

# 2023-2024 Comprehensive Instructional Program Review - Mass Communications Latest Version

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## Program Overview and Goals

**Mission and Alignment** : Version by **Brown, Christian** on **05/08/2024 20:08**

The mission of the **Journalism & Media Studies Department** is to provide students with the tools needed to evaluate and shape the media landscape. This is accomplished by:

- Instilling an understanding of the role of the mass media in a multicultural society, so students can learn to think critically about the ways in which the news and entertainment media affect individuals, institutions and social values.
- Teaching an understanding of the legal and ethical issues that are an integral part of the media profession.
- Training future journalists and content creators with the hands-on training and professional skills necessary to gather, evaluate, organize and disseminate multimedia content on campus and in the global community.

The Journalism & Media Studies Department consists of two programs: **Journalism** and **Film, Television and Electronic Media**. Currently, the department has one full-time instructor and a full-time 10-month classified lab technician. The department utilizes adjunct instructors as well.

The department's programs traditionally offer three types of courses:

1. Traditional lecture courses for general education;
2. Skills courses for respective majors; and
3. Production courses that result in media products for campus and public consumption, offering students hands-on training.

The **Journalism & Media Studies Department**, formerly known as Mass Communications, is in lock step with the College's mission, which promises to provide a diverse student population with a high-quality, comprehensive instructional program that gives them a pathway to success locally and globally.

Since our last program review, our department has doubled down on this mission by creating new Guided Pathways (<https://programmap.cerritos.edu/academics/interest-clusters/07b259a7-cdc0-4b27-aa29-dfa341b3a7e9/programs/cf0fbacf-7adc-70c6-86e0-0cf2a6d926e6>) for each degree and certificate, earning dozens of national-level awards for our program, securing grants worth over \$40,000+ for student scholarships/projects/internships, and launching a new popular AS-T degree for our students.

Despite the COVID-19 pandemic, which prevented in-person classes from 2020-2021 and only limited access through 2022, Journalism & Media Studies still fulfilled its mission of maintaining completions and shepherding new opportunities for students.

In 2019, changes were made to limit the units needed to earn certificates and degrees, making completion easier for students. By Spring 2020, the department also expanded with the introduction of a new associate of science for transfer (<https://www.thedowneypatriot.com/articles/cerritos-college-launches-new-classes-in-age-of-covid>) (AS-T) degree in Film, Television, and Electronic Media.

In addition to updating curriculum and enhancing student success, the department announced the creation of a Converged Media Center for broadcast media after a nearly \$35,000 investment in state-of-the-art broadcast and audio equipment. Bolstered by the new AS-T FTVE degree, the program now has a greater emphasis on a broader, more interdisciplinary media skill set.

in both 2022 and 2023 consecutively, the Hollywood Foreign Press Association (<https://goldenglobes.com/articles/journalism-alive-and-well-cerritos-college-hfpa-grantee/>), now Golden Globe Foundation, granted the department \$20,000 to spearhead the development of a pipeline of diverse students (<https://www.whittierdailynews.com/2022/08/13/cerritos-college-was-awarded-20k-to-advance-diversity-in-its-journalism-program/>) into journalism and media fields via scholarships, internships, and multimedia production experience (<https://www.loscerritosnews.net/wp-content/uploads/2024/02/feb-9-2024-Los-Cerritos-Community-News-1.pdf>).

The department is best known for its award-winning student news site, TalonMarks.com (<http://talonmarks.com/>). Talon Marks' newspaper publication was founded in 1956 and has a circulation of 4,000 copies distributed on campus and in eight off-campus sites in the surrounding community.

Talon Marks now as 700+ alumni that work in regional and national media.

Talon Marks was ranked the No. 1 community college news website in the country (<https://goldenglobes.com/articles/journalism-alive-and-well-cerritos-college-hfpa-grantee/>) by the Associated Collegiate Press in 2019, 2022 and 2023.

To strengthen enrollment and retention, the program is focused now on partnerships, sponsorships, internships and scholarships. This will happen in part through dual enrollment courses with local high schools, Cerritos College-sponsored journalism conferences, and Comm Week events with photography, film and communication studies.

Explain how your program supports the College's Mission.

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Despite the COVID-19 pandemic, which prevented in-person classes from 2020-2021 and only limited access through 2022, Journalism & Media Studies still fulfilled its mission of maintaining completions and shepherding new opportunities for students.

In 2019, changes were made to limit the units needed to earn certificates and degrees, making completion easier for students. By Spring 2020, the department also expanded with the introduction of a new associate of science for transfer (<https://www.thedownypatriot.com/articles/cerritos-college-launches-new-classes-in-age-of-covid>) (AS-T) degree in Film, Television, and Electronic Media.

In addition to updating curriculum and enhancing student success, the department announced the creation of a Converged Media Center for broadcast media after a nearly \$35,000 investment in state-of-the-art broadcast and audio equipment. Bolstered by the new AS-T FTVE degree, the program now has a greater emphasis on a broader, more interdisciplinary media skill set.

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The College announced the renewal of the study abroad program in 2023 and greenlit "Facts & Fiction in Kyoto, Japan" for summer 2025. The trip – a partnership between JAMS and English – will include 3 weeks in Kyoto, a 3-day weekend in Tokyo, and field trips to MAPPA Anime Studios, NHK World-Japan and the Associated Press Tokyo headquarters.

The department is best known for its award-winning student news site, TalonMarks.com (<http://talonmarks.com/>). Talon Marks' newspaper publication was founded in 1956 and has a circulation of 4,000 copies distributed on campus and in 13 off-campus sites in the surrounding community.

Talon Marks now has 700+ alumni that work in local, state, and national media.

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## Degrees and Certificates : Version by **Brown, Christian** on **05/08/2024 20:11**

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

JAMS courses are designed around the department's mission statement, which provides an overview of teaching goals and guides instructors on common themes across the curriculum.

