Program: Mass Communications

Division: Arts and Humanities

Date: October 3, 2016

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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.

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

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

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 "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 10, 2016.*

4) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.*

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 (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (http://goo.gl/jU2yIZ)

> In 2015-16, the Mass Communications program continued to make changes and improvements to better serve students. The following is a brief summary of those changes, most of which are part of ongoing work in the program.

In 2015-16, the Mass Communications program:
- Updated and improved Student Learning Outcomes and curriculum.
- Refined the schedule to better meet the demand for the two popular general education Mass Communications classes.
- Worked to support Radio Las Positas as it returned after a year-long hiatus.
- Increased collaboration with other programs.
- Continued to earn recognition for excellent student work from the Journalism Association of Community Colleges.

SLOs and Curriculum

Since the last program update, the focus of the work in the program has been on Student Learning Outcomes and curriculum. Specifically, we have worked to update Student Learning Outcomes for all courses, created SLOs for new and revised courses, monitored and improved existing assessments, and have made substantial progress toward mapping the SLOs to program outcomes using the latest version of eLumen.

In addition, working with the Curriculum Committee, we have recently identified several course outlines that will be made inactive because they have been replaced by new courses. The courses are going through the curriculum process right now, and the next step is to update degrees and certificates to ensure that the latest curriculum is reflected.

Of course, these are both ongoing processes and are expected to continue this academic year as well as in the future.

Schedule Changes

During the 2015-16 academic year, some adjustments were made to the schedule to better meet students' needs, especially with respect to general education demands and degree completion. Introduction to Mass Communications (MSCM 5) replaced Introduction to Media (MSCM 31) in the schedule for Fall 2016 since MSCM 5 is more of a gateway course to the rest of the program than MSCM 31 is. Both are general education courses. Both will be offered in the Spring, and MSCM 31 was added to the Summer schedule in 2016 to compensate for the change. One goal of the program is to consistently monitor enrollments, especially for the two survey classes, to ensure that student needs are being met.

The strategic offering of survey courses helps students and the program since the smaller, more specialized student media classes 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. Student media classes are also important to the overall campus culture since they serve as an ongoing archive of campus happenings and student work.

Radio Las Positas

After a yearlong hiatus, Radio Las Positas returned in Fall 2015. Radio Las Positas classes have been offered in the Spring and Fall, and the Radio Station has held campus-wide events, including a Fall 2015 Halloween party and a Spring 2016 Battle of the Bandz.

College Collaboration

The Mass Communications program continues to collaborate with other programs and has plans to expand its collaboration. In Spring 2016, cross-listed courses with Photography (Photojournalism) and English (Literary Magazine) offered some students from other disciplines the opportunity to experience their work through the filter of Mass Communications. These classes will again be

offered in Spring 2017. The Battle of the Bandz also led to collaboration, especially with the Music and Theater programs at Las Positas College.

In addition, in Spring 2017 a Visual Communications InDesign class will be offered in the Media Lab for the first time. The goal is to have student editors enroll in the class and to work with Visual Communications students to produce the newspaper. If this collaboration is successful, it may continue.

Journalism Association of Community Colleges Conferences and Awards 2015-2016

The student media at Las Positas College have continued to earn recognition for excellent student work from the Journalism Association of Community Colleges. Although travel to two conferences was funded through the Career Technical Education program in 2015-16, we have been notified that CTE will not be able to support student travel in 2016-17. This change has already created stress for the program as additional fundraising and student contributions are necessary.

The following are press releases distributed following the two Journalism Association of Community Colleges conferences that journalists from LPC attended in 2015-16. Mass Communications faculty and students consider the conferences vital to the program.

<u>**The 2016 Journalism Association of Community Colleges Statewide Convention**</u>
March 21, 2016
Contact: Melissa Korber, Media Adviser, (925) 424-1240
NEWSPAPER WEBSITE: http://lpcexpressnews.com/
Mass Communications Program Press Release

The college's provocative magazine has been recognized for General Excellence by journalism professionals once again. *Naked* Magazine, the flagship of the Las Positas College Mass Communications program, earned highest honors at the Journalism Association of Community Colleges' 61st Annual Convention.

The annual convention, held this year in Burbank from March 17 to 19, included about 400 students from 35 colleges across the state. Las Positas College sent a delegation of 13 to the convention.

Tami Shepherd, editor-in-chief of *Naked*, considered the award vindication for the hard work put in by the staff. She recently had to defend the magazine's provocative content, which included a cover highlighting transgender issues on campus.

