

PROGRAM REVIEW Fall 2017

Program: Mass Communications

Division: Arts & Humanities

Date: October 19, 2017

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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. 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 is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@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 13.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

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 (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

In 2016-17, the Mass Communications program continued to make changes and improvements to better serve students, especially in the area of curriculum development. The following is a brief summary of those changes, most of which are part of ongoing work in the program.

In 2016-17, the Mass Communications program:

- Focused on updating most of the curriculum in the program.
- Worked to refine the program scheduling and to continue to support and grow student media at the campus.
- Continued to earn recognition for excellent student work from the Journalism Association of Community Colleges, from the California Newspaper Publications Awards, and, in fall 2017, from the Associated Collegiate Press.

Curriculum

Since the last program update, the focus of the work in the program has been on curriculum. (We have also continued to work on Student Learning Outcomes, updating and refining them as needed.) The following list shows the curriculum created or changed in 2016-17 and that in process in 2017-18.

Fall 2016

Deactivated MSCM 49: Contemporary Studies: Selected Topics in Mass Communications

Spring 2017

- **Mass Communications: Journalism Certificate of Achievement** (Effective: Spring 2018)
- **MSCM 2: Journalism: Investigative News** (3 Units- 3 Units Lecture, Start Date: Spring 2018)
- **MSCM 3: Magazine & Feature Writing** (3 Units- 3 Units Lecture, Start Date: Spring 2018)
- **MSCM 14: Writing and Photo Publication** (1 Unit- 1 Unit Lab, Start Date: Spring 2018)
- **MSCM 29: Independent Study, Mass Comm** (.5- 2 Units- .5- 2 Units Lab, Start Date: Spring 2018)
- **MSCM 31: Introduction to Media** (3 Units- 3 Units Lecture, Start Date: Spring 2018)
- **MSCM 72: Introduction to Photojournalism** (3 Units- 1.5 Units Lecture, 1.5 Units Lab, Start Date: Spring 2018)

Fall 2017:

- **MSCM 1: Introduction to Reporting and Newswriting** (3 Units, 3 Units Lecture, Start Date: Fall 2018)

- **MSCM 7: Introduction to Public Relations** (3 Units, 3 Units Lecture, Start Date: Fall 2018)
- **MSCM 33A: Introduction to Television Studio Operations** (3 Units, 2 Units Lecture, 1 Unit Lab, Start Date: Fall 2018)
- **MSCM 33B: Intermediate Television Studio Operations** (3 Units, 2 Units Lecture, 1 Unit Lab, Start Date: Fall 2018)

In Process/Completed Draft Fall 2017:

- **ENG and MSCM 19A: Las Positas Literary Anthology A**
- **ENG and MSCM 19B: Las Positas Literary Anthology B**
- **MSCM 34A: Naked Magazine: College Magazine A**
- **MSCM 34B: Naked Magazine: College Magazine B**
- **MSCM 7: Introduction to Public Relations**

In Process/Planned 2017-18:

- **MSCM 32A: Radio Las Positas: Radio Production A**
- **MSCM 32B: Radio Las Positas: Radio Production B**
- **MSCM 32C: Radio Las Positas: Radio Production C** (new course)
- **MSCM 32D: Radio Las Positas: Radio Production D** (new course)
- **MSCM 35 Multimedia Reporting**
- **AA in Mass Communications**
- **Transfer Degree in Journalism**
- **Career Certificate in Mass Communications: Radio**
- **Liberal Arts and Sciences AA in Language Arts** (collaboration)

In 2018-19, the plan is to update the newspaper courses in the program, Mass Communications 16A, 16B, 16C, 16D, and 17, adding a hybrid component to the leveled courses.

Refining the Program

As noted in the 2015-16 Program Review, during the 2015-16 academic year, the schedule was adjusted so that Introduction to Mass Communications (MSCM 5) replaced Introduction to Media (MSCM 31) in the schedule for Fall 2016. This change was made to increase opportunities to access the program and to help maintain a balance in the program between the larger survey classes and the smaller, more specialized student media classes, which are less likely to fill but are essential to students who will eventually become media professionals since clips and samples of student work are usually required by potential employers.

Based on a review of the data generated by the Office of Institutional Planning, this approach may have been successful, at least in the short-term. In Fall 2016 and Spring 2017, the Mass Communications Program continued to show increases in productivity and fill rates, as set forth in the charts below, which have been reproduced from the Office of Institutional Planning report for Mass Communication. Other potential factors include the focus on transfer, the new transfer degree, and the reintroduction of Radio Las Positas

Productivity

Productivity in Fall from 2012 to 2016 (WSCH/FTEF)	367.1	232.7	205.4	228.2	270.4
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Productivity in Spring from 2013 to 2017 (WSCH/FTEF)	352.6	270.0	299.1	305.6	343.6
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Fill Rate

Fill Rate in Fall from 2012 to 2016	70%	52%	55%	42%	60%
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Fill Rate in Spring from 2013 to 2017	74%	59%	47%	50%	80%
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Although the first year in each series reflects relatively high fill rates and productivity, the trend is generally upward from then, showing that efforts to refine course schedules in the wake of a statewide emphasis on transfer but with renewed resources for CTE, have been effective. One potential conclusion is that even minor changes can have a positive impact on course enrollments.

