

PROGRAM REVIEW Fall 2019

Program: Mass Communications

Division: Arts & Humanities

Date: October 17, 2019

Writer(s): Melissa Korber

SLO/SAO Point-Person: Melissa Korber

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

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

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

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates: <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

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

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

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

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The following description of the Las Positas College Mass Communications program is from the LPC website with a few relevant updates and refinements to reflect recent changes in the program:

The Las Positas College Mass Communications program and the Associate in Arts Degree in Mass Communications are designed to provide students with a broad understanding of the principles, roles, techniques, and effects of media in society as well as experience in the application of these principles to the student media. Student media at Las Positas College include the newspaper (*The Express* and lpcexpressnews.com), the radio station (radiolaspositas.net)*, the journalistic magazine (*Naked*), the journal of arts, literature, and academic writing (*Havik*, which means "hawk" in Dutch), and multimedia reporting, all of which include multimedia components. The Las Positas College Mass Communications Associate Degree provides specific hands-on training that will prepare students for immediate job entry, especially involving broadcast and technology. However, most Mass Communications majors transfer to four-year institutions to pursue bachelors' degrees.

Mass Communications at Las Positas College also includes options for students who are entering the workforce, including a Certificate of Achievement in Mass Communications: Journalism and a low-unit local Career Certificate in Mass Communications: Radio*. Since some students may view the AA degree to be the culmination of their educational experience, the broad-based focus serves to hone and refine

students' reading, writing, speaking, cultural literacy, and critical thinking skills, enabling them to succeed in an academic environment or in the workplace and providing specific hands-on skills that would be especially beneficial in the workplace.

*Based on the Mass Communications Advisory Board's concerns about Radio as a viable program as well as the Radio Occupations Labor Market Information Report showing few jobs in radio, we are reviewing the program to see if classes can be offered in some other format. In Spring 2019, the Mass Communications approved the revised radio certificate but recommended looking at and a new focus and name based on streaming; the advisory board also recommended integrating disciplines such as business, mass communications, and video into the certificate. For the 2019-20 academic year, Radio Las Positas is on a hiatus.

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

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

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

The data for the Mass Communications program indicates that the number of students is generally declining from 125 students and 149 enrollments in Fall 2014 to 86 students and 99 enrollments in Fall 2019 with Spring showing a similar but more recent decline. Some of this may be attributed to overall trends showing that enrollment growth is relatively flat campus-wide (and, indeed, statewide). Another factor in this is likely enrollment management, which has led the College to focus on transfer classes and over production classes. A recent change to address this factor while at the same time creating a pathway for Mass Communications students has been to offer the two survey Mass Communications classes year-round. Next year's program review should reveal if this change impacts enrollment, although other programmatic changes (such as not offering radio classes and cancelling classes like MSCM 7 that usually attract many students) will impact this as well.

Another underlying cause for the decline in enrollment may be confusion about the program's name. With the 2017-18 catalog, the LPC Speech program rebranded as Communication Studies, in part because the state ADT is called Communications. Since then, the Communication Studies program has generally grown. In addition, during summer 2019, a few students in online Mass Communications classes indicated that they were Communication Studies majors but wanted to be journalists. I pointed out that Mass Communications provided a more direct pathway to that particular major, but it was unclear if the students were willing to switch pathways at that point in their journeys. On September 20, 2019, members of the Journalism Association of Community Colleges listserv for journalism educators were asked if they were noticing a similar trend. Of the eight journalism faculty who participated in the online conversation (including myself), most said that is a problem for their program. Below are a excerpts from three of the responses:

"We've had the same issues at Cerritos too. After taking over for Rich Cameron here, the Speech Department decided to change its name to Communication Studies to align themselves better with the CSUs. An understandable update -- but you're correct, it's only increased confusion among students and the counselors on campus who often believe Communication Studies is the same as

Journalism and Mass Communications. As a result, I've also been thinking that perhaps it's time to update our department name (Mass Communications) so that it differs more from Communication Studies. My sense is that students don't know the difference -- and we'll likely miss out on some possible enrollments and degree achievements."

