
Program Overview

NOTE / I learned in 2016 that Journalism is part of CTE. Since that time I have met with Dean Crabtree and others to help our department benefit from Perkins and Strong Workforce funds. We are now becoming active in the CTE program.

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The Journalism Department offers practical newspaper experience and academic preparation for students seeking to transfer to four-year institutions. Emphasis is placed on social media and for media jobs in a computer-oriented society. Additional areas of study include Journalism history, ethics, law, and the role of the press in our society. **Note:** Our mission statement needs to be updated to reflect our department's response to major changes in the media field.

List your Faculty and/or Staff

Full time:

Burt Dragin

Eleni Gastis

Part time

Scott Strain
Felix Solomon

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Our goal is to bring the Journalism Department into the 21st century as we devise strategies to strengthen enrollment. Our curriculum must reflect the new media reality with courses on video storytelling, podcasts, ----(need help here). Outdated course titles such as “Newspaper Production” must be flipped to better describe a class that produces a newspaper both print and online; that posts breaking news, video and podcasts; that is popular on smart phones and other devices; that connects with students and the wider community.

Describe your current utilization of facilities, including labs and other space

The department’s facilities do not fit our plans for growth. The Tower newsroom, G233, lacks the equipment and space that are needed for a newsroom that hums with vitality and welcomes students of all backgrounds. Our other Journalism classes are situated in smart classrooms that fill the needs of our faculty and students.

Career Education / NOTE:

Using the [LaunchBoard](#) what are the job placement rates for your program for the past three years? (What % of your graduates have secured employment in the field within 3 months of leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

2014-15 Job Placement %	% Employed in the field within 3 months	2015-16 Job Placement %	% Employed in the field within 3 months	2016-17 Job Placement %	% Employed in the field within 3 months

Using the [LaunchBoard](#), what are the projected job openings in your discipline for the next three years?

How is your discipline or program responding with regard to changes in labor market demand?

Do you have an industry advisory board in place?

We are new to CTE and are in the process of lining up our advisory board.

Has your industry advisory board met regularly (at least once per quarter or semester)?

Please list of your industry advisory board members.

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license? If yes, what is the name of the exam or License? State the set standard pass rate.

Do your students participate in other third party certifications? If so, please provide their success rates (include the % of completing students successfully getting certified). If yes, what is the third party certification? State the set standard pass rate

Is your program working with a Deputy Sector Navigator?

If yes, briefly describe your program's work with the Deputy Sector Navigator.

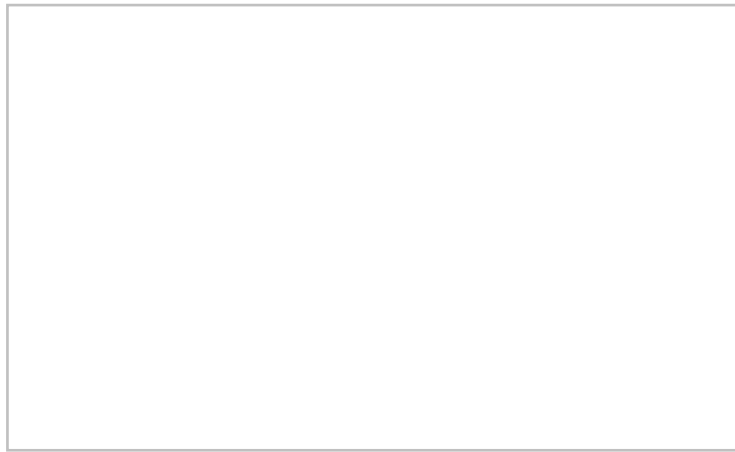
What programs similar to yours exist in the surrounding area or at nearby East bay colleges? (Micro region in [LaunchBoard](#))

In which ways is your program collaborating with other community colleges in the region?

Please list and briefly describe the grant name, granting agency, and the goals of each grant as it relates to you discipline/department/program

How is your program using Strong Workforce Funds?

Enrollment Trends



[Enrollment Trends Power BI dashboard](#)

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Journalism 18ABCD produces the campus newspaper, The Laney Tower. Several years ago I found that many students who wanted to enroll in the Newspaper Production class had a conflict with our lab hours and lecture or lab hours from another class. To ameliorate the problem, I created an online section so students could be in the newspaper class that would not conflict with their other classes. Although the course is online, students spend a good deal of time in the newsroom, which includes weekly staff meetings. For those students who cannot physically be on campus, the online option allows them to participate by getting assignments and filing stories. The other journalism courses are offered in the evening (Journalism 21, News writing) or meet one day per week to accommodate the significant number of working students.

/ The exception is Journalism 62, Survey of Mass Media, which meets in the afternoon, Tuesday and Thursday.

Feedback from students suggests that they favor these meeting days/times.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Journalism faculty are designing their classes to reflect the “real world” of the changing media.

This is most visible is Journalism 18ABCD, the campus newspaper class. Students go out into the community to discuss changing habits in media with local residents, as well as students. Both groups are also queried about the role of the media in today's fractured political society, and what stories they think should be covered and how they themselves access their news.

How is technology used by the discipline, department?

Technology is a big part of all of our classes, from smart classrooms to the Tower newsroom. Our newspaper is print and online, both of which depend on computer technology and a key applications such as InDesign and Photoshop.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

We maintain integrity and consistency of academic standards through a variety of course offerings, including face to face, online and hybrid. We continuously challenge ourselves on our methodology by having "integrity" as our uppermost consideration. We strive to keep up to date on our material and present it in a way that allows students of all backgrounds to be engaged in the classroom experience. We also strive to make our students feel welcome, safe and respected.