"This award means the world to me and my staff," Shepherd said. "We wanted to bring important issues to the surface to bring understanding. My staff succeeded in that, and I thank them and our advisers for their hard work. I also have great appreciation for all the people in the articles that put themselves out there for the world to see."

In addition to the coveted General Excellence award, two of the magazine staff members earned individual awards for their work on *Naked*. Shepherd earned 2nd place for the photo that served as the basis for the cover. Staff Photographer Ramona Peterson earned 3rd place for her photo-story essay about a therapeutic weeklong trail ride in Idaho, titled "Don't Fence Me In."

Other Las Positas College journalists received recognition for excellent work as well, including four awards from contests at the convention. A complete list of the awards follows:

1st Place On-the-spot Opinion Writing: Glenn Wohltmann
2nd Place On-the-spot Sports Writing: Chris Peterson
Honorable Mention On-the-spot Sports Writing: Carleen Surrena

Honorable Mention On-the-spot Editorial Cartoon: Brianna Guillory

4th Place Newspaper Photo Illustration: Brianna Guillory and Angelica Estacio for "Disney for Big Kids" cover for *The Express*
2nd Place Newspaper Photo Illustration: Brianna Guillory and Tami Shepherd for "Star Wars" cover for *The Express*
2nd Place Photo: Tami Shepherd for photo for cover illustration and "Restrooms Create Challenges for the Transgender Community"
3rd Place Photo-story Essay: Ramona Peterson for "Don't Fence Me In"
General Excellence: *Naked* 2016

The 2015 Journalism Association of Community Colleges NorCal Conference
November 13, 2015
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 11 awards at the Journalism Association of Community Colleges NorCal Conference on Nov. 7. The awards covered the spectrum of student journalism – writing, design, photography/videography, and illustration.

The LPC delegation of 12, including staff from both *Naked* magazine and *The Express*, attended workshops and entered competitions throughout the day. The conference, which was held at CSU Sacramento, included over 200 student journalists from Northern California.

A complete list of LPC awards follows:

Publication Awards
1st Place Infographic Kalama Hines and Angelica Estacio
2nd Place Photo Illustration Angelica Estacio and Brianna Guillory
4th Place Student Designed Ad Brianna Guillory
1st Place Photo Online Story Essay Sophia Karkazis
4th Place Column Writing Martin Gallegos
1st Place Opinion Story Kalama Hines
4th Place News Story Laura Cameron
1st Place Profile Feature William Tanner

On-the-spot Awards
Honorable Mention Editorial Cartoon Jesus Mesina
2nd Place Editorial Cartoon Shelby Escott
Honorable Mention Opinion Writing Kalama Hines

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: http://goo.gl/9iF3m9

The following is a summary of the objectives from the 2015 Program Review Update that have been achieved.

Curriculum and SLOs:

As indicated above, work with SLOs and curriculum is ongoing. Much progress has been made recently with SLOs, which has been largely the result of the program coordinator devoting almost all of the September 2016 Flex Day to revising, updating, mapping, and assessing SLOs at the workshops offered by the SLO Committee. Part-time faculty members have also helped to develop

and assess SLOs.

With respect to curriculum, Mass Communications 5 has been rewritten as a hybrid and will be offered for the first time in this format in Spring 2017. In addition, as mentioned above, several courses are being deactivated in Fall 2016. Other curriculum development is ongoing, although it may be displaced by the needed revisions to the certificates and degrees in 2016-17. This work, like the SLO work, has been largely accomplished by the program coordinator with some excellent assistance from the LPC Curriculum Committee.

Advisory Board: The program has worked with the CTE program to ensure that Mass Communications Advisory Board meetings have been scheduled this year and last year. The addition of support in the form of Jill MacLean, the Work-Based Learning Specialist for Mass Communications and other programs, has been helpful in establishing a regular schedule for Mass Communications Advisory Board Meetings. The ongoing support from the CTE office and Career Technical Education Project Manager Vicki Shipman have also been instrumental facilitating Mass Communications Advisory Board meetings.

Financial Resources: The program continues to develop avenues for increasing finances, especially in the area of fundraising. In Summer 2016 MediaMate, the national advertising contractor for *The Express*, turned over all national accounts, making additional local ad sales necessary. In addition, the program is not able to use CTE funding for student conferences this year because of new CTE requirements, making procuring additional resources especially important for the student media outlets in the program.

Classes and Human Resources: The program continues to increase offerings to students at a moderate pace as it has in the past, aligning growth with College and District growth plans.