### Program Awards

The program offers two associates for transfer degrees, one traditional associate degree, and two certificate of achievement awards:

- 18-unit Associate of Arts for Transfer (AA-T) in Journalism
- 18-unit Associate of Science for Transfer (AS-T) in Film, Television and Electronic Media
- 29-unit Associate of Arts (AA) in Journalism
- 18-unit Certificate of Achievement in Journalism
- 18-unit Certificate of Achievement in Public Relations

The department used to offer verifications for completion, but they were all deactivated in 2019. Below is a list of the previous offerings:

- A Broadcast Journalism Verification of Completion
- An Occupational Preparedness in Desktop Publishing/Journalism Verification of Completion
- An Online Journalism Verification of Completion, and
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### Courses

Key department courses include:

- JAMS 100 – Mass Communications and Society – a general education survey course that is a lower-division requirement for all journalism majors.
- JAMS 101 – Beginning Newswriting and Reporting – a skills-based course that serves as a lower-division requirement for all journalism majors.
- JAMS 107abcd – News Media Production – a suite of skill-building publication courses that produce the Talon Marks newspaper, its online [www.talonmarks.com](http://www.talonmarks.com) (<http://www.talonmarks.com>), a digital version of the print newspapers, an annual WINGS Magazine, and social media news platforms.
- JAMS 151 – Motion Pictures, Radio and Television – a survey lecture course that fulfills a general education option and a requirement for the FTVE AS-T.
- JAMS 152 – Introduction to Broadcasting – a lecture/skills course that fulfills a requirement for the FTVE AS-T.

Other courses offered periodically include:

- JAMS 121 – Multimedia Reporting – a skills-based course that serves as a lower-division requirement for most journalism majors.
- JAMS 125 – Audio News Production and Editing – a course designed to increase audio storytelling capabilities of journalism students.
- JAMS 130 – Photojournalism – a lecture-based skills course that meets an option for the AA-T Journalism degree.
- JAMS 157 – Principles of Public Relations – a lecture-based course that meets an option for the AA-T Journalism degree.

Deactivated courses in the department's portfolio include:

- JOUR 106 – talonmarks.com – a one-unit lecture lab course designed to allow students to work solely on digital media and website management for the Talon Marks newspaper when they have used allotted 107 credit.
- JOUR 107 – College Newspaper – a pre-cursor course that was replaced by the JOUR 107abcd suite when repeatability was removed by the state.
- JOUR 111 – Introduction to Newsletters – a course that was designed specifically for a cooperative verification of completion.
- JOUR 119 – Legal Aspects of Mass Communications – a course that was designed to keep journalism students better informed on changing media law.
- JOUR 160L – College Magazine Production – a course designed to give students additional academic credit when a college magazine is produced.
- JOUR 170 – Broadcast News/Webcasting – a one-unit course designed to increase audio storytelling capabilities of journalism students.
- RTV 155 – Radio Production – a lecture/lab course that the college administration will not schedule as currently constituted.
- JOUR 298 – Directed Studies
- JOUR 299 – Directed Studies

Several of the courses are cross-listed with other programs and the program needs to comply with new Curriculum Committee cross-listed course guidelines. These courses include:

- JOUR 119/LAW 119 – Legal Aspects of Mass Communications
- JAMS 130/PHOT 130 – Photojournalism
- JAMS 157/BUS 157 – Principles of Public Relations

The JAMS 151 course used to be cross-listed with the TH 151 course, but that cross-listing was dissolved in 2023 by both the JAMS and Theatre chairs. The course is now solely owned by the Journalism & Media Studies Department.

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Significant updates have been made to department curriculum since the last program review. The chair, Christian Brown, updated the department's name from Mass Communications to **Journalism & Media Studies** in 2022. The department became Mass Communications in 2005 after the Radio/TV program led by Craig Breit merged with the Journalism Department led by Rich Cameron. Both faculty members have since retired.

For decades, the programs maintained two different prefixes for courses: RTV and JOUR.

To rebrand and unify the department, all active course title prefixes were updated to JAMS in 2024.

Many classes have been deactivated after years of not being offered or after not making sufficient enrollments. This appears to have *right-sized* the department, which enjoyed high enrollments during the Great Recession and offered multiple sections of courses.

However, with the arrival and popularity of AA-T degrees, students simply do not need as many units to earn their degrees, making these extra electives unnecessary.

In 2019, changes were made to limit the units needed to earn certificates and degrees, making completion easier for students.

In 2019, the department chair also created and submitted a new AS-T degree in Film, Television, and Electronic Media. The degree combines courses in journalism, radio, TV, film, and graphic design. It was approved by the California Community College Chancellor's Office in Spring 2020.

Due to enrollment dips and plateaus, the department may have to further deactivate some non-AA-T electives. The classes that are in the AA-T and AS-T degrees are dominant now and have the most priority over electives that may not fill.

It's important to note here that the program never reclaimed its radio production course. The department once had a robust college radio presence attached to the RTV 155 course, but there was never a degree or certificate tied to it. The College stopped offering the course in 2013 over disagreements on the direction of the program. The longtime radio professor Craig Breit retired, and the radio program's award-winning WPMD station was demoted to club status.

While RTV 155 is deactivated currently, there is always a chance in the future to add the radio production course to the Film, Television and Electronic Media degree. This could allow for a student-driven radio or TV show to be created and advised by a future faculty member if enrollment and demand is high enough.

## Six-Year Program Goals : Version by **Brown, Christian** on **04/04/2024 21:32**

The goals presented below for the Department's 2023-24 IPR revolve around four values:

1. Strengthen student **scholarship**
2. Increase program **partnerships**
3. Establish student **internships**
4. Seek program **sponsorships**

Since the last program review, many of the Department's internal needs, such as curriculum updates and facilities/equipment updates have been remedied, leaving the focus now to shoring up student success, local **partnerships**, media **internships** and program sponsors. These four pillars will not only ensure job pathways for students, but also increase enrollment via the public presence Cerritos College's Journalism & Media Studies Department will have regionally and nationally.