It is noteworthy that both the Success Rate and the Completion Rate are higher for Mass Communications than the overall average for the school. While the Success Rate for LPC is around 70, in Mass Communications that number is in the mid-80s. The Completion Rate is also higher in Mass Communications by 7 to 9 points. In short, students tend to successfully complete Mass Communications classes.

In addition to scheduling and curriculum, the past few years have seen increased support for the program through grants and equipment funding, which have generally allowed the student media to thrive and evolve, especially as technology is changing. CTE grants helped the program to ensure that institutional memberships stayed current, that students could attend journalism conferences, that historical archives were maintained, that students work with state-of-the-art equipment, and the media evolve visually and in online forums. The increased support has also helped the program to facilitate events such as the Spring 2017 book-signing event featuring best-selling author and Mass Communications instructor Marcus Thompson.

Journalism Awards 2016-2017

The student journalists at Las Positas College have continued to earn recognition for excellent student work from the Journalism Association of Community Colleges and from the Associated Collegiate Press. The CTE Program has been able to provide some funding for conferences, despite concerns expressed in the 2015-16 Program Review.

The following are press releases distributed following the two journalism conferences that journalists from LPC attended in 2016-17. Also included is information about recognition for student work from the California Newspaper Publisher Association in Sprung 2017 and the Associated Collegiate Press in Fall 2017. Mass Communications faculty and students consider the conferences and contests to be vital to the program.

Press Release: The 2017 Journalism Association of Community Colleges Statewide Convention

April 4, 2017

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

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

Mass Communications Program Press Release

Naked, the provocative student magazine of Las Positas College, earned highest honors – the award of General Excellence – at the Journalism Association of Community Colleges' Convention last week.

The three-day annual convention, held this year in Sacramento from March 30 to April 1, included about 400 students from community colleges across the state. Las Positas College sent a delegation of 10 to the convention.

In addition to the General Excellence award, two of the magazine staff members earned individual awards for their work on *Naked*. Editor-in-chief Courtney earned 4th place for an illustration that accompanied her feature story, "Claws at my Neck: A PTSD Story." *Naked* Design Editor Brianna Guillory earned honorable mention for an advertisement for *The Express* that ran in the magazine.

Other student journalists from the college received recognition for excellent work as well, including two awards for "On-the-spot" contests at the convention. A complete list of the awards follows.

Greg Buckley, 4th Place for On-the-spot Opinion Writing
Courtney Metz, Honorable Mention for On-the-spot Editorial Cartoon

Eric Pineda, Honorable Mention for Feature Story: "It's a Long Road Out to Recovery from Here"
Chris Hartwell, Honorable Mention for Editorial: "We Need to Listen to Each Other"
Brianna Guillory, 4th Place for Critical Review: "'Civil War': Hero vs. Hero Done Right"
C.J. Peterson and Jennifer Snook, Honorable Mention for Inside Page Layout

Brianna Guillory, Honorable Mention for Student-designed Ad
Courtney Metz, 4th Place for Magazine Illustration
Naked Magazine, General Excellence

Press Release: The 2016 Journalism Association of Community Colleges NorCal Conference

October 19, 2016

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 16 awards at the NorCal Conference for the Journalism Association of Community Colleges on Oct. 15. The awards covered the spectrum of student journalism – writing, design, photography, videography, and illustration.

Students who have served as editor-in-chief of *The Express* or *Naked Magazine* were especially likely to win awards for their work.

The *Express* editors-in-chief who earned awards are fall 2016 EIC C.J. Peterson, spring 2016 EIC Mitchell Mylius (three awards), fall 2015 EIC Brianna Guillory (three awards), spring 2015 EIC Kalama Hines, and Ian Jones, who served as EIC both in the 1990s and the early 2000s and is currently copy editor. Current sports and news editor Carleen Surrena also earned two awards.

The *Naked Magazine* editors-in-chief who earned awards are fall 2015 EIC Tami Shepherd (three awards) and fall 2016 EIC Courtney Metz.

The LPC delegation of 13, including staff from both *Naked* magazine and *The Express*, attended workshops,

networked with representatives from four-year colleges and industry professionals, and entered competitions throughout the day. The conference, which was held at Los Medanos College in Pittsburg, included about 200 delegates.

A complete list of LPC awards and photos of some of the student journalists follow. (Photos not included.)