Archives: In Spring 2016, the Mass Communications program received a $6000 CTE grant to archive *The Express* and *Naked* during 2016-17. The work to be performed under the grant includes the following:

- Create PDFs of 264 issues of The Express, from Fall 2003 through Spring 2016, and of all 10 issues of *Naked*, from Fall 2007 through Spring 2016, ensuring that all links and content transfer from InDesign and Quark files to PDF files correctly.
- Integrate all archived issues of *The Express* and *Naked* into *The Express* website.
- Create procedures for creation and inclusion of future archives.

The plan is to contract with Jeff Bennett to perform this work. Bennett is a professional photographer, advisory board member, and a former student editor of *The Express*.

Excellence in Student Learning: The program has continued to provide students with opportunities to refine their skills, to learn about the role of media in society, to earn degrees and certificates, and to attend conferences.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

The 2016 issue of *Naked* magazine was, for the most part, a success. It earned General Excellence at the Journalism Association of Community Colleges Convention, and photography in the magazine was specifically honored. Led by Editor-in-chief Tami Shepherd, the students who produced the magazine worked well together, creating a cohesive look, strong content, and great photography. They were proud of their work when the magazine was first distributed on campus. They were unprepared, however, for the response to the cover and stories related to the cover,

which, according to Shepherd, were intended to be supportive to the transgender community. The photo on the cover showed a tall feminine-looking blond in front of a urinal in one of the on-campus bathrooms. The cover headline was "Beyond the Bathroom: What Being Transgender Means on Campus." Two articles in the issue focused on transgender issues on campus, with one focusing on a transgender LPC couple and the other discussing bathrooms on campus. When the magazine came out, members of the Queer Straight Alliance (QSA) were offended and immediately called for a meeting with members of the magazine staff. The QSA students, speaking on behalf of transgender students, explained to the student editors why the cover was offensive to them. The editorial board explained its decision, which involved interviews with members of the transgender community but no direct feedback on the cover. At the time, I was impressed by the approach the QSA members took and also by the compassion that the journalism students showed them. The QSA members were offended, but they wanted to educate. The editor-in-chief explained her perspective; she and her editorial board had not intended to hurt anyone. The QSA students were invited to write a letter to the editor of the sister publication, *The Express*, explaining their perspective.

About a week later, *The Express* ran a letter by David Sawyer Martoglio with the title, "'Naked' magazine deemed 'offensive." In a thorough and thoughtful manner, Martoglio explained the nature and depth of the offense, stating,

> [T]his eye-catching cover did nothing more than capture attention and enrage students. Not only did the cover not relate well to the article, it offended people of all gender identifications, from cis-gender people, those whose gender is in alignment with their sex assigned at birth, all the way on the other end of the spectrum to transgender people. […]
> The offense that we take away from this, however is unrelated to mistakes of a young journalist and is instead related to the lack of education around a topic they wished to portray with respect. From an artistic standpoint alone, the cover is well made and provocative, however adding personal experience is extremely important to the artistic process, and when you lack the experience in a subject it is hard to know why something might be offensive to a community without feedback.[…]
> I am David Sawyer Martoglio, I have been asked to speak on panels from New York to Los Angeles, and I make videos every week on a YouTube channel made up of transmasculine individuals like myself called AmbiguiT.
> I am afraid every day for my safety and the safety of my partner, but I will not stay silent.

I was deeply touched by the letter, the meeting, the emotions, the student responses to the content, and the student responses to each other. I talked with the journalism students about this issue a lot last spring, hoping that the lesson would carry forward. As we look back on the issue now, I see it as a missed opportunity; the journalists could have told a great story and created compelling visuals. The visuals were good quality but not vetted enough; the stories were not as complete as they should have been. As the adviser, I am complicit. And although QSA wanted to meet with the journalism students to complain, they also wanted to educate. I felt that I'd grown as an instructor, that the journalism students had grown, and that the program had grown as a result.

And it might have ended there if it had not been for Jennifer Snook.

This semester, Jennifer enrolled in Mass Communication 16A, Newspaper Production. Jennifer is a skilled page designer who had worked at her high school newspaper. Jennifer is also one of the transgender students who met with us last spring. During the meeting, the journalism students encouraged the transgender students to come work on the student publications and to ensure fair coverage. Jennifer had decided that she wanted to do just that, so she enrolled in Mass Communications 16A in Fall 2016.

In a short time, Jennifer has become essential to *The Express*. She has moved from staff writer to

production editor, and she has become a fixture in the lab, where her calm presence and technical expertise are always appreciated. Most recently, Jennifer started writing a column called Flip Side, in which she discusses issues faced by her and by those in the transgender community in a thorough, informative, and highly personal way. This beautifully encapsulates the journey from conflict to understanding. I now believe that a missed opportunity for student journalists became an even greater opportunity for all involved and for the campus community.