"We are in the same boat here at Cypress. After chatting with our communications studies folks, I have decided to move away from the communications language for our specific program since many of our students in our communication studies program and those in our communications (journalism) program are getting confused. We'll be focused more on Journalism/Global Media or Journalism/Mass Media as a more specific program. Two of our three feeder CSUs are straight journalism or public relations and one is a school of communications for reference."

"...I read something lately that was similar to the issue you are having. Changing from Journalism to Mass Communications has resulted in a drop in journalism enrollments in universities. And a lot of them have seen a big increase in public relations majors at the expense of journalism majors. There does seem to be confusion with Communications vs. Mass Communications."

In addition, of three most common transfer destinations for Las Positas College journalism students, none is specifically called "Mass Communications." San Francisco State accepts the transfer major in its Journalism program; San Jose State accepts the major in its Journalism and Mass Communications program; and California State East Bay accepts the major in its Communications program. The transfer degree itself is called Journalism. The current plan is to schedule a Mass Communications advisory board for Fall 2019 to discuss changing the name from Mass Communications to either Journalism and Media Studies or some other name that emphasizes "journalism" and "media."

A review of the data also show that Success Rates for Mass Communications were generally above the college average with 80% of students achieving success in Mass Communications classes from 2016-17, 2017-18, and 2018-19 to the present. This is above the college average of approximately 72% for each of these years.

In addition, in 2018-19 the Mass Communications Success Rate was higher for students with disabilities than other students (92% for students with disabilities; 78% for those without disabilities); higher for African Americans than other students (86% for African Americans; 80% for those who did not identify as African American); and higher for low income students than for other students (81% for low-income students; 79% for those who did not identify as low-income). Taken as a whole, this indicates that the program is equitable, according to Program Review Coordinator Karin Spirn.

The data analysis indicated one minor area for concern. Overall, the Mass Communications Distance Education Success Rates at 74% are lower than those for Face-to-Face Mass Communications classes at 82%. Although the 74% Success Rate matches that of the college, further analysis of this data may prove helpful. This year, the program coordinator and author of this document will serve on the Distance Education Committee and will participate in a course review of Mass Communications 31, which is taught exclusively online. The review and committee participations may lead to insights about improving the Success Rate for Mass Communications distance education classes.

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

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Please see Labor Market Data in Section Four.							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
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X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items	X	Human Resources	X	Pedagogy		Student Equity
X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

<p>PLANS FROM PREVIOUS PROGRAM REVIEWS</p> <p>In last year’s Program Review, the following bulleted items were identified as planned changes. A description of progress is also included.</p> <ul style="list-style-type: none"> <p>• Evaluate the impact of changes while continuing the ongoing quest for resources to sustain the program.</p> <p>As noted in the 2018 Program Review, “The Mass Communications program, and especially the student media, has undergone dramatic changes recently, including updated curriculum, updated SLOs, new facilities (for Radio Las Positas), new designs for the print version of <i>The Express</i>, a new website for the online <i>Express</i>, and, perhaps the most dramatic and welcome change of all, introducing mentors to the process to support the production classes. Since the program cannot thrive in a state of constant, dramatic change, the plan for the next year is to take a breath and to evaluate the impact of the changes while continuing our ongoing quest for resources to sustain the program.”</p> <p>This was effectively accomplished. In 2018-19, the Mass Communications Pathways were started, including an evaluation of the current state of the program as effective pathways are created; they are leading to more focus on access, efficiency, and branding.</p> <p>• Complete curriculum updates and SLOs.</p> <p>As planned last year, the magazine courses have been leveled with A and B courses offered for the first time in Fall 2019.</p>
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The plan also included updating the current Career Certificate in Radio Production to require more units. Although substantial work was done on this project, at its Spring 2019 meeting the Mass Communications Advisory Board approved the certificate but recommended changing the focus of radio to digital audio. This, coupled with low enrollments in radio classes in Fall 2019, led to taking a hiatus from the radio program this academic year. Thus, although the October 2018 "Radio Occupations Labor Market Information Report" Prepared by the San Francisco Bay Center of Excellence showed an undersupply of Radio workers compared to the demand for this cluster of occupations in the Bay region, the number of workers in the East Bay sub-region was quite low (127 annually). The future of the radio program will be discussed in Mass Communications program meetings as well as at the upcoming Mass Communications Advisory Board meeting.