Publication Awards

4th Place News Story: Mitchell Mylius

4th Place Feature Story: Mitchell Mylius

Honorable Mention Profile Feature Story: Carleen Surrena

4th Place Column: Ian Jones

3rd Place Critical Review: Martin Gallegos

2nd Place Sports Game Story: C.J. Peterson

3rd Place Inside Page Layout: Brianna Guillory, Kalama Hines, and Tami Shepherd

4th Place Photo Illustration: Brianna Guillory and Tami Shepherd

1st Place Photo Illustration: Mitchell Mylius

4th Place Feature Photo: Tami Shepherd

3rd Place Sport Feature Photo: Tami Shepherd

4th Place Video Journalism: Kirk Sylvester

4th Place Webcast/Broadcast News: Carleen Surrena and Mitchell Mylius

On-the-Spot Awards

2nd Place Opinion Story: Christopher Hartwell

Honorable Mention Editorial Cartoon: Brianna Guillory

2nd Place Editorial Cartoon: Courtney Metz

Press Release: The 2017 California Newspaper Publications Association Awards

August 24, 2017

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

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

Mass Communications Program Press Release

Three student journalists were recently honored by the California Newspaper Publications Association for their work during the 2016-17 academic year.

Ian Jones earned 2nd Place for his ongoing column in *The Express*, "[That's How I Roll.](#)" Jones describes his column as "answering the questions about disability people didn't know they had."

Express Production Editor Jennifer and Staff Writer Jeremy Julian shared an honorable mention award for a series of photo illustrations that accompanied Julian's review, "'Watch-Dogs 2' Faithfully Recreates the Bay Area in Videogame Form." The story and photo illustrations are below. (not included)

Jennifer Snook and Ian Jones are pictured with their awards. Jeremy Julian has transferred to San Francisco State University. (Photo not included.)

Press Release: Fall 2017 Associated Collegiate Press Finalist

September 28, 2017

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

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

Mass Communications Program Press Release

LIVERMORE—A Las Positas College graduate is a finalist in an international contest honoring the best student journalism in the United States and Canada.

Brianna Guillory was named a finalist in the Associated Collegiate Press 2017 Advertising Awards in the Display Ad category for the ad below. Guillory served as Design Editor of “Naked” in 2016 and was editor-in-chief of “The Express” in fall 2015. Her advertisement ran in the 11th edition of “Naked,” published in early 2017.

Guillory said that the recognition helped confirm her career path.

“An ACP award is one of the highest honors you can receive as a student journalist. This is definitely a confidence booster for me and helps validate the direction I am going for my education and career. I also love that this, once again, puts LPC’s mass communications department on the map,” Guillory said.

Guillory is currently majoring in journalism at San Francisco State University. She is a resident of Tracy, Calif.

The ACP contests pit LPC students against the best student journalists on the continent at both two-year and four-year colleges. ACP has over 650 member publications.

In the Display Ad category, Guillory is up against designers from U.C. Berkeley, the University of Michigan, Metropolitan State University, Savannah College of Art and Design, University of Hawaii at Manoa, Columbia College Chicago, Missouri State University, Madison Area Technical College, Mount Mary University, University of Alabama, California State University Chico, California Polytechnic State University, University of Miami, Georgia State University, University of Texas at Arlington, and Eastfield College.

One of Guillory’s advisers, Marcus Thompson II, praised Guillory’s work. “The media students at LPC typically do exemplary work. If anyone deserves special recognition such as this – and indeed this is special – it is Brianna. She is without a doubt a flag bearer for the greatness of our program,” said Thompson, who has co-advised all eleven issues of “Naked.”

This year’s contest marks the fifth 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.

Guillory will learn if her award places following the ACP convention in October. She is the latest LPC student to be recognized by ACP, but Guillory knows first-hand the value of the award.

In 2015, Jesus Mesina, who is Guillory’s husband, won fourth place from ACP for an illustration.

Also in 2015, “Naked” photographer and editor Tami Shepherd won second place from ACP for best feature picture.

In 2013, LPExpressNews.com was a finalist in the Online Pacemaker contest and sixth place best in show at the ACP Convention in New Orleans.

Former “Naked Magazine” writer and editor Brenda Cruz was recognized twice by ACP. In 2010, she won third place for best feature story and in 2012 finished second for Reporter of the Year.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2016).

