beefing up that area of the program.

Expectations of journalism graduates

Journalism graduates should be able to produce multi-platform — print, photo, audio, video — news content on deadline and clearly understand the difference between fact and opinion. Students should be encouraged to develop special skill sets like data journalism, technical writing and speaking a second or third language. Students should also consider a minor or double major in an area they hope to specialize in: for example, political science if they want to cover politics; economics or business if they want to cover business and finance; drama if they want to be a TV, film or theater critic. The biggest priorities for finding a job after graduation are internships, quality clips, and networking. Students need opportunities for these at all levels of their education.

Do we have the right facilities and curriculum?

The Journalism Lab was remodeled in two phases, in 2012 and 2015, and that has improved teaching conditions in the lab and increased student collaboration. The aging desktop computer stations were replaced with new Macs and updated software. Everyone agreed the program contains the right basic courses, but it was noted we should be giving a bit more emphasis in the beginning reporting class, Journalism 110: Writing for the Media, to a few growth areas like social media and data reporting. We will keep that in mind when we revise the Journalism 110 course outline this spring. In addition, some members of the Advisory Board suggested exploring a change in print format from large broadsheet to smaller tabloid to free up students to spend more time focusing on the online news site and its affiliated social media products.

Work portfolios: Paper? Electronic? Both?

While work samples continue to be crucial, a traditional physical portfolio is no longer necessary as graduates looking for jobs should compile their most recent high-quality work in an electronic portfolio with links to their published work online. A physical portfolio may still be useful for photographers, and for personal use.

Possible collaborations / internships with local media

Advisory board members report there are more internships available now than there were 10 years ago, and while the majority are for students at the four-year level, there are some at the lower level, and community college students should seek those opportunities because it will set them up for more prestigious internships when they transfer. We should explore options to further support students seeking internships.

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	75.4	Add additional resources for students to syllabus	Fall 2020	Journalism course faculty	
Degrees (AA, AS, ADT)	AA = 1 ; AAT = 7	Add list of courses required to the major to the syllabus	Fall 2020	Journalism course faculty	
Certificates of Achievement	n/a				
Unit Reduction	n/a				
CTE Jobs	n/a				

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College’s goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	72.2	Explore ways to reach out to students in the Umoja learning community	Spring 2020	Cindy McGrath	
Low Income	77	Explore use of more ZTC options for journalism classes	Spring 2020	Cindy McGrath	
Foster Youth	75.4	Consider Connect kudos and other options that honor small successes along the way	Fall 2020	Cindy McGrath	

3. Assessment Update and Effectiveness (August 26-Sept 30)

- a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
JOURN 115-ABC (suite of three stacked courses run as multiples) are in Cohort 1	n/a	Courses were assessed in Spring 2018 as planned. Combined report with assessment results for all three stacked courses completed; it has been harvested and sent via email to BethAnn Robertson and Nancy Ybarra	Cindy McGrath
JOURN 100 and JOURN 110 are in Cohort 2	n/a	Courses were assessed in 2018-19 academic year as planned. Assessment results are currently being analyzed and draft reports being written.	Cindy McGrath

- b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

An assessment of student writing portfolios in Journalism 115ABC indicates they tend to be stronger (above proficiency) in opinion writing than in objective reporting. There could be several reasons for this: they may be more comfortable, based on previous academic classes and assignments, writing opinion; they are more interested in writing opinion; it is easier to find electronic sources to write opinion stories; they have less time and/or inclination to conduct interviews and therefore their objective stories contain fewer sources and are less thorough. As a result of this assessment, we will put more instructional emphasis on the use of multiple, diverse and relevant sources in future semesters to underscore the important of reporting.

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.)

Course	Faculty Responsible for COOR Update
JOURN 115-ABC	Cindy McGrath / in progress
JOURN 161-ABC	Cindy McGrath and Curtis Corlew / in progress
JOURN 129-132	Cindy McGrath / in progress
JOURN 100	Cindy McGrath / completed

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			

Operating Resource Request	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

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Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Journalism goal #1: Maintain currency in the field through professional development	District Strategic Plan #1: Improve student learning and completion
Department/Unit Name	Resource Type
Journalism Program <i>Please note that the Conference/Meeting box to the right should be checked, but the document template would not allow it.</i>	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
<p>Journalism Association of Community Colleges Annual Convention: This three-day spring event includes a wide variety of workshops on journalism, an opportunity for faculty to meet with other community college instructors from across the state, articulate with a variety of transfer institutions, and meet with news professionals from numerous news organizations representing both northern and southern regions. (For 2 faculty 1 staff: Registration \$750 / meals \$560 / hotel \$3,000 / air travel to Southern California \$900 = \$5,210)</p> <p>Journalism Association of Community Colleges Annual Faculty Conference: This two- to two-and-a-half day mid-winter event often includes a focused seminar on an emerging journalism technology or topical issue, collaborative discussions with journalism colleagues from around the state on classroom pedagogy and curriculum development, as well as publication adviser training on updates to media law. (For 2 faculty: Registration \$300 / meals \$250 / hotel \$1,000 / mileage to Cambria \$565 = \$2,115)</p> <p>Associated Collegiate Press/College Media Advisers Annual Convention: This four-day fall national event provides the opportunity for faculty to meet with other community college and four-year journalism professors from across the nation, as well as to network with national news professionals. (For 1 faculty: Registration \$150 / meals \$250 / hotel \$1,000 / travel to Atlanta \$500 = \$1,900)</p>	\$9,225
Justification:	

It is crucial to student learning, and therefore student success, for journalism faculty to maintain currency in the discipline and in the profession, to network with those in the field, to create broader networking capabilities with colleagues from two- and four-year colleges, and to understand the yearly changes in media law as decisions in cases regarding free press, libel and privacy issues are decided by the state and federal courts. The objective of this resource request is to fund faculty and/or staff attendance at several annual journalism conferences.

The direct benefit will be to all journalism students in our courses as instruction and pedagogy, both in the classroom and in the journalism lab, will be revised based on what we learn. The indirect benefit will be to the larger college community through the publication of the weekly college newspaper and online news site that is produced by students in the Journalism Program who benefit directly from new information gleaned by faculty and staff at these events.