Las Positas College

PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016

Name of Program	Division	Author(s)
Mass Communications	Arts, Letters and Social Sciences	Melisssa Korber

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.

2. The planning should be for the academic year 2015-2016.

3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

<div align="center">

Rubric INS PPU 15_16

e.g., ESL INS PPU 15_16

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4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.

5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.

6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).

7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.

8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

SLO Assessment Review

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

> Overall, the Mass Communications SLO assessment results through spring 2014 indicate that students in Mass Communications courses are successful both at the course and degree or certificate level.

The following chart summarizes the Mass Communications SLO assessment results from Spring 2007 through Spring 2014:

Totals by Term - All Courses:	NS	0	1	2	3	4	Total
Spring 2014	1	0	1	1	2	13	**17**
Fall 2013	2	4	5	9	12	31	**61**
Spring 2013	1	0	1	1	4	0	**6**
Fall 2012	0	6	2	12	14	33	**67**
Spring 2012	1	22	9	19	30	35	**115**
Fall 2011	0	11	3	13	38	45	**110**
Spring 2011	5	0	0	4	23	22	**49**
Fall 2010	1	4	1	5	22	26	**58**
Summer 2010	0	0	0	0	0	1	**1**
Spring 2010		1	0	0	6	10	**17**
Fall 2009	0	2	0	0	1	17	**20**
Fall 2008	32	0	0	0	0	0	**0**
Spring 2008	63	0	0	0	0	0	**0**
Fall 2007	15	1	4	18	23	14	**60**
Spring 2007	4	0	0	0	0	0	**0**
Grand Totals - All Terms - All Courses:		51	26	82	175	247	**581**
		8.8%	4.5%	14.1%	30.1%	42.5%	**100%**

As the chart makes clear, students who take Mass Communications classes tend to be successful, with the vast majority (72.6%) assessing as above average proficiency or mastery/excellence for the courses. Only 8.8% students assessed as below average proficiency.

Similarly, the Mass Communications degree and certificate of achievement demonstrate that students are succeeding at a high level, whether that success is for completion of the AA or the Journalism Certificate. The specific competencies assessed for were as follows:

1. Students will demonstrate an understanding of different aspects of the role of media in society through research and writing.
2. Students will participate in the creation of student media, following a timeline for production, editing and formatting content, and publishing and distributing.

Of the 216 students assessed for competency of these skills for the AA, 73% assessed as above average proficiency or mastery/excellence. Only 12% assessed as no proficiency. Of 117 students assessed for competency of these skills for the Certificate of Achievement in Mass Communications: Journalism, 72% assessed as above average proficiency or mastery/excellence. Again, 12% assessed as no proficiency. The Certificate of Completion in Radio has not yet been assessed.

The results are markedly similar whether assessment occurred at the course level or at the program level—and all showed a high level of success. These results are consistent with the 2011-12 Annual Program Review, which also found high levels of achievement in the Mass Communications Program in general with especially high levels of achievement in the media classes. A variety of factors contribute to this high level of success in the Mass Communications program:
-A supportive program with a strong learning community and accessible lab
-Dynamic and entertaining subject mater
-Courses that include lab time so that students can work with instructors to achieve proficiency
-Excellent instructors
-SLOs that are well-matched to courses

No major deficiencies are noted, although more assessments along with assessment of the Radio Career Certificate would add to a comprehensive understanding of the program. Most of the gaps in the data can be explained in the context of personnel.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses*.)

As was true in the analysis of data for the 2011-12 Program Review, students in the one exclusively online course in the Mass Communications program, Mass Communications 31, Introduction to Media, succeed at about the same rate as students in a similar face-to-face survey class, Mass Communications 5, Introduction to Mass Communications. Both classes are also similar to the overall averages for **all** classes. The only concern highlighted by the analysis of the data is that

students were slightly more likely to get a "no proficiency" mark in the survey, whether online or in person, than in all classes. This is likely accounted for by the noted increase in success because media classes, which create learning communities, are included in the total numbers. (See last year's Program Review for a full discussion of this.)

Mass Communications 31

Assessment Level	0	1	2	3	4
MSCM 31	30 12%	9 3%	33 13%	71 27%	117 45%
MSCM 5	5 12.8%	1 2.6%	10 25.6%	12 30.8%	11 28.2%
All Courses	51 8.8%	26 4.5%	82 14.1%	175 30.1%	247 42.5%

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

The approach to teaching the newspaper class has been revised to focus on how students "recognize, acquire, produce, and distribute" content. This has been a comprehensive change; it has taken root in the newspaper class and has changed the curriculum and dialogue about student learning with respect to that class.