<p>Curriculum: During the past two years, much of the curriculum in the program has been reviewed, updated, and, in some cases, leveled. This is discussed in more detail below in other sections.</p> <p>Facilities: Radio Las Positas moved from a faculty office space to a recording space in Summer 2017. Although the new room is smaller, it has better acoustics and sound-proofing. In addition, the program has benefited from additional equipment as a result of CTE grants and the Resource Allocation process, including new cameras and supplies for student media.</p> <p>Financial/Budgetary: CTE grants have given the program additional resources that have allowed for improvements to the program. For example, in 2016-17, The Express was able to archive all electronic newspaper files. In 2017-18, both Radio Las Positas and print media have asked for and been granted funds to allow for equipment improvements. In addition, Mass Communications has 2017-18 CTE funding to attend conferences, renew memberships, redesign the print version of The Express, update The Express website and add the newly created archives and Naked content to the website, print in color, and begin producing video newscasts.</p> <p>Professional Development: CTE grants and Professional Development grants have provided funding for professional development in the program, including attendance at the Journalism Association of Community Colleges twice-yearly conferences. The program coordinator also attended an LPC Teaching Institute in Spring 2017. Finally, the program coordinator and a part-time faculty member are scheduled to present at the Fall 2017 Flex Day on the topic “Understanding the Student Press.”</p> <p>SLO/SAO Process: Faculty in the Mass Communications program have updated and improved SLO during the past year. Course Outcomes were also integrated in 2016-17.</p>	<p>Mark an X next to each area that is addressed in your response.</p>																												
	<p>Definitions of terms: https://goo.gl/23jrxt</p>																												
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C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p>The following details plans from prior Program Reviews and updates their status.</p>	<p>Mark an X next to each area that is addressed in your response.</p>
	<p>Definitions of terms: https://goo.gl/23jrxt</p>

<p>Curriculum and SLOs:</p> <p>Mass Communications has continued updating curriculum. Student Learning Outcomes are refined instructors when the classes are taught. They are be assessed and mapped to Institutional Outcomes.</p> <p>As set forth in more detail in other areas, most of the curriculum in the program has been updated in the past few years.</p> <p>Specific plans not yet completed include the following:</p> <ul style="list-style-type: none"> Update the newspaper classes (MSCM 16A, 16B, 16C, and 16D) to include a hybrid online component. <p>Financial Resources: The program has continued to develop avenues for increasing finances, including increasing advertising sales, sponsorships, fundraising, grants, and pursuit of other college funding.</p> <p>Classes, Community Outreach, and Human Resources: The program has continued to expand offerings to students as it has in the past, aligning growth with College and District growth plans. There were no new offerings for Fall 2016 and Spring 2017, although additional General Education Summer classes were offered in 2015 and 2016, and those continued in 2017. In addition, a Community Education video production class was offered in Summer 2017, contributing to community outreach. Faculty also participated in outreach events on campus.</p> <p>Excellence in Student Learning: The program has continued to provide student with opportunities to refine their skills, to learn about the role of media in society, to attend conferences, and to earn degrees and certificates in Mass Communications.</p> <p>New Plans</p> <p>Space: With the new Measure A allowing for expansion of College facilities, the Mass Communications program has proposed that Mass Communications needs to relocate the Media Lab in the new building so that all related Mass Communications classes are in the same area and close to other related programs such as Photography, Visual Communications, and Music. In addition, the program needs a dedicated recording studio, a radio station, a video production area, and an adjacent classroom, if it is to continue to thrive.</p> <p>The Mass Communications program currently offers an AA Degree, a transfer degree, a journalism certificate, and a radio certificate. If the program is to grow, students need more space to complete the</p>	<table border="1"> <tr><td>X</td><td>Community Partnerships/Outreach</td></tr> <tr><td>X</td><td>Curriculum*</td></tr> <tr><td>X</td><td>Enrollment Management</td></tr> <tr><td></td><td>External Factors</td></tr> <tr><td>X</td><td>Facilities,** Supplies and Equipment (Including Software)</td></tr> <tr><td>X</td><td>Financial/Budgetary</td></tr> <tr><td>X</td><td>Human Resources</td></tr> <tr><td></td><td>Learning Support</td></tr> <tr><td></td><td>LPC Planning Priorities https://goo.gl/LU99m1</td></tr> <tr><td>X</td><td>Pedagogy</td></tr> <tr><td></td><td>Professional Development</td></tr> <tr><td>X</td><td>Services to Students</td></tr> <tr><td>X</td><td>SLO/SAO Process</td></tr> <tr><td>X</td><td>Technology Use</td></tr> <tr><td colspan="2">*Curriculum will also be addressed in Part 2 (Curriculum Review).</td></tr> <tr><td colspan="2">**Facilities will also be addressed in Question H.</td></tr> </table>	X	Community Partnerships/Outreach	X	Curriculum*	X	Enrollment Management		External Factors	X	Facilities,** Supplies and Equipment (Including Software)	X	Financial/Budgetary	X	Human Resources		Learning Support		LPC Planning Priorities https://goo.gl/LU99m1	X	Pedagogy		Professional Development	X	Services to Students	X	SLO/SAO Process	X	Technology Use	*Curriculum will also be addressed in Part 2 (Curriculum Review).		**Facilities will also be addressed in Question H.	
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<p>work necessary to achieve proficiency so that they can transfer or seek employment. LPC's Music program is seeking new facilities for music recording and audio production. Such facilities might be shared with the Radio Production courses if there is dedicated space for Music Technology.</p> <p>Equipment: The program will continue to seek funding through the Instruction Equipment request process and other campus processes if any emerge. Last year, both Radio Las Positas and the Media Lab requested new equipment for student use, including cameras and studio equipment.</p> <p>Archives: In Spring 2016, the program applied for and was awarded a \$6000 CTE grant to archive <i>The Express</i> and <i>Naked</i> in 2016-17. The includes has largely been completed, although the program is creating a new website for The Express and will integrate archives into the website after it is created. The work completed included creating PDFs of 264 issues of <i>The Express</i>, from Fall 2003 through Spring 2016, and of all 10 issues of <i>Naked</i>, from fall 2007 through spring 2016, ensuring that all links and content transfer from InDesign and Quark files to PDF files correctly.</p>	
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>One of the most significant events that occurred during the 2016-17 academic year was the April 12, 2017, book-signing event, which was coordinated almost entirely by students. The event celebrated the release of <i>Golden: The Miraculous Rise of Steph Curry</i> by Marcus Thompson II.</p> <p>Thompson has worked at Las Positas College for 10 years, both as Business Manager for The Express and as a faculty member teaching classes such as Magazine Production, Feature Writing, and Introduction to Mass Communications. At the same time, Thompson has continued to work as a sports journalist for the Bay Area News Group, in assignments ranging from sports beat writer to columnist, with a focus on basketball, especially the Golden State Warriors. Thompson is a dynamic, engaged, and entertaining teacher, who sets very high standards for students. He is collaborative, working with all in the Mass Communications program and providing additional opportunities for students to learn about journalism and public relations.</p> <p>When Thompson's book came out in spring 2017, he worked with students and faculty to host a book-signing party at Las Positas College. The book has become a best seller and was recently released in paperback. Working with the Mass Communication</p>	<p>Mark an X next to each area that is addressed in your response.</p>		
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<p>faculty coordinator, the students organized a successful, well-attended event, featuring a question and answer session with Thompson, a book signing, goody bags containing Golden State Warriors’ swag, refreshments, and book sales. At one point, a line of those wanted their books signed snaked around the room. Faculty and students “worked the line,” making sure everyone knew about the free lunches (donations accepted) and goody bags.</p> <p>On all metrics, the event was a success: The room was full, Thompson was entertaining, the books and goody bags sold, and most importantly, the students learned how to host a successful event celebrating good journalism. Former students were also involved in the production of the book itself, with one SFSU student providing the author photograph, another taking photographs used inside the books, and a third serving as proofreader.</p> <p>As Thompson’s success has increased, he has only redoubled his efforts at the college, providing mentoring for students in the program, feedback for student writers, and job opportunities for those who are pursuing journalism. The program continues to benefit from this relationship.</p>		SLO/SAO Process
		Technology Use
		*Curriculum will also be addressed in Part 2 (Curriculum Review).
		**Facilities will also be addressed in Question H.