The plan also included revamping SLOs as curriculum was updated and coordinating the SLOs across the program. This work has largely been accomplished, although work on SLOs and curriculum is always ongoing.

- **Include Embedded tutors in the program.**

In Fall 2019, the Mass Communications program began work with its first Embedded Tutor, who is coordinating social media and website management. So far, this has been a successful if limited endeavor. The mentors are used more widely in the program and fill a similar roll.

- **Guided Pathways work begins.**

In Spring 2019, draft pathways for both the Transfer Degree in Journalism and the Certificate of Achievement in Journalism were completed during Flex Day. This work is continuing in 2019-20 with plans to complete the draft pathways and possibly create an additional pathway for the CTE degree. Although still in a draft form, the pathways have already impacted the program, leading to scheduling the two survey classes year-round. Additional scheduling changes are anticipated as this process moves forward.

This work parallels the work on curriculum and the use of embedded tutors. We will continue to look at the pathways in the program to ensure that students are able to progress through the program effectively. Specific plans may include scheduling and curriculum changes.

ACHIEVEMENTS

The Las Positas College Mass Communications Program branched into new areas with an a one-day conference called Press Pass in November 2018. At the same time, the program continues to garner recognition from state and international journalism associations. Below is information, including three press releases with working links, related to the events and the awards.

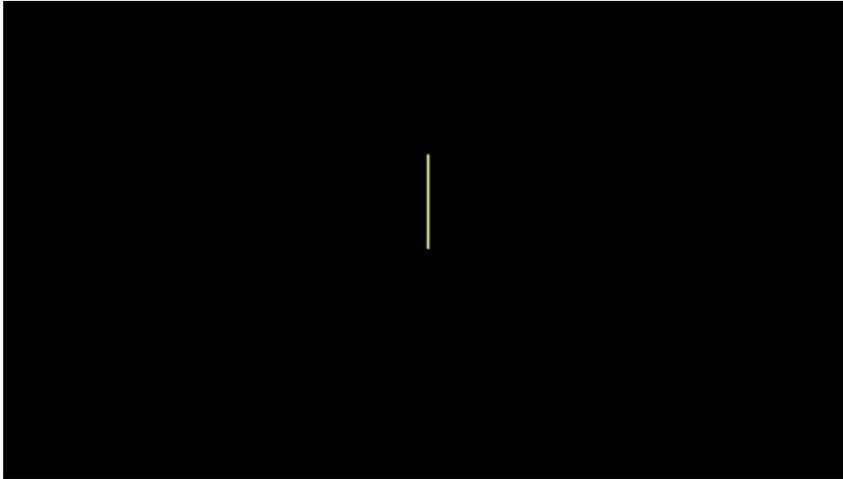
Fall 2018 Press Pass Conference and Spring 2019 Press Pass Speakers Series

On November 30, 2018, the Las Positas College Mass Communications Program held an event called "Press Pass, a High School Media Symposium." High school students from around the Bay Area were invited to attend the one-day event, which included a celebrity keynote speaker (radio personality Shan Berries), nine workshops, three contests, lunch, and an awards ceremony. Approximately 200 attended the event, including students and teachers from local high schools and from LPC.

The Press Pass Symposium also led to a Speakers Series in the spring, featuring two media professionals. On Wednesday, February 27, the Press Pass Speakers Series featured sports journalist and podcaster Ethan Strauss, who presented on "Podcasting." On Wednesday, April 24, the Press Pass Speaker Series featured

Tiffany Fettig-Pante, Associate Media Director at H&L Partners, who presented on “Tips for Managing Organic and Paid Media.”

The events were planned, coordinated, and run by faculty, current students, and recent alums from the program. Streaming the events increased viewership and was especially successful with Strauss’s “Podcasting” presentation. The Press Pass events were so successful that the program will offer



a Press Pass Symposium and Speakers Series this year, too. Above is a video of the symposium. (Please double-click on the video to view and advise if the link does not work so that the video can be sent separately.)