I anticipate using this successfully assessed language to revise outlines and SLOs for other student media courses such as magazine and possibly radio production. In the newspaper, perhaps the most important change related to this language has been in the area of distribution, which now is a required and graded part of the class both for print and digital versions of the paper. By breaking down the process using SLOs, we were able to focus on an area of student learning that wasn't previously highlighted and which, in the age of digital information, is becoming increasingly important and diverse.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

Although classes throughout the Mass Communications Program are being revised to align to state requirements for transfer and to better reflect the course's content, that is not necessarily the result of assessments data. For example, in Spring 2014, Richard Dry and I increased the number of units for cross-listed classes, English 19A and Mass Communications 19A, Literary Anthology. This was based on discussions with students about the course requirements, which includes reading dozens of short stories or over 100 poems, and not on assessment data.

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?   YES ☐   NO ☐

   If yes, please explain.

No.

SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

   My program offers only one section of each course.   ☐

My program offers only one section of each course.

The one exception started this semester, Fall 2014, and will likely continue in Spring 2015. Two sections of Mass Communications 31 will be offered both semesters and are likely to be offered in the future. However, that doesn't create a problem with consensus since the full-time Mass Communication Coordinator, the only full-time faculty in the program, will teach all sections.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

   My program offers only one section of each course.   ☐

My program offers only one section of each course.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails ☐

Program meeting minutes/agendas ☐

Blackboard/other website   ☐

Other (please describe):   ☐

> **Program emails and notes from meetings between the coordinator and other faculty in the program are most often used to document SLO-related discussions.**

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. **Data Review**

If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

Below is an update of the data.

- Headcount and Enrollment: Since Spring 2011, the program has lost enrollment, falling from a student headcount of 136 and a total enrollment of 170 in Spring 2011 to a student headcount of 120 and a total enrollment 144 in Spring 2014. This is likely because of cuts to the schedule, increased emphasis for students on transfer, and turnover among part-time faculty. In Fall 2014 and Spring 2015, an additional transfer class will be added to the schedule. Further analysis will be necessary to determine the impact of the new sections, but the impact should show increased enrollment in widely transferable classes.
- Student Demographics for Gender: More men than women still tend to take Mass Communications classes, but the gap between the two is closing. The program had 42% women in Fall 2011 and 45% women in Fall 2013.
- Student Demographics for Age: As noted in the 2011-12 Program Review, the Mass Communications Program used to have many more young students than the college norm, but recently, the ages of those enrolled in Mass Communications has been trending to the campus norm. That trend continues with 63% of Mass Communications students being 21 or younger in Spring 2014 (down from 79% in Fall 2007 and 68% in Fall 2011).
- Race Ethnicity: This updates information included in the Fall 2013 Program Review. The number of white students continues to decline slightly. Other areas showed small declines and increases, but other than an increase from 5% to 9% in the Multiethnic category, none were statistically significant.

Race-Ethnicity   Percentage Fall 2007   Percentage Fall 2011   Percentage Fall 2013

African American	17%	6%	7%
White	56%	48%	45%
Filipino	2%	5%	2%
Latino	9%	29%	27%
Native American	0%	1%	0%
Multiethnic	--	5%	9%
Other/Unknown	12%	3%	3%

- Student Enrollment Status: Most of the students in Mass Communications continue to be either first-time college students or continuing college students. It is interesting to note that the number of continuing college students seems to be increasing (from 59% in Fall 2007 and Fall 2011 to 64% in Fall 2013). At the same time, the number of first-time college students has decreased in recent years, from 28% in Fall 2011 to 19% in Fall 2013. Given the emphasis on transfers, this seems counter-intuitive. One theory is that students are completing additional transfer classes before transferring.
- Student Load Unit: This data is similar for Fall 2011 and Fall 2013; no new trends have been identified.
- Student Educational Goal: Most students still intend to transfer, although the number who say the goal is transfer has decreased from 79% in Fall 2011 to 73% in Fall 2013; at the same time, the number of undecided students has increased from 10% to 12%.
- Highest Educational Level: Freshman were still by far the largest percentage of students in Fall 2013, although the percentage has fallen to 57% from 64% in fall 2011. This likely continues to reflect enrollment in Mass Communications 31, an online class that fulfills transfer requirements at other colleges; a few four-year students are enrolled in the class this year.
- Student Performance: When compared to Fall 2011 numbers, a slight increase in both Course Success and Course Completion numbers is noted for Fall 2013, from 72% to 76% for Course Success and from 86% to 87% for Course Completion. These continue to mirror College Course Success and Course Completion numbers.
- Enrollment Management: The decreases in most categories over time are noteworthy. Different factors may contribute to these changes, but one that has contributed significantly may be the decline of the Mass Communication Radio Program without consistent part-time leadership. Efforts to improve the program continue. As noted above, one factor that will likely increase all numbers is the addition of two sections of Mass Communications 31 in the 2014-15 school year.

