Program: Mass Communications

Division: Arts, Letters, and Social Sciences

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

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

In Summer 2015, the Journalism Associate Degree for Transfer was officially approved by the state. This was the culmination of a multi-year curriculum overhaul, which included rewriting all course outlines included in the transfer degree as well leveling some existing courses to reflect changes in state requirements. The following courses have been revised or created as a result of this process:

MSCM 1, Introduction to Reporting and Newswriting
MSCM 5, Introduction to Mass Communications

MSCM 16A, Express College Newspaper A
MSCM 16B, Express College Newspaper B
MSCM 16C, Express College Newspaper C
MSCM 16D, Express College Newspaper D
MSCM 35, Multimedia Reporting
MSCM 7, Introduction to Public Relations
MSCM 72/PHTO 72 Introduction to Photojournalism
MSCM 31, Introduction to Media
MSCM 19A/ENG 19A, Literary Magazine A
MSCM 19B/ENG 19B, Literary Magazine B
MSCM 32A Introduction to Radio Production
MSCM 32B, Intermediate Radio Production

Previous program review updates and plans show work toward these goals; this list is included here to show the culmination of those efforts. This work has changed the face of the program. The program continues to collaborate with other programs, most notably on cross-listed classes such as Introduction to Photojournalism and the Literary Magazine classes.

When the transfer AA was approved, I emailed all students in my classes for the past two years to notify them of this new opportunity. At least one student qualified for and applied for the degree after receiving the email. The College and the District have indicated that they will be pursuing more efforts at raising awareness about all transfer degrees this year.

In addition to the changes to the curriculum, the students in the program continue to earn recognition for their excellent work from the Associated Collegiate Press and from the Journalism Association of Community. The following is a summary of accolades earned since last year.

The 2015 Associated Collegiate Press Awards:

Tami Shepherd – Finalist in the Associated Collegiate Press 2015 Photo Excellence in Feature Picture (Naked Magazine)
Jesus Mesina – Finalist in the ACP 2015 Design of the Year in the Illustration (The Express)

The final rankings of awards in these categories will be announced in late October 2015.

As set forth in more detail in the press release announcing the honors, the ACP contest pits LPC students against the best student journalists on the continent at both two-year and four-year college. This year's contest marks the fourth time since 2010 that Las Positas College student journalists have been honored in ACP's ultra-competitive annual contest of two-year and four-year schools.

The 2015 Journalism Association of Community Colleges Statewide Convention Awards:

Publication Competitions
First Place News Feature – Jessica Rhoades (Naked Magazine)
First Place Column Writing – Travis Danner (The Express)
Online General Excellence – The Express

On-the-spot Competitions
3rd Place Opinion Writing – Martin Gallegos
4th Place Feature Photo – Tami Shepherd
Honorable Mention Editorial Cartoon – Shelby Escott
Honorable Mention Opinion Writing – Kalama Hines
Honorable Mention Feature Photo – Brianna Guillory

Honorable Mention Feature Writing – Angelica Estacio
Honorable Mention Sports Photo – Tami Shepherd
The 2014 Journalism Association of Community Colleges NorCal Conference Awards:

Publication Competitions
Online General Excellence – The Express
1st Place Critical Review – Travis Danner
1st Place Student-designed Ad – Brianna Guillory
2nd Place Column Writing – Travis Danner, LPC's   Super Liberal
2nd Place Video Journalism – Aretha Welch
3rd Place Video Journalism – Shawn Winders
4th Place Infographic – Angelica Estacio and Bekka Wiedenmeyer

On-the-spot Competitions
1st Place Editorial Cartoon – Shelby Escott
1st Place News Photo – Tami Shepherd
3rd Place Opinion Writing – Will Tanner
Honorable Mention Copy Editing – Laura Cameron
Honorable Mention Copy Editing – Martin Gallegos

Finally, classes that support the college radio station are active again in 2015-16. They were canceled in 2014-15.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

As mentioned above, the Transfer Model Curriculum Degree, an AA in Journalism, has been approved by the state and most courses in the program have been recently revised.

Students in the program continue to produce excellent publications, to attend journalism conferences, and to receive recognition from outside entities, such as the Associated Collegiate Press and the Journalism Association of Community Colleges. Teaching, mentoring, and coordinating support student work. Last year, the students in the program published 20 issues of The Express, one issue of Naked Magazine, and one Literary Anthology. Both The Express and Radio Las Positas have active websites.

Faculty members in the program continue to collaborate with faculty in other programs, most notably English and Photography.

The lack of financial support for the program has been somewhat alleviated by increased advertising sales and continued funding for conferences from the CTE program.

In the area of human resources, the program has experienced growth as well. In summer 2015, Mass Communications 5 was offered, the first time in several years that a summer Mass Communications class was available to students. In addition, a new part-time radio adviser began teaching the radio classes in Fall 2015.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

The Mass Communications program has achieved most of its objectives, although writing and revising curriculum is an ongoing process. The primary obstacle to completing this work before now has been a lack of time. In addition, although financial resources have improved, that may change if the economy falters (impacting advertising and sponsorships in the publications) or the CTE-based funding ends.

D. What are your most important plans (either new or continuing) for next year?

Curriculum and SLOs:
As described in the most recent Program Planning Update, the plan for Mass Communications is to continue updating curriculum over the next few years, including any curriculum that the state targets. Student Learning Outcomes will be created or refined to fit with the new curriculum and will be assessed. Specific 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 a hybrid 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).

Advisory Board: The program will work with the CTE Program to ensure that Advisory Board Meetings are scheduled and that they provide relevant feedback and assistance for the programs.

Financial Resources: The program will continue to develop avenues for increasing finances, including advertising sales, sponsorships, and pursuit of grants and other college funding.