The state of local journalism is disconcerting at best currently with jobs and opportunities declining. In order to successfully enter this field in the 2020s and 2030s, students will need a pipeline, lots of connections and a portfolio of superior skills in writing, photography, audio/video production, page design and social media management.

Journalism & Media Studies must be outward, cutting edge and visible in the community. The next six years should be a time of increasing interconnectedness with other media outlets, community partners, schools, and business **sponsorships**.

With funding for media programs up in the air, establishing these relationships can ensure community funding maintains student media productions and student scholarships for the foreseeable future.

Student **scholarship** is first and foremost, however. Courses with low success rates must be addressed and strategies to enhance completion should be prioritized to match the College's efforts of equity, inclusion and access in education.

Program Goal	College's Goal Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Complete updates to JAMS Media Lab with broadcast/digital video capabilities	Goal E	In Progress	Fall 2024
Review coursework required in JAMS 100, JAMS 101 and JAMS 151 to remove potential barriers for students	Goal A	Not Started	Fall 2026
Host campus career workshops and increase participation in professional and collegiate JAMS organizations	Goal A & B	Not Started	Spring 2025
Create Best Practices guide for Film, TV and Electronic Media students	Goal A	Not Started	Spring 2026
Re-populate department's part-time pool of adjuncts	Goal A & F	In Progress	Fall 2025
Upgrade JAMS computer lab with hyflex equipment so department can offer hyflex courses	Goal A & E	In Progress	Fall 2024
Establish partnerships and sponsorships with locally-focused radio stations and news platforms to promote student content/talent	Goal B & D	In Progress	Fall 2025
Launch e-newsletter/fundraiser geared to the JAMS alumni database	Goal F	Not Started	Fall 2024
Research student interest in and lay groundwork for transferable AA degree in Public Relations	Goal A	Not Started	Fall 2027
Develop advertising campaign for Talon Marks and TalonMarks.com to bolster sagging revenues	Goal D & F	Not Started	Spring 2026
Prioritize request for replacement of retired RTV instructor with Film, TV and Electronic Media instructor	Goal F	On Hold	Spring 2024
Expand existing multimedia training through professional skill sets in mobile and social media platforms	Goal A & E	In Progress	Fall 2025
Host interdisciplinary conference for media and communications pathways (CommWeek)	Goal A & B	Not Started	Spring 2025

Increase engagement with high school English/journalism programs via dual enrollment	Goal B & D	In Progress	Fall 2026
Attend media workshops, conferences and networking events to build a variety of skills for students, faculty and staff	Goal A & C	In Progress	Spring 2024
Sponsor semesterly JAMS events for the campus and community, including guest speakers, live podcasts, workshops, movie screenings, etc.	Goal B & D	Not Started	Fall 2025

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs

## Assessment Report and Data Analysis

### Assessment Report (Part 1: Assessment Table) : Version by Tsang, William on 04/02/2024 22:10

Course by SLO	Expected Performance	Performance

### Assessment Report (Part 2: Assessment Responses) : Version by Brown, Christian on 05/08/2024 20:15

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

The **Journalism & Media Studies Department** is fortunate that our SLO data has remained stable and students have largely scored well on their performance and understanding of the student learning outcomes.

From 2021-2023, students score good performance more than 68% of the time across all JAMS courses, slightly higher than the performance across all courses on campus.

All JAMS courses have established Student Learning Outcomes. When courses are cross listed with other programs – JAMS 130/PHOT 130 for example – SLOs are identical for both sections of the course. If changes are needed the department works cooperatively with its partner department.

Effective the 2016-17 academic year, all SLOs in all courses are assessed directly each semester. However, it is sometimes difficult to get adjuncts and even full-time faculty to complete assessments, especially in the JAMS 151 and JAMS 152 courses – previously RTV 151 and RTV 152.

Assessments and action plans are developed by each faculty member and reviewed by the department's advisory board.

SLOs are sent to the department chair who assessed them to evaluate any changes needed to the courses' teaching methods or the overall curriculum. Data is shared at advisory board meetings and with adjunct faculty. A 3-year evaluation timeline of the SLOs was established in 2022.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

The development of a plan to address SLOs falls on the department chair with help from the advisory board. Since 2018, the department is now a one-man department so advisory board members' feedback helps faculty to brainstorm ways to update assignments and pedagogy in each course.

The largest change to the department since the last program review has been the addition of embedded tutors to assist with students that are underperforming in JAMS 101 and JAMS 100. However, the COVID-19 pandemic has hindered those efforts as many courses moved to online or hybrid formats. Revamping assignments has also been discussed in advisory board meetings, updating them to better align with SLOs to help students achieve.

For example, in JOUR 101, students are expected to understand libel laws in newswriting. However, there was no assignment connected to this SLO in the past. The 2019-20 action plan called for the creation of a group assignment and quiz to ensure that students were internalizing the learning outcome. Using the assignment as a metric, the department could determine if students were understanding media laws.

Also, in 2023, JAMS 152 had no assignment to assess student knowledge around tabulating TV viewership for shows. A question was added to a chapter quiz and assigned reading coincided to ensure the SLO was being measured correctly.

### Data Analysis of Program Data : Version by Brown, Christian on 05/08/2024 20:49

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

The Journalism & Media Studies Department currently has an unduplicated headcount of 260+ students in its courses per academic year – 51% male students, 45% female students and 4% non-identified students.

From 2018-2020, women made up over 50% of the department's students, but in recent years, male students have begun to outnumber women.

Of the total amount of students enrolled in classes, 94 students are Film, TV and Electronic Media majors in our AS-T pathway and 50 students are Journalism majors in either the AA-T or traditional AA pathway.

Regarding race and ethnicity, the department's demographics are reflective of the College with Latino students representing 70% of the student population. Black/African-American students make up 10-12% of the department's students followed by Asian American, White and Native American students in smaller numbers.

The demographics have remained fairly consistent with no other major changes since 2018.