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B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	**Did you meet your program-set standard? (Yes or No)**
2012-13	http://tinyurl.com/mmfwqfe	Yes
2013-14	http://tinyurl.com/q6dah55	Yes

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

> N/A

C. Curriculum Review

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

> Over the past few years, the Mass Communications program has revised eight course outlines so that they are C-ID compliant and has created a transfer degree. All have been submitted to at least the next level (the LPC Curriculum Committee) while some have been submitted to the state for approval. As the courses are approved, the program will continue to evolve and additional curriculum changes may be necessary.
>
> The plan for Mass Communications is to continue updating curriculum over the next few years, including any curriculum that the state identifies as needing revision. Additional plans include the following:

- Update the newspaper classes (MSCM 16A, 16B, 16C, and 16D) to include a hybrid online component.

- Update Mass Communications 5, Introduction to Mass Communications, to include an online component.

- Increase Mass Communications/English 19B, Literary Anthology B to three units and make parallel to Mass Communications/English 19A, Literary Anthology A.

- Decrease Mass Communications 34, Magazine Production, from variable units (3 to 5) to 3 units to fit in with the rest of the Mass Communications classes and create levels (A and B with the possibility of C and D).

D. **Human Resources**

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

We have lost two part-time faculty members and are looking to fill some of the classes they taught. The Radio class, in particular, will need to be filled. The program may not be able to offer television production because of the lack of a television production studio.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

We are unable to offer students opportunities to learn about radio and television production at this time. We will need to fill the open positions for this to occur.

E. **Other information pertinent to the program**

N/A

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

Accomplishments for the academic years 2012-13 and 2013-14:

- Rewrote most course outlines, many for courses requiring C-IDs and some for courses requiring leveling.

- Created a transfer degree in Journalism.

- Attended local and state journalism conferences with students; attended one international journalism conference with students.

- In addition to earning dozens of individual and team awards at the conferences, Las Positas College journalism students received the following high honors: Brenda Cruz, 2nd Place Reporter of the Year for the Associated Collegiate Press 2012 contest; LPCExpressnews.com was named a finalist in the 2013 Associated Collegiate Press Online Pacesetter contest and earned Sixth Place Best of Show at the International Conference in New Orleans; Naked Magazine received General Excellence at both the Spring 2014 and Spring 2013 Journalism Association of Community Colleges Statewide Conference; and Travis Danner, former editor in chief of The Express and current editor in chief of Naked Magazine, was named First Place Columnist at the Journalism Association of Community Colleges NorCal Conference.

- Collaboration with other programs continues. Since 2010, Mass Communications has collaborated with English to revise curriculum, to teach the literary anthology classes, English/Mass Communications 19, to produce a beautiful anthology, and to hold an anthology ceremony each year. Mass Communications has also collaborated with the Photography to revise curriculum for a photojournalism/documentary photography class.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.

    1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):

        - changing number of units/lab hours
        - changing pedagogy/curriculum

- changing assessments

SLO assessment data in conjunction with directives from the state and student feedback has led to restructuring the curriculum in the program. In the past few years, many of the course outlines in the program have been rewritten.

From an SLO perspective, the most important changes related to the Student Learning Outcomes for the newspaper classes. As a result of a discussion with adjunct instructors in the program, one of the outcomes was modified to focus on "recognizing, acquiring, producing, and distributing" content for the paper. Since then, this SLO has been assessed, and it seems to be a good fit for the program. This language has been used in the new, leveled curriculum, which also included a change in the number of units/lab hours for the newspaper courses (lowered from 3-6 to just 3). I predict that future assessments may show that the units for the courses are too low, but I must work within the constraints provided by the state, which is seeking to standardize almost everything. I am hoping to provide some adjustments to unit values in the future, but that may not be possible.