Fall 2018 Regional Awards from the Journalism Association of Community Colleges

Journalism Students Network and Earn Awards at Stockton Conference

Nov. 5, 2018

Contact: Melissa Korber, Media Adviser, (925) 424-1240

NEWSPAPER WEBSITE: <http://lpcexpressnews.com/>

Mass Communications Program Press Release

Journalism students from Las Positas College earned seven awards at the NorCal Conference for the Journalism Association of Community Colleges on Nov. 4. The awards covered all aspects of student journalism – writing, design, photography, videography and illustration.

The LPC delegation of 12, including students from both Naked magazine and The Express, attended workshops, networked with industry professionals and entered competitions throughout the day. The conference, which was held at San Joaquin Delta College in Stockton, included about 200 delegates from schools throughout Northern California.

Those who attended especially appreciated the opportunity to work with other students. “JACC was a good experience for The Express because we got to network with other community colleges and to bond as a group,” said Kirstie Burgess, managing editor of The Express.

A complete list of LPC awards follow.

Publication Awards

1st Place Photo Illustration: Christina Vargas and Mariel Chiong

2nd Place Webcast/Broadcast News: George Eliopoulos, Lily Gonzales and Alfonzo Gonzales for [Las Positas TV News](#)

3rd Place Editorial Cartoon: Courtney Metz

4th Place Front Page Layout: Blake Sperling and Christina Vargas

Honorable Mention Illustration: Vinx Van Kray

On-the-Spot Awards

2nd Place News Writing: Emily Forschen

4th Place Opinion Writing: Tim Guan

Spring 2019 State Awards from the Journalism Association of Community Colleges

LPC Journalism Students Earn 16 Awards at State Convention

April 2, 2019

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

NEWSPAPER WEBSITE: <http://lpcexpressnews.com/>

Mass Communications Program Press Release



Six students from the Mass Communications Department racked up recognition at the Journalism Association of Community Colleges' annual three-day convention, March 28 to 30 in Sacramento. Emily Forschen, editor in chief of The Express, and Arion Armeniakos, opinions editor, each took home two awards, leading the LPC contingent that brought home 16 awards.

"JACC was such a valuable experience," Forschen said. "I am so proud of our showing and how we stacked up against other journalism programs in California. In the trenches of doing it, most of the focus is on how we need to get better and what we need to improve. So it felt good to get the affirmation that we are doing some good work. We all came back even more motivated to create the best publications we can and grow even more in our craft."

The school's media department also earned the most sought-after award of the night — General Excellence — and did so twice. Both Naked Magazine and the online version of The Express received the high honor, given to the best publications.

The convention included engaging workshops and fierce competition among community college students from across the state. The students learned new, modern techniques and fine-tuned their media skills. They also participated in on-the-spot competitions, testing their skills in live events, and submitted their published work to compete with their peers.

Las Positas College adjunct professor Marcus Thompson II taught two lively workshops on sports writing that were among the highlights of the convention. Thompson is the author of the best-selling book "Golden: The Miraculous Rise of Steph Curry." His second book, "KD: Kevin Durant's Relentless Pursuit to be the Greatest" will be released in May.

Here is a complete list of LPC's winners at the 2019 JACC State Convention.

Publication Awards

Online General Excellence: lpcexpressnews.com

General Excellence: [Naked Magazine](#)

1st Place Magazine Illustration: Alexa Lowe "[Friends?](#)"

2nd Place Photo Illustration: Mariel Chiong and Christina Vargas "Legacy of Great Women Strong in Bay Area"

3rd Place Magazine Profile Article: Ian Jones "[Walking the 'Long, Long Road' \(Fantastic Negrito\)](#)"

3rd Place Photo Essay: Timothy Cech "[A Day in the Life of Furry Bunny](#)" (Bunny photos throughout the magazine)

4th Place Magazine Illustration: Courtney Metz "[When the Game Beats You](#)" (Image on left in middle of the article)

4th Place Magazine Opinion Article: Kyle Zeisbrich "[Confessions of a Retail Ambassador](#)"

4th Place Magazine Photo: Elizabeth Joy "[My Return Home](#)"

Honorable Mention Magazine Design/Layout: Taylor Lobb, Alexa Lowe, Timothy Cech, Jon Chiarello and Jennifer Snook (Naked 13)