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

As a result of the COVID-19 pandemic, campus enrollment dropped by 9% affecting all courses, including JAMS courses. The department stopped offering two sections of JAMS 100 and now offers only one. The department also once offered yearly a section of JAMS 121, but has stopped due to low enrollment trends.

Otherwise, enrollment has dipped for mainly JAMS 100, JAMS 101, and JAMS 151, which are GE or elective courses that may or may not fit into specific degrees on campus.

Success rates are also lower for these courses due to the high levels of homework, which may keep students from enrolling.

Enrollment for online courses is higher overall than in-person courses, however, success rates are best in the in-person courses.

Due to the loss of elective courses, the need for part-time faculty is less than 6 years ago.

Enrollment on campus has seen a resurgence in the 2023-24 academic year so numbers are expected to increase going forward especially when dual enrollment courses are offered in the future.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

The JAMS Department has higher retention rates than the overall campus at 86.7% in 2022-2023, 87.9% in 2021-22, and 90.6% in 2020-21.

This means our students are very likely to continue in our courses and pathways once they start. According to the data, this has led to faster completion times for JAMS majors than the overall college. In 2022-23, the average time to complete a JAMS degree or certificate was 2.7 years.

Success rates broken down by modality reveal that students are slightly more successful in traditional courses than online courses, 68% versus 64% respectively.

JAMS 100, JAMS 101, and JAMS 151 persist as the courses with the lowest success rates. In 2022-23, JAMS 100 had a 58% success rate. JAMS 101 had a 63% success rate and JAMS 151 had a 60% success rate.

These courses have heavy reading, homework and tests. Based on the data, the department should revisit the syllabi in these courses to remove any assignments that might cause barriers for students today.

JAMS 100 was the only course with disproportionate impacts on a demographic. Black/African-American students underperformed in the course compared to their contemporaries.

JAMS 107abcd, JAMS 152 and JAMS 121 all have high success rates as they don't revolve around tests and papers, but are media production-based courses with lab components.

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

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Enrollment for online courses is higher overall than in-person courses, however success rates are best in the in-person courses. Retention rates, however, are strong for all courses.

Success rates broken down by modality reveal that students are slightly more successful in traditional courses than online courses, 68% versus 64% respectively.

In order to address the success rates, assignments in JAMS courses should be assessed to ensure they are not burdensome. Also, the department has requested hyflex equipment in its computer lab to begin offering new modalities that may help students by giving them more options.

For example, in the future, making JAMS 100, JAMS 101, and JAMS 151 hyflex courses could offer students the possibility of learning online-only, in a hybrid format and/or in-person. If students are struggling in one particular modality, hyflex will give them options.

Also, JAMS 100 might have to return to an in-person format to ensure the students are learning the best possible.

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data. Overall, the data is positive. The department has high retention rates, strong completion rates and demographics that match the overall campus. There are not many student equity gaps and success rates are strong in the majority of courses.

However, success rates have struggled in several courses --- where weekly reading and homework assignments are heavy.

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Also, JAMS 100 might have to return to an in-person format to ensure the students are learning the best possible.

The Journalism & Media Studies Department is fortunate that our SLO data has remained stable and students have largely scored well on their performance and understanding of the student learning outcomes.

Students score good performance more than 60% of the time across all JAMS courses, which is in line with the success rates in the courses. Production courses see higher performance in the department than traditional lecture courses.

## Curricular Course Review : Version by **Brown, Christian** on **05/08/2024 20:52**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

Major updates have been made to department curriculum since the last program review. The chair updated the department's name from Mass Communications to **Journalism & Media Studies** in 2022. The department became Mass Communications in 2005 after the Radio/TV program merged with the Journalism Department.

Since that merger, the department maintained two different prefixes for courses: RTV and JOUR.

To rebrand and unify the department, all active course title prefixes were updated to JAMS in 2024.

Many classes have been deactivated after years of not being offered or after not making sufficient enrollments. This appears to have *right-sized* the department, which enjoyed high enrollments during the Great Recession and offered multiple sections of courses.

Explain any course additions to current course offerings.

N/A

Explain any course deletions and inactivations from current course offerings.

Due to enrollment dips and plateaus, the department had to further deactivate many electives. The classes that are in the AA-T and AS-T degrees are dominant now and have the most priority over electives that may not fill.

It's important to note here that the program never reclaimed its radio production course. The department once had a robust college radio presence attached to the RTV 155 course, but there was never a degree or certificate tied to it. The College stopped offering the course in 2013 over disagreements on the direction of the program. The longtime radio professor retired, and the radio program's flagship WPMD station was demoted to club status.

While RTV 155 is deactivated currently, there is always a chance in the future to add the radio production course to the Film, Television and Electronic Media degree. This could allow for a student-driven radio or TV show to be created and advised by faculty if enrollment and demand is high enough.

Deactivated courses in the department's portfolio include:

- JOUR 106 – talonmarks.com – a one-unit lecture lab course designed to allow students to work solely on digital media and website management for the Talon Marks newspaper when they have used allotted 107 credit.
- JOUR 107 – College Newspaper – a pre-cursor course that was replaced by the JOUR 107abcd suite when repeatability was removed by the state.
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- JOUR 160L – College Magazine Production – a course designed to give students additional academic credit when a college magazine is produced.
- JOUR 170 – Broadcast News/Webcasting – a one-unit course designed to increase audio storytelling capabilities of journalism students.
- RTV 155 – Radio Production – a lecture/lab course that the college administration will not schedule as currently constituted.
- JOUR 298 – Directed Studies
- JOUR 299 – Directed Studies

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

With the arrival and popularity of AA-T degrees, students simply do not need as many units to earn their degrees, making some extra electives unnecessary.

In 2019, changes were made to limit the units needed to earn certificates and degrees, making completion easier for students.