E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>The major obstacles impacting the program are the same as identified last year: lack of resources, specifically, time, money, facilities, and equipment. There have been some improvements, as noted below.</p> <p>Time: For the past two years, a major obstacle identified has been a lack of time, a particular problem for a program with one full-time faculty, two part-time faculty, and two certificates and two degrees. It should also be noted that time becomes more of an issue when other obligations—such as the coordinator serving as Academic Senate President and one of the part-time faculty members launching a best-seller—arise.</p> <p>Money: Two years ago, <i>The Express</i> has lost national its national advertising service. Some advertisers have returned, and additional efforts to raise money (such as the book-signing event) have been somewhat successful. In addition, CTE has provided additional funding for memberships, conferences, and even color publishing. This obstacle has become less of a factor because of CTE grants.</p> <p>Space: Another ongoing obstacle is a lack of dedicated space for Mass Communications on campus, an obstacle that is felt most acutely by Radio Las Positas. Over summer 2017, Radio Las Positas moved from a faculty office to recording room. Although this move improved the acoustics of the radio station, it is smaller, allowing</p>		Mark an X next to each area that is addressed in your response.
		Definitions of terms: https://goo.gl/23jrxt
		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors
	X	Facilities,** Supplies and Equipment (Including Software)
	X	Financial/Budgetary
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		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
	SLO/SAO Process	
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<p>less space for the station to grow. Past Program Reviews have highlighted this concern as well. With Measure A funding allowing for expansion of College facilities in the future, developing plans for dedicated space and facilities for Radio Las Positas is important, ideally in conjunction with a new Media Lab. These concerns have been raised in the planning related to Measure A funds.</p> <p>Equipment: The need for new equipment is ongoing. This obstacle is less than it has been in the past thanks to Instructional Equipment grants and CTE funding to cover such necessary items for radio and news production as headphones, cameras, and audio equipment.</p>	<p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p> <p>**Facilities will also be addressed in Question H.</p>
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>Ongoing Plans</p> <p>The Mass Communications program’s most important plans build on the plans identified the last two years.</p> <p>Curriculum and SLOs:</p> <p>Mass Communications continues to update curriculum on an ongoing basis with a significant number of course outlines revised or created since Fall 2016 with ensuing changes to degrees and certificates coming soon. Once all curriculum has been updated, the plan is to make the curriculum process more cyclical, with newspaper classes being revised one year, magazine and radio classes revised the following year, and all other courses in the program revised during the third year Student Learning Outcomes will continue to be created or refined to fit with the new curriculum, will be assessed, and will be mapped to Institutional Outcomes. Specific plans not yet completed include the following:</p> <ul style="list-style-type: none"> • Update the newspaper classes (MSCM 16A, 16B, 16C, and 16D) to include a hybrid online component. • Increase Mass Communications/English 19B, Literary Anthology B to three units and make it parallel to Mass Communications/English 19A, Literary Anthology A. • Rewrite Radio Production classes (MSCM 32A and 32B) and add 32C and 32D. <p>Financial Resources: The program will continue to develop avenues for increasing finances, including increasing advertising sales, sponsorships, fundraising, grants, and pursuit of other college funding.</p> <p>Classes and Human Resources: The program will continue to expand offerings to students as it has in the past, aligning growth with College and District growth plans. The growth in program</p>	<p>Mark an X next to each area that is addressed in your response.</p> <p>Definitions of terms: https://goo.gl/23jrxt</p> <table border="1" data-bbox="993 882 1409 1575"> <tr><td></td><td>Community Partnerships/Outreach</td></tr> <tr><td>X</td><td>Curriculum*</td></tr> <tr><td></td><td>Enrollment Management</td></tr> <tr><td></td><td>External Factors</td></tr> <tr><td></td><td>Facilities,** Supplies and Equipment (Including Software)</td></tr> <tr><td>X</td><td>Financial/Budgetary</td></tr> <tr><td>X</td><td>Human Resources</td></tr> <tr><td></td><td>Learning Support</td></tr> <tr><td></td><td>LPC Planning Priorities https://goo.gl/LU99m1</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td></td><td>Professional Development</td></tr> <tr><td></td><td>Services to Students</td></tr> <tr><td>X</td><td>SLO/SAO Process</td></tr> <tr><td></td><td>Technology Use</td></tr> </table> <p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p> <p>**Facilities will also be addressed in Question H.</p>		Community Partnerships/Outreach	X	Curriculum*		Enrollment Management		External Factors		Facilities,** Supplies and Equipment (Including Software)	X	Financial/Budgetary	X	Human Resources		Learning Support		LPC Planning Priorities https://goo.gl/LU99m1		Pedagogy		Professional Development		Services to Students	X	SLO/SAO Process		Technology Use
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offerings has largely occurred with the addition of General Education Summer classes, with one offered in Summer 2015 and two offered in Summer 2016. In Fall 2018, most new curriculum will be in use. The plan for any growth is the program is initially for adding an additional section of Mass Communications 31, Introduction to Media, in Fall 2018.