I anticipate that the SLO developed and assessed will have impact on the rest of the program, too. For example, given the success of the new SLO for newspaper, I plan to use similar language when I rewrite the curriculum for two production classes this year, and I anticipate changing the SLO there as well to fit with the new language.

2. Have your assessment results shown a need for new SLOs?   YES ☐   NO X
   If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
Click here to enter text.	Click here to enter text.

3. What percentage of courses will your program assess in the next academic year (2015-16)?

The plan is to assess 100%. We have had problems over the past few years getting full compliance because of personnel issues. We are working to resolve those problems.

4. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
3-4	80-100%

4. Curriculum

    a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program's reasons for the changes. Please provide any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

    As indicated above, changes to curriculum are planned. Three areas of emphasis include leveling (which is required by the state), creating hybrid portions of existing classes, and right-sizing curriculum to better fit with the program and with student learning. These changes have been driven by relevance and appropriateness as well as student demand in some cases and state requirements. The plan is to improve student learning by offering lab portions of courses in a hybrid format so that students are able to use technology to work around the clock as work in the Mass Communications field requires and right-sizing units offered so that students get appropriate credit for the work they do.

    b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

    Yes, as indicated above:

    The plan for Mass Communications is to continue updating curriculum over the next few years, including any curriculum that the state identifies as needing revision. Additional plans include the following:

    - Update the newspaper classes (MSCM 16A, 16B, 16C, and 16D) to include a hybrid online component.
    - Update Mass Communications 5, Introduction to Mass Communications, to include an online component.
    - Increase Mass Communications/English 19B, Literary Anthology B to three units and make parallel to Mass Communications/English 19A, Literary Anthology A.
    - Decrease Mass Communications 34, Magazine Production, from variable units (3 to 5) to 3 units to fit in with the rest of the Mass Communications classes and create

> levels (A and B with the possibility of C and D).

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

> The Mass Communications AA-T has been submitted to the Curriculum Committee and was first discussed in October 2014. After it is approved, the focus will be on the curriculum not updated as a result of leveling, C-IDs, and the AA-T. Lessons learned from that process as well as from the SLO process described in the update will be used in updating the leftover courses. The result should be a more unified program with more standardized Student Learning Outcomes and greater transferability.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.

- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

> 3 CAH for summer or fall 2016

2. Rationale for request(s).

> The program is changing, and, like most programs in the state, its emphasis is becoming more on transfer. It is likely that existing resources will fulfill the needs of the program, but an additional 3 CAH may be requested through the Enrollment Management process to add in a summer or fall session of Mass Communications 5, Introduction to Mass Communications, which transfers to most California four-year colleges.

B. Human Resources

1. Request: New or replacement faculty position(s).

> None anticipated.

2. Rationale for faculty position request(s).

> N/A

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

> N/A

4. Rationale for classified staff position request(s).

> N/A

C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

> The Mass Communications program needs additional financial resources to continue to publish print and online editions of the newspaper and magazine and print editions of the anthology. As recently as 2010, the program received over $15,000 from the college in co-curricular funds. ($12,000+ for the newspaper, $3000 for magazine, and $4000 for radio). Those resources have been cut dramatically, to about $6000, a cut of 60%. The media have had to scramble during an economic decline to make ends meet with increased emphasis on outside support (AdCamp and Media Mate), increased fundraising, increased emphasis on ad sales, and increased reliance on grants. Additional funding would allow the focus of learning to return to production.

2. Rationale for financial request(s).

> Additional funding would allow the focus of learning to return to production.

D. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

Computers in the Media Lab feature the Adobe Suite, CS 6. This is inline with industry standards and the printers used by the program.

2. Rationale for technology request(s).

N/A

E. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

N/A

2. Rationale for facilities request(s).

N/A

3. Request: Upgrading of existing equipment or purchase of new equipment.

We have requested a new printer and pocket wizard through a CTE grant. The approximate cost is $5000. If these are not funded, we will likely seek funds through other grant processes. In addition, the computers in the Media Lab and radio station, the scanner, and the fax machine will all likely be replaced through the timeline process.

4. Rationale for equipment request(s).

New equipment is the industry standard.

5. Request: New supplies

N/A

6. Rationale for supplies request(s).

N/A