In 2019, the department chair also created and submitted a new AS-T degree in Film, Television, and Electronic Media. The degree combines courses in journalism, radio, TV, film, and graphic design. It was approved by the California Community College Chancellor's Office in spring 2020.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

N/A

# Program Reflection

## Six-Year Program Reflection : Version by **Brown, Christian** on **05/08/2024 21:01**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The Journalism & Media Studies Department currently has an unduplicated headcount of 260+ students in its courses per academic year – 51% male students, 45% female students and 4% non-identified students.

From 2018-2020, women made up over 50% of the department's students, but in recent years, male students have begun to outnumber women.

Of the total amount of students enrolled in classes, 94 students are Film, TV and Electronic Media majors in our AS-T pathway and 50 students are Journalism majors in either the AA-T or traditional AA pathway.

Regarding race and ethnicity, the department's demographics are reflective of the college with Latino students representing 70% of the student population. Black/African-American students make up 10%-12% of the department's students followed by Asian American, White and Native American students in small numbers.

The demographics have remained fairly consistent with no other major changes.

As a result of the COVID-19 pandemic, campus enrollment dropped by 9% affecting all courses, including JAMS courses. The department stopped offering two sections of JAMS 100 and now offers only one. The department also once offered yearly a section of JAMS 121, but has stopped due to low enrollment trends.

Otherwise, enrollment has dipped for mainly JAMS 100, JAMS 101, and JAMS 151, which are GE or elective courses that may or may not fit into specific degrees on campus.

Success rates are also lower for these courses due to the high levels of homework, which may keep students from enrolling.

Enrollment for online courses is higher overall than in-person courses, however, success rates are best in the in-person courses.

Due to the loss of elective courses, the need for part-time faculty is less than 6 years ago.

Enrollment on campus has seen a resurgence in the 2023-24 academic year so numbers are expected to increase going forward especially when dual enrollment courses are offered in the future.

Since the last program review, many of the Department's internal needs, such as curriculum updates and facilities/equipment updates have been remedied, leaving the focus now to shoring up student success, local **partnerships**, media **internships** and program sponsors. These four pillars will not only ensure job pathways for students, but also increase enrollment via the public presence Cerritos College's Journalism & Media Studies Department will have regionally and nationally.

The state of local journalism is disconcerting at best currently with jobs and opportunities declining. In order to successfully enter this field in the 2020s and 2030s, students will need a pipeline, lots of connections and a portfolio of superior skills in writing, photography, audio/video production, page design and social media management.

Journalism & Media Studies must be outward, cutting edge and visible in the community. The next six years should be a time of increasing interconnectedness with other media outlets, community partners, schools, and business **sponsorships**.

With funding for media programs up in the air, establishing these relationships can ensure community funding maintains student media productions and student scholarships for the foreseeable future.

Student **scholarship** is first and foremost, however. Courses with low success rates must be addressed and strategies to enhance completion should be prioritized to match the College's efforts of equity, inclusion and access in education.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

Completions in the Journalism & Media Studies Department have consistently been one of the highest in the Fine Arts & Communications Division. In the 2022-23 academic year, there were 5 students who earned the AA-T in Journalism and 14 students that earned the AS-T in Film, Television and Electronic Media.

In previous years, Journalism degree completions totaled 14 (2021-22), 16 (2020-21), 16 (2019-20), 11 (2018-19), 14 (2017-18), 18 (2016-17), 13 (2015-16), and 12 (2014-15) respectively.

In 2022-23, 14 students graduated with an AS-T degree in Film, Television and Electronic Media. This is compared to 17 graduates (2021-22) and 9 graduates (2020-21).

The Film, Television, and Electronic Media degree was created and approved by the Chancellor's Office in spring 2020 and has remained one of the most popular degrees in division ever since.

The JAMS Department currently has a higher retention rate than the college overall – and will continue its practice of promoting guided pathways, scholarship opportunities, internships, mentorship and one-day conferences to encourage majors with guest speakers and counseling.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

Aided by the introduction of the Journalism associate of arts for transfer (AA-T) degree and the Film, Television and Electronic Media (AS-T) degree, JAMS has seen a steady growth in program completions. In 2017, the department moved into a new facility and a new full-time faculty member was hired following the retirement of a long-time journalism instructor.

The following year, the longtime RTV instructor also retired, making the department a one-man department. This has put more work on the lone faculty member without sufficient support for media students.

Pre-pandemic, the flagship of the Journalism program was the print version of its student newspaper Talon Marks, which is generously funded by the Associated Students of Cerritos College (ASCC).

Prior to COVID-19, the program was facing a significant funding threat from its second source of income: advertising, which has diminished rapidly for local news outlets in recent years.

COVID-19 forced the college into distance learning or hybrid from March 2020 until August 2022.

Inadvertently, this switch in focus to digital-only gave faculty the opportunity to update/modernize assignments and trainings that helped students adopt a journalism model based on analytics, web content, social media posts, podcasts, video interviews and e-newsletters.

Upon returning to campus, the program resumed printing and decided to keeping the number of physical prints low in order to ensure the focus is on the digital products.

In 2019, Department Chair Christian Brown submitted a 2021 study abroad proposal with English professor Teresa "Teri" Cheatham called "Facts & Fiction in Kyoto, Japan." The proposal – which was approved by the then-VP of Academic Affairs – would have offered students the opportunity to take JAMS 100 (*Mass Communication & Society*), ENGL 102 (*Introduction to Literature*) and ENGL 110 (*Critical Thinking through Literature*) for 3 weeks on Cerritos College's campus and 3 weeks in Kyoto, Japan. However, due to the 2020 pandemic, the program was suspended indefinitely.

In 2023, the new VP of Academic Affairs and the VP of Student Services announced the renewal of the study abroad program, including "Facts & Fiction in Kyoto, Japan" and re-scheduled it for summer 2025. The trip will include a 3-day weekend in Tokyo and field trips to MAPPA Anime Studios, NHK World-Japan and the Associated Press Tokyo headquarters.

Due to the traditional view that a bachelor's degree is necessary for job placement in journalism, most of our students transfer and do not enter the workforce right away. However, the goal is to place more students in paid internships, which would give our students the experience needed to thrive at a 4-year institution.