Excellence in Student Learning: The program has continued to provide student with opportunities to refine their skills, to learn about the role of media in society, to attend conferences, and to earn degrees and certificates in Mass Communications. Many students have transferred successfully, many are working as journalists, and many are still in touch with the program.

New Plans

Space: With the new Measure A allowing for expansion of College facilities, the Mass Communications program will propose that a Radio Station should be included in the plans for new building and given better dedicated space and facilities. Specifically, Mass Communications needs a dedicated recording studio, a radio station, a video production area, and an adjacent classroom if it is to improve. Such planning might also include relocation of the Media Lab in the new building so that all related Mass Communications classes are in the same area and close to other related programs such as Photography, Visual Communications, and Music. The Mass Communications program currently offers an AA Degree, a transfer degree, a journalism certificate, and a radio certificate. If the program is to grow, students need more space to complete the work necessary to achieve proficiency so that they can transfer or seek employment. LPC's Music program is seeking new facilities for music recording and audio production. Such facilities might be shared with the Radio Production courses if there is dedicated space for Music Technology.

Equipment: The program will seek funding through the Instruction Equipment request process and other campus processes if any emerge.

Archives: In Spring 2016, the program applied for and was awarded a \$6000 CTE grant to archive *The Express* and *Naked* in 2016-17. The archiving work (involving 264 issues of *The Express* and 10 issues of *Naked*) has been largely completed. In Spring 2017, the program applied for and was awarded a CTE grant for creation of a new website for *The Express*. Once the new website is completed, the archives will be incorporated.

Video: Ongoing efforts are occurring to include video in all media outlets, especially *The Express* and *Radio Las Positas*.