Honorable Mention Critical Review: Arion Armeniakos "[Nicki Minaj's newest rap battle: 'Queen' vs. the industry](#)"

Honorable Mention Profile Feature Story: Devin Bradshaw "[Small Package, Big Impact](#)"

Honorable Mention Student Designed Ad: Jennifer Snook "Worlds Inside Your Head"

On-the-spot Awards

Honorable Mention Critical Review: Emily Forschen

Honorable Mention Feature Writing: Emily Forschen

Honorable Mention Sports Writing: Arion Armeniakos

Fall 2019 Associated Collegiate Press Recognition

The Express Website Recognized as One of the Best in International Competition

October 1, 2019

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

NEWSPAPER WEBSITE: www.lpcexpressnews.com

The online version of *The Express*, the award-winning student newspaper at Las Positas College, is a finalist in a competition recognizing the best college journalism in the United States and Canada.

LPCEXpressNews.com was one of eight two-year college websites named as a finalist for Online Pacemaker — a competition that recognized 41 elite digital publications including UCLA, Duke and Vassar. The Associated Collegiate Press named the finalists prior to its national convention in Washington D.C. in a month.

Devin Bradshaw, editor in chief of *The Express*, acknowledged the importance of the honor.

“Our staff may be small in numbers, but it’s ranked among the big boys!” Bradshaw said. “We’re just getting rolling as a staff, so this is definitely motivating. It feels good to continue *The Express’* tradition of excellence.”

The finalists represent 38 states and Canada, with California leading the way with 11 finalists, according to ACP. The competition was especially stiff this year, with the number of entries in the online category growing from 100 last year to 182 in 2019.

"The Pacemaker is the association's preeminent award," said Laura Widmer, executive director in a statement from the organization. "ACP is honored to recognize the best of the best."

The finalists were selected by media professors and professionals who analyze each entry, according to ACP.

“Today’s best online sites are platforms for rich multimedia storytelling,” said Gary Lundgren, associate director and coordinator of the Pacemaker competition, in a statement from ACP. “Deep and diverse coverage with strong engagement and interactivity distinguish the best student-produced sites.”

This year’s contest marks the second time that LPCEXpressNews.com has been a finalist in the Online Pacemaker contest. In 2013, after being named a finalist, the website earned sixth place best in show at the ACP Convention in New Orleans.

Four individual Las Positas College student journalists have also been honored in ACP’s highly competitive annual contest. In 2017, Brianna Guillory earned fourth place in the Display Ad contest. In 2015, Tami Shepherd earned second place in the Best Feature Picture contest, and Jesus Mesina earned fourth place in the Best Illustration contest.

Former *Naked Magazine* writer and editor Brenda Cruz was recognized twice. In 2010, she won third place for Best Feature Story and in 2012 finished second for Reporter of the Year.

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

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

As I look back on prior program reviews, I note that most plans have been either achieved or seen significant progress towards achievement. Unfortunately, with Radio Las Positas on hiatus based on the Advisory Board recommendation, no plans relating to radio are being achieved. One thought is to offer a class focusing on podcasting or an Introduction to Broadcasting-type class and to use the radio station as a lab for that class. More discussion and analysis of this issue is necessary.

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X	Curriculum Committee Items	X	Human Resources	X	Pedagogy	X	Student Equity
X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

In the 2018 Program Review, the following were identified as obstacles to achieving plans and goals: “resources, especially human resources, financial resources, and facility resources.” This remains true, although the efforts to leverage human resources through using the use of mentors and student leads has been successful in the short-term, although those funds may not be used for the same purpose year after year. Another significant factor related to human resources is college’s timely decision to hire an Outreach Specialist for the Arts & Humanities Division. The work of Liz McWhorter in the position, along with the excellent support provided by CTE administrator Vicki Shipman, have helped the small Mass Communications program to provide additional outreach and additional resources for student in the program.