Curriculum

Please review your course outlines of record in CurriQunet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

[CurriQunet Meta](#)

Please summarize the Discipline, Department or program of study plans for curriculum plans for

improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

The Journalism program faculty are aware that we must offer courses that provide students with the latest data and the skills needed to succeed in the changing media landscape. We are planning courses that utilize storytelling through podcasts, video and other delivery methods. We are also designing a class that takes a hard look at how media affect our lives. Tentative new class title: Gutenberg to Zuckerberg: How media shape our society.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

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Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

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What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Collaboration

Leadership Roles

Planning Process

Dept meetings for Collaboration

CI

Data Analysis

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

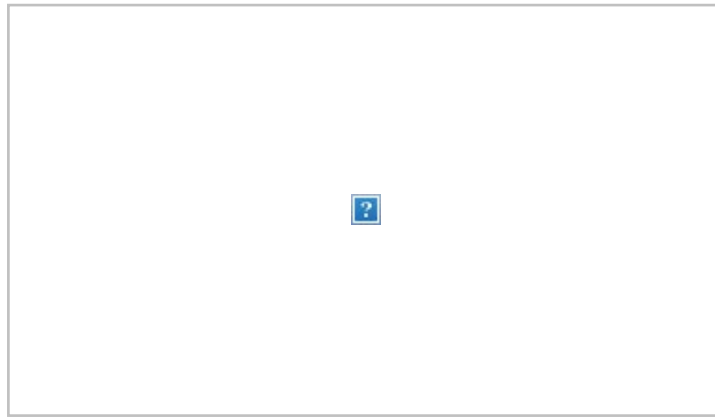
Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Course Completion



[Course Completion Power BI Dashboard](#)

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Ethnicity

Gender

Foster Youth Status

Disability Status

Low Income Status

Veteran Status

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

Hybrid

100% Online

Dual Enrollment

Day time

Evening

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

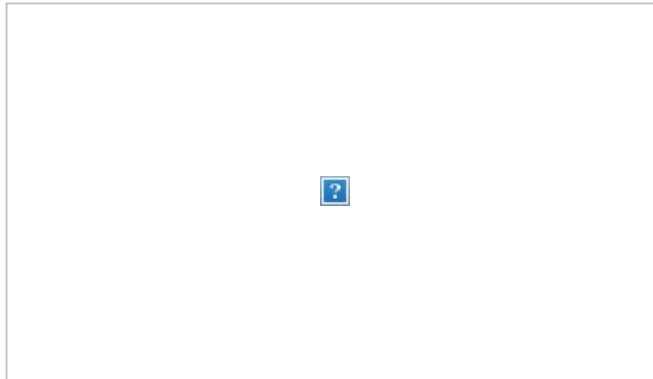
How do the department's Hybrid course completion rates compare to the college course completion standard?

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

What has the discipline, department, or program done to improve course completion and retention rates?

Degrees & Certificates Conferred



[Degrees & Certificates Power BI dashboard](#)

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Our department is a member of Journalism Association of Community Colleges. We attend regular committee meetings for the Journalism degrees and certificates. Part-time Journalism instructor Scott Strain is the Sports Information Director for Laney College. His articles, social media blasts, and communications with the PIO keep the Laney community informed about our team sports. We focus on institutional efforts to produce, digital and print versions of the campus newspaper, the Laney Tower.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

An incredible brief promotional video of the Tower newspaper staff was produced by Angel Hunter of Peralta Colleges Television. Here is the YouTube link:

https://www.youtube.com/watch?v=0L_umEMuJF4&feature=youtu.be



[Peralta News: Laney Journalism - YouTube](#)

www.youtube.com

The Journalism Department at Laney College offers practical newspaper experience and academic preparation for students preparing to transfer to four-year ins...

The Journalism Department received a huge boost two years ago when we were contacted by Joaquin Alvarado, a Laney graduate and media entrepreneur of major status. Joaquin's CV includes his work with the Center for Investigative Reporting but his most recent venture is the launch of Studio To Be, an Oakland-based venture that seeks to transform the mission of the media and the crucial involvement of community college journalism students. Several of our students and former students participate in the Studio To Be mission. Our former Tower co-editors, Sarah Carpenter and Brian Howey are good examples. Sarah produced a video on Oakland issues that was filmed live at Studio To Be. Brian used Joaquin's connection to CIR to publish an article titled "Right-wing groups are recruiting students to target teachers," which documents how "students" secretly video tape professors who may say something offensive to the alt right and post the video on right wing websites, which has resulted in these professors receiving death threats and at least one forced to resettle in another state. Our current editors have also found paying positions in the local media. Michelle Snider was contacted by the weekly East Bay Express to write articles, which would earn her \$200 each. Tower co-editor Saskia Halvany is concurrently working for the Oakland Post, where she is redesigning the paper. Sarah Carpenter also works at the Oakland Post.

The Laney Tower newspaper is distributed in the community, thereby strengthening our ties. We have been contacted by members of the community seeking Tower coverage of local issues and events, such as homelessness and gentrification, just blocks from our campus. We plan to upgrade our online Tower presence and thereby

have a great deal more contact with students and members of the community through smart phones and other electronic devices.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

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Prioritized Resource Requests Summary SEE TWO attachments for our department funding needs.

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff				
Personnel: Student Worker				
Personnel: Part Time Faculty				
Personnel: Full Time Faculty				

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Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies		

Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		

Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		

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DEMOCRACY IS NOT A SPECTATOR SPORT