The college's policy to restrict classified staff's ability to teach courses impacted the program as well. The new policy eliminated the ability for classified staff to also teach part-time simultaneously without taking leave from their primary job. Since 2006, Alicia Edquist has served as first the program's journalism instructional aide. In 2012, her position was modified into Lab Technician I with more duties added to the position. Edquist previously taught courses in the program as well, including JAMS 100, JAMS 121, JAMS 101 and JAMS 152.

However, Edquist opted not to take leave to teach in the Spring or Fall -- and full-time faculty took on overload to maintain the program's offerings. Edquist will teach in the summer session outside her 10-month classified assignment.

One thing to also note, especially when reviewing the enrollment and success data, is the nationwide "ghost student" scam that has hit community colleges hard post-pandemic.

Cerritos College is one of the most affected in the state (<https://www.latimes.com/california/story/2021-09-01/california-college-financial-aid-scam-fake-students>) of California. This scam is a financial scheme to bilk millions of dollars from the federal government in financial aid via "ghost student" registrations. Online lecture courses at Cerritos College have been widely impacted as fake students fill many of the spots in classes and are later dropped due to inactivity.

These "fraud student drops" skew the College's data and weaken course success rates, retention rates and enrollments. The College has implemented some new processes to double check if students enrolled are real, but the scam continues to negatively impact (<https://www.sfchronicle.com/california/article/college-aid-scam-18119117.php>) course enrollments. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work. Since our last program review, our department has doubled down on this mission by creating new Guided Pathways, winning dozens of national-level awards for our program, establishing a study abroad program in Japan, securing grants worth over \$40,000+ for student scholarships/projects, and launching a new popular AS-T degree for our students.

In Spring 2020, the department expanded with the introduction of a new associate of science for transfer (<https://www.thedowneypatriot.com/articles/cerritos-college-launches-new-classes-in-age-of-covid>) (AS-T) degree in Film, Television, and Electronic Media created by Christian Brown.

In addition to updating curriculum and enhancing student success, the department created a Converged Media Center for broadcast, print, and digital after a nearly \$35,000 investment in state-of-the-art broadcast and audio equipment. Bolstered by the new AS-T FTVE degree, the program now has a greater emphasis on a broader, more interdisciplinary media skill set.

in 2022 and 2023 consecutively, the Hollywood Foreign Press Association, now Golden Globe Foundation, granted the department \$20,000 to spearhead the development of a pipeline of diverse students (<https://www.whittierdailynews.com/2022/08/13/cerritos-college-was-awarded-20k-to-advance-diversity-in-its-journalism-program/>) into journalism and media fields via scholarships and multimedia production experience (<https://www.loscerritosnews.net/wp-content/uploads/2024/02/Feb-9-2024-Los-Cerritos-Community-News-1.pdf>).

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The department is best known for its award-winning student news site, TalonMarks.com (<http://talonmarks.com/>). Talon Marks' newspaper publication was founded in 1956 and has a circulation of 4,000 copies distributed on campus and in 13 off-campus sites in the surrounding community.

The newspaper is distributed to the following locations:

- Alondra Library
- Norwalk Senior Center
- Norwalk City Hall
- Norwalk Library
- Cerritos City Hall
- Cerritos Library
- Artesia Library
- Artesia City Hall
- Hawaiian Gardens Library
- Bellflower Garden Library
- Lakewood Library
- Downey City Hall
- Downey City Library

Talon Marks was ranked the No. 1 community college news website in the country (<https://goldenglobes.com/articles/journalism-alive-and-well-cerritos-college-hfpa-grantee/>) by the Associated Collegiate Press in 2019, 2022 and 2023.

Christian Brown has served on several committees including the Faculty Senate (2021-2024), Planning & Budget (2021-present), Falcons Rising, Access to Equity (ACE) and Sabbatical committees. Brown is an active member of the Journalism Association of Community Colleges (JACC), Society of Professional Journalists (SPJ) and the National Association of Black Journalists (NABJ).

Provide a status update on goals from the last program review cycle.

#### 2017-2018 Goals

1. Ensure Mass Communications Department measures SLOs and optimizes usage of assessments and action plans
2. Expand existing multimedia Talon Marks and WPMD entities through professional skill sets in mobile and social media platforms
3. Host campus career workshops and increase participation in professional and collegiate MCOM organizations to ensure student success
4. Establish a Mass Communications Advisory Board comprised of area college representatives, working professionals and alumni
5. Increase completion rates for AA-T degrees & other degree/certificates
6. Develop MCOM philosophy statement to provide focus on common themes across curriculum
7. Explore interdisciplinary, grant-funded partnership with other programs on campus
8. Update out-of-date AA degree in Journalism and certificates in Journalism and Public Relations
9. Increase enrollment in department's core and non-core courses
10. Re-populate department's part-time pool of adjuncts
11. Increase student success rates in GE Jour 100 course
12. Integrate entrepreneurial media skills/theory into curriculum, i.e., web design, app design, podcasting
13. Seek increased ASCC funding for MCOM's academic and club activities
14. Establish partnerships with locally-focused radio stations in the area to promote student content/talent
15. Merge online-based radio station into existing journalism facility to create MCOM converged media center
16. Utilize remaining RTV courses and recapture other courses to establish a new Film, Television and Electronic Media AA-T degree
17. Increase student enrollments for Jour 107abcd
18. Develop advertising campaign for Talon Marks and TalonMarks.com to bolster sagging revenues
19. Seek restoration of hourly support for radio station production as part of larger MCOM media center
20. Prioritize request for replacement for retiring RTV instructor with broadcast media instructor

The Journalism and Media Studies Department is fortunate that it has achieved a vast majority of the goals established in the 2017-18. In 2020-21, the department spent a lot of time on curriculum to update its certificates and degrees, including lowering the number of units needed to earn these degrees. In spring 2020, the department launched the Film, Television, and Electronic Media AS-T degree, which was one of the goals.