With respect to financial resources, cutting print production from 12 times per semester to just 4 has saved money, although the full-color printing that we now use is more expensive than black and white printing used in the past. This year, the number of issues of The Express was cut from 1,500 per issue to 1,200 per issue, a move that recognizes both the trend toward re-using and sharing print papers and the increased reliance on digital media. This focus on our online edition has been successful, too, as is evidenced by the recognition of The Express website by both the Journalism Association of Community Colleges and the Associated Collegiate Press. However, as noted last year, “Online production has its costs, too, including costs related to maintaining and redesigning websites and costs related to changing the means of distribution.” One unforeseen problem occurred last Fall when the website crashed for over a month, putting a wrench in our ability to focus pedagogically on our online publication as we had planned; of course, there are lessons highlighted by the crash itself. We continue to improve our website and are working on another redesign to coincide with a transition to a new, more reliable web platform.

The issues related to facilities highlighted in last year’s program review still exist. Last year’s program review described the lack of a centralized location; inadequate student seating; the lack of private space for recording, interviewing, or meeting; location of the server room in the Media Lab; and the location of Radio Las Positas away from the rest of the program. Indeed, the lack of a centralized location may have contributed to the current hiatus for Radio Las Positas because the small office allotted to Radio is far from the Media Lab, allowing for little collaboration between the Radio students and the other media students. As

the College moves forward with bond-funded STEAM building, we are looking forward to a new space and hope to include some focus on digital broadcasting and videography. In addition, as noted last year, “Additional support for the changing, vibrant media industry, both human resources and financial support, would allow the program to continue to focus on student learning.”

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X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

The significant plans for the next year include the following:

Press Pass

Using CTE funding, the program is planning to host another Press Pass One-day Conference in February or March 2020. We are also planning to continue the Press Pass Speakers’ Series with two or three speakers planned for the 2019-20 Academic Year.

Mentors, Tutors, and the LPC Literary Festival

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

Pathways

In 2019-20, pathways for the CTE degree and certificate will be developed (drafts exist but need to be revised and implemented). Curriculum updates will be necessary as the program develops strong pathways, including eliminating classes that are rarely offered, reframing current classes to include more of an online focus where appropriate, and exploring changes to the radio program. Another related proposal is to change the name of the program from Mass Communications to Journalism and Media Studies (JAMS) or another more focused name. For this proposal to move forward, we will seek guidance from the Mass Communications Advisory Board.

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X	Curriculum Committee Items	X	Human Resources	X	Pedagogy		Student Equity
X	External Factors	X	Learning Support		Professional Development	X	Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Some of the current work will become part of significant long-term plans. In addition, as mentioned in last year’s Program Review, “The major project on the horizon is to begin planning for a new media space in the proposed STEAM facility. The new space that would include space for all student media, classroom space, studios, and meeting spaces. The goal is to visit some effective media spaces around the Bay Area to help with conceptualizing this plan.” This is still the plan, and the program has started to gather some information from other media spaces.

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X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use

Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
 yes **no**

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): Mass Communications 31, Introduction to Media
SLO or SAO: <ul style="list-style-type: none">• In Mass Communications 31, Introduction to Media, the student will be able to analyze the differences between new media technologies and traditional forms of mass communication, such as radio, television, and film.• In Mass Communications 31, Introduction to Media, the student will be able to critically analyze the negative and positive impacts of technology on society.
Describe the quantitative or qualitative results: <p>As I record and analyze SLOs for this class, I often consider the first SLO to be the overall grade for the class and the second SLO to apply to the final paper. This means that the results for the two are often different, which, of course, is acceptable. However, I'm concerned that the first one is too</p>

broad to be an SLO and am considering eliminating it. My concern is that all SLOs for the program will need to be revised and narrowed in a similar manner.

Discuss any actions taken so far (and results, if known): Data review has occurred.

Discuss your action plan for the future: I will discuss this concern and ways to remedy it with our SLO Coordinator and/or members of the SLO committee.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Journalism AA-T

Program SLO:

- Upon completion of the AA-T in Journalism, the student will be able to gain experience in production of the student media.

Describe the quantitative or qualitative results:

Anecdotal evidence suggests that many students transfer with only the one production class required by the AA-T. I am aware of this trend and am concerned about it since most students who want to become media professionals need substantial practice in the field, and community college offers an ideal opportunity to practice those skills before employment. Those who become journalists need clips; those who work in other areas of media need examples. I am also concerned about the wording of this SLO and will revise it.