<p>Improvements to The Express: This year, in addition to updating The Express website, a redesign of the print version of The Express is planned and publishing in color. All of this has been funded by CTE, and the impact on the program and the media outlets has been positive.</p> <p>Equipment Projects for Radio Las Positas and The Express: Both media outlets requested funding to manage existing equipment, maintain the equipment, and replace it as necessary.</p>	
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G. 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).

<p>As set forth in more detail above, additional facilities for the student media outlets, including labs, studios, and classroom space, are part of the long-term plan for the department.</p>	<p>Mark an X next to each area that is addressed in your response.</p>		
	<p>Definitions of terms: https://goo.gl/23jrxt</p>		
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	Technology Use		
<p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p>			
<p>**Facilities will also be addressed in Question H.</p>			

H. Do you have any facilities needs that are currently unmet? If yes, please describe.

This is set forth in more detail in the preceding sections. Facility needs are partially met.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

The Mass Communications Program:

- Is **inclusive**, featuring online, hybrid, and face-to-face classes to meet a variety of student needs. In particular, student media cover the campus from multiple perspectives. It is noteworthy that the student media include diverse voices and have been recognized for some of that diversity. (Ian Jones’ column, “That’s How I Roll” has won awards both from JACC and CNPA.)
- Is **learning-centered**, with an emphasis on “real world learning” afforded by the student media outlets, which are complementary to the survey and skill classes.
- **Provides educational opportunities and support** in the classroom and beyond, especially through the student media. Members of the student media often attend, cover, or participate in on-campus events. Journalism students attend at least two conferences per year.
- Offers students classes to meet student **goals**, including a Career Certificate in Mass Communications: Radio, a Certificate of Achievement in Mass Communications: Journalism, an AA degree in Mass Communications, and a transfer degree in Journalism. Institutional research shows that transfer is a particular strength of the LPC Mass Communications program.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? X yes no

(This data can be found here: <https://goo.gl/b59nCy>)

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

Not applicable.

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Mass Communications
Text of the CSLO, SAO, or PSLO: 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:

The analysis is based upon a comparison of data between two sections of Mass Communications 31, one offered in Spring 2016 and one offered in Spring 2017. The question considered is whether student success would be impacted by using a refined rubric for the final paper, focused more on simple, defined outcomes.

Here are the results to be compared:

SLO Performance

SLO	Mastery	Above Average	Average	Below Average	No Demonstrated Achievement
Spring 2016	19 (53%)	14 (38%)	0 (0%)	2 (6%)	1 (3%)
Spring 2017	16 (35%)	21(47%)	4(9%)	0 (0%)	4 (9%)

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

The most significant change relates to whether a student achieved “Mastery” or “Above Average” performance on the SLO. Although one section and one SLO create a very small sample size, it may be statistically significant that 18% fewer students achieved “Mastery” using the new rubric. The new rubric was more simple and streamlined than the prior rubric. The prior rubric included “General Criteria,” which related to whether the paper was informative and convincing, and “Specific Criteria,” which included relevance to the topic, organization, development, relationship to a student’s life, citations, and grammar.

The new rubric reads as follows:

Final Paper Rubric

Criteria: Each Worth 20 points
Is the paper informative and convincing? Is it relevant to the topic?
Is the information organized in a logical manner with a clear thesis and topic sentences? Are a few important main points included?
Is the topic thoroughly developed with specific examples and explanations?
Are citations included in the text and in a Works Cited section? Is attribution always clear?
Are there any grammar errors?
Total Points: 100.0

My sense is that the changed rubric, directly linked to the course SLO, more accurately reflects student achievement in the area because of the ease of use of the new rubric. Although not as many students achieved the highest level, the achievement levels were still positive. I intend to use the new rubric in the future.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

The following factors may have contributed to the change in student achievement:

- The new rubric: Impact on students
- The new rubric: Impact on instructor
- The use of Canvas

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: Mass Communications
Text of CSLO/ PSLO /SAO: Journalism - AA-T The program will help students to develop a broad understanding of the principles, roles, techniques, and effects of media in society. The program will help students to gain experience in production of the student media. The program will students prepare for careers in media and related fields.
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. I would like to assess the requirements for transfer in the transfer degree. My hypothesis is that more media classes are needed to fully prepare students for transfer in journalism. I am specifically interested in the SLOs for Mass Communications 16B, which are as follows: <ul style="list-style-type: none">• In Mass Communications 16B, Express College Newspaper B, the student will recognize, acquire, produce, and distribute content for the weekly college newspaper, The Express, demonstrating intermediate-level understanding of standards of journalism and design and increased understanding of online distribution.• Upon completion of Mass Communications 16B, the student should be able to critique The Express, demonstrating intermediate-level understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing. My concern is that with the recent focus on transfer, I need to either require more courses in hands-on journalism in the transfer degree or change the content of Mass Communications 16B to make it even more rigorous.