Classes and Human Resources: The program will continue to expand offerings to students as it did last year, aligning growth with College and District growth plans.

Excellence in Student Learning: The program will continue to provide students with opportunities to refine their skills, to complete, and to network with other student journalists and with industry professional through classes, degrees, conferences and possibly by developing a summer workshop.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16
- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

Yes. The Mass Communications plans connect to this year's planning priorities.

Curriculum and SLOs: These plans connect directly to the second and third planning priority, which prioritize curriculum development and maintenance and meaningful assessment and integration of SLOs.

Advisory Boards, Financial Resources, and Classes and Human Resources: All relate to the College Planning Priorities, although the connection may not be as direct. To clarify, as the College improves its processes, these goals become easier to achieve through better processes and better communication.

Excellence in Student Learning: This goal is what underlies the planning priorities and the Educational Master Plan. Processes, curriculum development, and SLOs should all have an impact on the departmental goal.

F. Instructional programs: Did your program meet its program-set standard for successful course completion? X yes _____ no

(This data can be found here: http://goo.gl/y9ZBmt)

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

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

Students have been impacted in the following ways:
1. Students have been able to take updated and expanded classes that provide more clear avenues to transfer and have been able to take summer classes for the first time in several years.
2. Students have benefitted from many guest speakers, field trips, and conferences.
3. Students have been able to explore different areas of mass communications, including newspaper production, website development, magazine production, book production, video production, and radio production.
4. Students are now able to transfer to Universities in the CSU system with a transfer degree.
5. Many students have achieved excellence in classes and have been recognized by outside entities for the quality of their work.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. **Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

Mass Communications 34, Magazine Publishing, includes the following SLO: "Student will contribute to the student magazine, Naked, with an increasing degree of proficiency, demonstrating professionalism, functional skills, teamwork, commitment to the organization, and completion of assigned stories and visuals in proper magazine style."

In Fall 2014, half of the 6 students registered in this course achieved the level of "mastery/excellence" for this SLO. Of the remaining three students, each achieved a different level, with one achieving "above average proficiency," one achieving "below average proficiency," and one achieving "no proficiency." Two other students assisted in the course, both enrolled in Independent Study Courses for lower unit values than the class, and both of those students were successful, with both achieving "mastery/excellence." Thus, overall, of the eight students enrolled in courses supporting the production of the magazine, the vast majority (75%) achieved success at the highest levels. Since the media production classes are essentially learning communities, where students function as a team to produce a high-quality publication, it is not surprising that students are generally successful in this course. The student-faculty ratio is low, which may also contribute to student success.

B. **Discuss assessment results that indicate a need for improvement.**

An assessment result that indicates a need for improvement is the Fall 2014 assessment of Mass Communications 31, Introduction to Media. Of the 72 students assessed, a statistically significant 20 students (or 27.8%) achieved "no proficiency" on the assessment linked to the following SLO: "Student will be able to critically analyze the negative and positive impacts of technology on society."

C. **Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

    Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

A review of the student records indicates that students who were enrolled and received the "no proficiency" result did not complete all assignments, especially the final paper, which is tied directly to the assessment. In order to at least partially address this concern, I have worked to streamline and simplify some of the earlier assignments and to align them more directly with the final paper. In addition, I question the desirability of offering two sections of the same class at this point in time. We did find students to fill both sections, but this class may not have been the first choice for many of the late-adding students, leading to less investment in the class.

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

We have made some changes in units and lab hours to align with the Transfer Model Curriculum and to better fit the work required in the following classes: MSCM 16A, 16B, 16C, 16D, 72, 19A, and 19B. A few unit changes (19B and 34) are planned. Although these changes are not based on assessment data, future SLO data is likely to be impacted by the changes.

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

This analysis was done in both prior Program Review Documents and has changed little since then. The trend noted was as follows:

"Students in the one exclusively online course in the Mass Communications program, Mass Communications 31, tended to 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."

Preliminary data analyzed since the last program review indicates even more likelihood of students earning "no proficiency," especially in the online course. However, it is noteworthy that the 2014-15 Academic Year marked the first time that four sections of Mass Communications 31 were offered. One theory is that this online class is attracting students from many other areas and possibly those who are just looking for a transfer course of any kind. For the Academic Year 2015-16, the program is back to offering one section of Mass Communications 31; in the future, we anticipate that we will be able to start to analyze the impact of multiple sections in a semester on student success.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?   YES ☐   NO x

If yes, please explain.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

   Examples might include (Your responses may vary.):
   - changing number of units/lab hours
   - changing pedagogy/curriculum
   - changing assessments
   - changing service hours
   - changing modes of service delivery

As indicated above, the curriculum changes to the program, all designed to improve student learning and to facilitate more effective teaching, relate to revising and creating curriculum. Student Learning Outcomes will be created or refined to fit with the new curriculum and will be assessed. As indicated above, the current plan for revision includes the following actions:

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 a hybrid 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).

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES ☐ NO ☒

   If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	No, but new curriculum will lead to new SLOs.

Estimated number of SAOs that will be written or revised:	

a. What courses or SAOs will your program assess during this academic year (2015-16)?

MSCM 3 Feature Writing
MSCM 5 Introduction to Mass Communications
MSCM 7 Introduction to Public Relations
MSCM 14 Writing and Photo Publication
MSCM 16A, 16B, 16C, and 16D Express College Newspaper
MSCM 17 Express Editorial Board
ENG/MSCM 19A and 19B Literary Magazine
MSCM 31 Introduction to Media
MSCM 32A and 32B Radio Production
MSCM 34 Magazine Publication
PHOTO/MSCM 72 Introduction to Photojournalism

b. Instructional programs only: 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 who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	3
Spring 2016	3