As far as enrollments, online classes helped to maintain student numbers. Unfortunately, due to COVID, classes that used to be offered are no longer offered. To rebrand and unify the department, all active course title prefixes were updated to JAMS in 2024.

Many classes have been deactivated after years of not being offered or after not making sufficient enrollments. This appears to have *right-sized* the department, which enjoyed high enrollments during the Great Recession and offered multiple sections of courses.

However, with the arrival and popularity of AA-T degrees, students simply do not need as many units to earn their degrees, making these extra electives also unnecessary.

The department has integrated entrepreneurial lessons into courses to ensure students can use their multimedia skills to launch their own businesses or work freelance. The department has also registered for membership in several new journalism and media organizations, granting students more opportunities for scholarships, conferences, workshops and networking events.

In 2019, the advisory board was expanded to include representatives in all forms of media.

The department, however, has not been as successful with hiring and advertising efforts for Talon Marks. The department is in need of more adjuncts to teach core and non-core classes. A request for a full-time replacement faculty to teach the Film, Television and Electronic Media courses looked promising in 2019, but a shift away from replacement hires to growth hires indefinitely postponed the opportunity for a replacement. The campus also questioned whether the department was larger enough to require two full-time faculty.

Advertising at Talon Marks is practically flat. Ads in the newspaper used to generate thousands of dollars for the journalism program as this money was filtered straight into the department's accounts. Developing an advertising plan is still a need to identify how the department's media products can court advertisers. In a success story, the program's WINGS Magazine has been profitable as other departments on campus have eagerly paid to feature their programs in the yearly magazine.

The campus radio station WPMD, which was stripped from its academic program in 2013, has not been merged with Talon Marks as the advisor was not keen on the idea. The station is only a club now and is not connected to the department's curriculum. However, the department's lab technician Alicia Edquist, still maintains the budget for the station.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

Last review cycle, the department listed resource requests that included funding for an additional full-time faculty member, Camayak (a content management system used by student journalists), conference travel for faculty, supplies/maintenance, a magazine, and the media center.

All of the funding requests have been approved except the full-time faculty request.

Conference travel via CTE funds has benefitted the program as faculty were able to attend regional and national journalism conferences to network and learn new skills.

Camayak is an industry-standard platform for student journalists and is paramount to the program. It's the place where story assignments are pitched, claimed and submitted for editing by editors. Students are then able to publish their content directly to talonmarks.com.

Magazine funding used to come from CTE funding to allow the program to do an annual magazine. However, CTE will no longer cover the expense so grant money from the Golden Globe Foundation is currently covering the expense.

## Resource Requests

## Faculty Resource Request(s) : Version by **Brown, Christian** on **04/05/2024 00:26**

Program/Department/Division:

Film, Television and Electronic Media/Journalism & Media Studies/Fine Arts & Communication

Title of instructor position:

Film, Television and Electronic Media instructor

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

2. Important (creates value and efficiency for program)

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

Replacement

Cost estimate:

\$100,000

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General Fund

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

Following the retirement of the former Radio-TV instructor, the department is now a one-man department with adjuncts teaching nearly all of the Film, Television and Electronic Media courses. Students would benefit from an instructor wholly dedicated to their media needs that overlap with Journalism and Film -- but have a unique focus.

Journalism majors are studying to work in the news media. Film majors are being taught how to become filmmakers. Film, Television and Electronic Media majors are studying to work in broadcast and digital media, including streaming services, traditional television and radio. Having an instructor with experience and connections in those worlds would allow for even mentorship and partnership opportunities for our students.

Currently, there are more graduates in FTVE media than in journalism so this program only stands to grow going forward.

If this position is not filled, what is the potential impact to student success?

Student success appears stable in the FTVE media courses, however, if adjuncts are not available to teach the courses attached to the degree, this could potentially mean the courses can no longer be offered. The lone journalism professor is currently in overload, but will be unable to carry the courses if the part-time pool decreases.

## Classified Resource Request(s)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment

- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Professional Development Resource Request(s) : Version by **Brown, Christian** on **04/05/2024 00:27**

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

The JAMS department is requesting money for faculty travel to conferences pertaining to the media industry. These conferences will train staff on teach skills needed in today's fast-moving landscape such as data journalism, multicultural reporting, live streaming, and graphic design. Extracurricular learning opportunities are currently provided through public lecture programs and involvement in vocational conferences hosted by the Journalism Association of Community Colleges, the Society of Professional Journalists, the Online News Association, the National Association of Black/Hispanic Journalists, and the Associated Collegiate Press. The program periodically sponsors vocational-related workshops for students and other media faculty but can increase this in order to maintain industry standards.

Professional Development Resource Request(s):

Increased participation in professional and collegiate media organizations to ensure student success

Priority:

1. Critical (mission critical or must have)
  2. Important (creates value and efficiency for program)
  3. It can wait (would be nice if the money is available)
1. Critical (mission critical or must have)

Cost estimate:

\$5,000

Occurrence:

- Recurring expense

- One-time augmentation

One-time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Perkins

## Facilities Resource Request(s) : Version by Lopez, Monica on 03/22/2024 20:54

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space. The department annually requests funds to cover regular expenses such as supplies, repairs, maintenance. In a multimedia department, there are expenses tied to print production, photography, office supplies, and video production. The department uses these funds for the printers including ink, paper and maintenance.

A repair budget is necessary for our equipment, which includes dozens of DSLR cameras, recorders, lens, mobile reporting kits, podcast microphones, etc.

The department also needs markers, pens, pencils, reporter's notebooks, Post-It notes, etc.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Without these supplies and repairs, it would mean students would be unable to complete their assignments in the class.