Discuss any actions taken so far (and results, if known):

So far, program outreach has been to individual students. "Why aren't you writing for The Express if you want to be a professional journalist." We do need more, though, and we anticipate that the work of the new CTE Outreach Coordinators will be helpful.

Discuss your action plan for the future:

The Mass Communications guided pathways work will include a focus on building skills, with opportunities to apply them in media production classes. I especially hope to emphasize the importance of acquiring production skills in the pathway.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

Mass Communications 34B, a new leveled course, was on the list because an SLO had not yet been created. I submitted an SLO on October 17, 2019, to help fulfill this requirement. Below is that draft SLO.

In Mass Communications 34B, Magazine Editing and Production B, the student will contribute as a leader to the student magazine, Naked, with an increasing degree of proficiency, demonstrating intermediate-level design and editing skills, professionalism, functional skills, teamwork, commitment to the organization, and leadership in the completion of assigned stories and visuals in proper magazine style.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write “N/A.”**

The program is developing its guided pathways for its AT-T and the Certificate of Achievement. It is anticipated that the pathways will help with the following:

- Removing barriers that hinder students from moving toward their goals

- Offering additional information and support about educational pathways
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

The program will also explore a pathway for the CTE degree and may need to revise curriculum to achieve its goals.

F2.

Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

More time is needed to develop guided pathways. I have a draft, but finding the time to turn the draft into a plan is a challenge.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

We have not taken any specific actions. However, our small, diverse program boasts higher than average success rates for African American students, students with disabilities, and low-income students as set forth in Section 1B.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Our biggest challenge is time to analyze and promote. It would also be helpful to review data related to the LGBTQ+ community.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

**Section Three: Curriculum Review
(Programs with Courses Only)**

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

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

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

No, although some are being deactivated (see below).

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

We are planning the following changes this year:

- Deactivate MSCM 2 (Investigative Reporting) and MSCM 33A and 33B (Television). Neither have been offered recently, and the focus on quick transfer makes it unlikely that they will be offered in the near future.
- Consider deactivating MSCM 3, which will be offered in Spring 2020. A draft Guided Pathway created in Spring 2019 seemed to create a clearer pathway without MSCM 3.
- Consider deactivating or overhauling MSCM 32A, 32B, 32C, and the Career Certificate in Radio based on the Mass Communications Advisory Board recommendation that radio be revamped.
- Revise Mass Communications 16A, 16B, 16C, and 16D, making part of the lab hybrid and possibly including production nights in the schedule.
- Both degrees and both certificates will be impacted by these changes, so these will be updated and, in the case of radio, possibly revamped.

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

As indicated above, one plan involves revising the newspaper production classes as hybrid classes. This will make scheduling more efficient and also help to account for work done by students away from the Media Lab.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

Yes. The Mass Communications program continues to meet a documented labor demand that is not duplicated in the service area. Specifically, Labor Market Data shows double-digit growth for both Reporters and Correspondents and Writers and Authors from 2019 through 2018 as set forth in the following chart, taken from the September 2019 "Occupation Overview Emsi Q3 2019 Data Set" for Las Positas College.

Occupation	2019 Jobs	2028 Jobs	Change	% Change
Reporters and Correspondents (27-3022)	739	993	254	34%
Writers and Authors (27-3043)	4,435	4,934	499	11%

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Yes. Most significantly, in Spring 2019, our advisory board recommended that we change the focus and name of our radio program. We are starting to do this and considering effective ways to revamp radio.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review? If not, what program improvements may be made to increase this metric?

As set forth in the "Strong Workforce Program Metrics," Las Positas College has median course enrollments of 82, which is higher than the regional course enrollments median of 71 but lower than the state median of 143.

With respect to transfer, Las Positas College has the same media number of enrollments (24) as the region media and more than the state median of 21.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

According to the report, "There are insufficient data to calculate this metric. "

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

According to the report, "There were fewer than ten students, so this metric has been suppressed." Most majors tend to transfer, so one improvement might be to focus on employment as an option.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

According to the report, "There were fewer than ten students, so this metric has been suppressed." However, it is noteworthy, that the median change in earnings for our microregion has increased by 115%. The change in the microregion was 76%, while the change in the state was 95%.