**Section Two: 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.

Yes. I have already started the process of updating. Here is a list of the courses on the list that have been updated so far:

MSCM 1 Introduction to Reporting and Newswriting: Updated Fall 2017 (pending CC approval)
MSCM 2 Journalism: Investigative News: Updated Spring 2017 (not entered into CurricUNET yet)
MSCM 3 Magazine & Feature Writing: Updated Spring 2017 (not entered into CurricUNET yet)
MSCM 5 Introduction to Mass Communications: Updated Spring 2016 (not entered into CurricUNET yet)
MSCM 7: Introduction to Public Relations: Updated Fall 2017 (pending CC approval)
MSCM 14 Writing and Photo Publication: Updated Spring 2017 (not entered into CurricUNET yet)
MSCM 17: Express Editorial Board: Updated Spring 2016 (not entered into CurricUNET yet)
MSCM 31 Introduction to Media: Updated Spring 2017 (not entered into CurricUNET yet)
MSCM 33A Introduction to Television Studio Operation: Updated Fall 2017 (pending CC approval)
MSCM 33B Intermediate Television Studio Operation: Updated Fall 2017 (pending CC approval)
MSCM 34 (now A) Naked College Magazine: Updated Fall 2017 (pending CC approval)
MSCM 34 (now B) Naked College Magazine: Created Fall 2017 (pending CC approval)
MSCM 72 Introduction to Photojournalism: Updated Spring 2017 (not entered into CurricUNET yet)

Thus, the only course on the CurricUNET list that hasn't been updated is MSCM 35, Multimedia Reporting. I will update that course this year. In addition, I am working with the English Department to revise and update MSCM/English 19A and 19B. Finally, I plan to update all radio courses and add two additional levels (C and D).

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.

Based on the extensive updates and changes to curriculum during the past few years, the following are in need of updating:
AA in Mass Communications: Update to include revised magazine and anthology curriculum.
Certificate of Achievement in Mass Communications: Journalism: Update to include revised magazine and anthology curriculum.
I will also review and the AA-T and the Career Certificate if necessary.

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.

Not applicable.

**Section Three: 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 not represent unnecessary duplication of other training programs 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 Centers of Excellence Community College Consortia (COECCC) data projects **615 annual Mass Communication job openings** between 2015-2018. The COECCC data reports a total of **43 Mass Communication completers per year** from 2012 to 2016, **yielding a demand of 572 openings per year of the combined occupations** (SOC Codes). It is important to note that this demand 572 openings require a Bachelor's Degree or higher. Geographic Coverage: SF Bay Area.

(Source: Data compiled by and used with the permission of the Centers of Excellence Community College Consortia. More information available at www.COECCC.net.)

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

Yes. The Mass Communications Advisory Board met on April 25, 2017. There were no explicit recommendations, although the Advisory Board encouraged a focus on writing and the use of social media, both of which occur in the program and both of which will continue to be emphasized as new curriculum is developed.

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?

Base Year: 2015-2016

Enrollments: LPC 124; East Bay 124; Entire Bay Area 124; State 174. LPC's enrollments exceed the East Bay and Entire Bay Area however not the State. To increase enrollments, we are using CTE subgrants to increase the visibility of campus media through improving the newspaper website, increasing the use of video on student media websites, and using color in the print publication. We will also ask to offer an additional section of one of the survey classes in fall 2018 since it often serves as a threshold to the rest of the program.

LPC Completions: LPC 0; East Bay 2; Entire Bay Area 2; State 5. LPC's completions do not exceed the East Bay, Entire Bay Area and State. To increase completions, faculty will encourage students to complete paperwork to earn their certification/degree; faculty will encourage Student Services to effectively implement DegreeWorks; and, will work with students to make sure that they know they can get a degree or

a certificate before they transfer. LPC Transfer: LPC 17; East Bay 9; Entire Bay Area 9; State 10. LPC's transfer rates exceed the East Bay, Entire Bay Area, and State. This is viewed as a strength; it is also consistent with the College's culture and mission.

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?

Data is not available via Launchboard at this time.

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?

Base Year: 2014-2015

Students employed in the Fourth fiscal quarter: LPC 63%; East Bay 18%; Entire Bay Area 29%; State 53%. LPC's employment rates exceed the East Bay, Entire Bay Area, and State.

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?

Base Year: 2014-2015

Increased Earnings: LPC \$5144; East Bay \$4613; Entire Bay Area \$4844; State \$4370. LPC's increase in student earnings exceeds the East Bay, Entire Bay Area and State. Median Change in Earnings: LPC 22%; East Bay 14%; Entire Bay Area 39%; State 69%. LPC's median change in students' earnings exceeds the East Bay however not the Entire Bay Area and State. To increase students earnings, the following program improvements may be made: recruitment of higher paying employers, advocating for paid internships, and discussing strategies for improvement with the advisory board.