Facilities Resource Request(s):

Supplies/Repairs/Maintenance

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1. Critical (mission critical or must have)

Cost estimate:

\$4,000

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund

## Technology and Software Resource Request(s) : Version by Brown, Christian on 04/05/2024 00:20

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

Camayak (<https://camayak.com/>) is the content management system (CMS) used by the multimedia website Talon Marks.com for publishing professional text, video, audio and graphic design content.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Camayak (<https://camayak.com/>) is industry-standard for content publishing that is used at the Cal State level. Without it, our program would do our students a disservice as they will be behind other students when they transfer. Without such a system, it would also hinder student communication and productivity in the JAMS 107abcd courses. Camayak allows for order and consistency for student work submission. Without it, student retention would be impacted negatively.

Technology and Software Resource Request(s):

Camayak (CMS)

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1. Critical (mission critical or must have)

Cost estimate:

\$2,000

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Perkins

## Other Resource Request(s)

Identify and justify any other needs. Explain how it will help the program better meet its goals.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Other Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

## Prioritized Resource Request Recommendations : Version by Lopez, Monica on 03/22/2024 20:54

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Film, Television, and Electronic Media	2	\$100,000	Prioritize request for replacement of retired RTV instructor with Film, TV and Electronic Media instructor
Camayak	1	\$2,000	Expand existing multimedia training through professional skill sets in mobile and social media platforms
Professional Development	1	\$5,000	Attend media workshops, conferences and networking events to build a variety of skills for students, faculty and staff
Supplies/Maintenance/Repairs	1	\$4,000	Expand existing multimedia training through professional skill sets in mobile and social media platforms

## Career Technical Education (CTE) Supplemental Questions : Version by Brown, Christian on 05/08/2024 21:12

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

A Knight Foundation-sponsored, six-part report called **Above and Beyond: Looking at the Future of Journalism Education** provides not only a good look at industry trends, but suggests models for journalism education designed to prepare the journalist of 2025. The report matches the labor data available.

The report describes the industry as one that is disrupted as advertising revenues readership move from the legacy print to online. It also describes a journalism education model

sometimes at odds with the industry as journalism schools weigh the need to produce students with a well-rounded education with the need to focus on technology skills. Industry leaders want both while complaining that few new hires have all the qualities they are looking for. They argue that a degree in journalism is not necessary, but then complain when new hires fail to bring new understanding of changing technology to the newsroom. It describes journalism education as having multiple missions that focus on basic journalism skills.

According to the U.S. Bureau of Labor Statistics, there is still a demand for media professionals, especially as online/social media opportunities expand. Nonetheless, the growth is in broadcast and video based media, social media management, and public relations over traditional print media.

As a result, the industry is expected to lose about 4.5% of its workforce between 2022 and 2029.

How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

The department created a Converged Media Center for broadcast, print, and digital after a nearly \$35,000 investment in state-of-the-art broadcast and audio equipment. Bolstered by the new AS-T FTVE degree, the program now has a greater emphasis on a broader, more interdisciplinary media skill set.

In 2022 and 2023 consecutively, the Hollywood Foreign Press Association, now Golden Globes, granted the department \$20,000 to spearhead the development of a pipeline of diverse students (<https://www.whittierdailynews.com/2022/08/13/cerritos-college-was-awarded-20k-to-advance-diversity-in-its-journalism-program/>) into journalism and media fields via scholarships and multimedia production experience (<https://www.loscerritosnews.net/wp-content/uploads/2024/02/Feb-9-2024-Los-Cerritos-Community-News-1.pdf>).

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Talon Marks was ranked the No. 1 community college news website in the country (<https://goldenglobes.com/articles/journalism-alive-and-well-cerritos-college-hfpa-grantee/>) by the Associated Collegiate Press in 2019, 2022 and 2023.

In 2024, the program established a yearly 11-week paid internship with LAist 89.3 FM and is in progress of establishing another one with Latino culture news outlet LA Taco.

In addition to Latino and female students, the program has historically attracted a higher percentage of First-Generation students than similar programs across the state.

What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

The **Journalism & Media Studies Department** currently has an unduplicated headcount of 260+ students in its courses per academic year – 51% male students, 45% female students and 4% non-identified students.

From 2018-2020, women made up over 50% of the department's students, but in recent years, male students have begun to outnumber women.

Of the total amount of students enrolled in classes, 94 students are Film, TV and Electronic Media majors in our AS-T pathway and 50 students are Journalism majors in either the AA-T or traditional AA pathway.

Regarding race and ethnicity, the department's demographics are reflective of the college with Latino students representing 70% of the student population. Black/African-American students make up 10-12% of the department's students followed by Asian American, White and Native American students in small numbers.

The demographics have remained fairly consistent with no other major changes.

The JAMS Department has higher retention rates than the overall campus at 86.7% in 2022-2023, 87.9% in 2021-22, and 90.6% in 2020-21.

This means our students are very likely to continue in our courses and pathways once they start. According to the data, this has led to faster completion times for JAMS majors than the overall college. In 2022-23, the average time to complete a degree or certificate was 2.7 years.

Success rates broken down by modality reveal that students are slightly more successful in traditional courses than online courses, 68% versus 64% respectively.

Completions in the Journalism & Media Studies Department have consistently been one of the highest in the Fine Arts & Communications Division. In the 2022-23 academic year, there were 5 students who earned the AA-T in Journalism and 14 students that earned the AS-T in Film, Television and Electronic Media.

In previous years, Journalism degree completions totaled 14 (2021-22), 16 (2020-21), 16 (2019-20), 11 (2018-19), 14 (2017-18), 18 (2016-17), 13 (2015-16), and 12 (2014-15) respectively.

In 2022-23, 14 students graduated with an AS-T degree in Film, Television and Electronic Media. This is compared to 17 graduates (2021-22) and 9 graduates (2020-21).

The Film, Television, and Electronic Media degree was created and approved by the Chancellor's Office in spring 2020 and has remained one of the most popular degrees in division ever since.

The JAMS Department currently has a higher retention rate than the college overall – and will continue its practice of promoting guided pathways, scholarship opportunities, internships, mentorship and one-day conferences to encourage majors with guest speakers and counseling.

List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

N/A