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

The major obstacles impacting the program are a lack of resources, specifically, time, money, facilities, and equipment.

Time: Last year, the major obstacle identified was a lack of time, a particular problem for a program with one full-time member and four certificates and degrees. This continues, but, unfortunately, other factors are becoming significant as well.

Money: In the past year, *The Express* has lost national its national advertising service. It is hoped that the advertisers serviced will return locally, but that has not yet happened. Additional efforts to raise money have been somewhat successful, but some of the costs of publishing and attending conferences have not been offset, which means that students are subject to additional expenses. Significantly, CTE funding can no longer be used to cover student conferences, which adds pressure to the already financially strapped program.

Space: Another emerging obstacle is a lack of dedicated space for Mass Communications on campus, an obstacle that is felt most acutely by Radio Las Positas, which operates in a small office in the 4000 building. 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.

Equipment: The need for new equipment is becoming more of a factor as older equipment fails or becomes outdated. Currently, Radio Las Positas needs new microphones, a cart, and soundproofing material this year. *The Express* needs new headphones for transcription, some new computers so that students can report remotely and attend conferences, and some new cameras for covering campus events. Additional equipment needs are anticipated.

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

Ongoing Plans

The Mass Communications program's most important plans build on the plans identified last year.

Curriculum and SLOs:

As described above, the plan for Mass Communications is to continue updating curriculum, including any curriculum that the state targets. Student Learning Outcomes will 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:

- 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.
- 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).

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.

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 in program offerings has largely occurred with the addition of General Education Summer classes, with one offered in Summer 2015 and two offered in Summer 2016.

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.

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. Specifically, Radio Las Positas needs new microphones, a cart, and soundproofing material this year. *The Express* needs new headphones for transcription, new computers so that students can report remotely and attend conferences, and new cameras for covering campus events.

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 work to be performed under the grant includes the following:

- Create PDFs of 264 issues of *The Express*, from Fall 2003 through Spring 2016, and of all 10 issues of *Naked*, from fall 2007 through spring 2016, ensuring that all links and content transfer from InDesign and Quark files to PDF files correctly.
- Integrate all archived issues of *The Express* and *Naked* into *The Express* website.
- Create procedures for creation and inclusion of future archives.

The plan is to contract with Jeff Bennett to perform this work. Bennett is a professional photographer, advisory board member, and a former student editor of *The Express*.

F. Instructional Programs: 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.

The Mass Communications program currently offers one DE course (MSCM 31 Introduction to Media). In Spring 2017, it will offer a hybrid class (MSCM 5, Introduction to Mass Communications) for the first time. This was a natural step with the class since many assignments were completed online. MSCM 5 and most of the other courses in the program are web-enhanced (use Blackboard). Although we have no plans to create a DE degree or certificate, the program plans to create online hybrid classes for the classes that support the student newspaper, *The Express*. This reflects industry standards and is a natural step given that much of the editing work in the class is done online.

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

> *Planning Priorities for 2016-17*
> - *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 (which are the same as last year's planning priorities).

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

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, better communication, and ideally better funding.

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.

New Plans for Space, Equipment, and Archives: These goals are essential to the continued vitality of the program and connect indirectly to the Planning Priorities, especially those related to SLOs and improved student learning.

H. 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/Ssfik2)

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

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I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: http://goo.gl/jU2ylZ

SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: Mass Communications 17
Course SLO: "In Mass Communications 17, Express Editorial Board, the student will serve as a leader for the weekly college newspaper, *The Express*, recognizing, acquiring, producing, and distributing content; student will lead others in increased understanding of standards of journalism and design and increased understanding of online distribution."
Describe the quantitative or qualitative results: At the September 2016 Flex Day, I revised this SLO. For a long time, students were blocked from enrolling in Mass Communications 17 because concurrent enrollment with Mass Communications 16, a class no longer offered, was required. Over the years, only a few students had the tenacity to get the override, and despite many efforts to change the curriculum, this block wasn't cleared up until this semester. As a result, there was very little data related to Mass Communications 17. The newly created SLO aligns with the other SLOs for The Express Newspaper sequence but also seeks to reinforce the role of leader and to fit with the lower-unit requirements for this class. The newly created SLO should allow for more accurate assessment of student learning.
Discuss any actions taken so far (and results, if known): The course syllabus was recently revised to include the new SLO and outcomes.
Discuss your action plan for the future: The SLO will be assessed this semester. Further refining of the outline, the SLO, and, ultimately student learning, may occur as a result of assessment of the SLO.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Mass Communications: Journalism Certificate of Achievement
Program SLOs in 2014-15: 1."Students will participate in the creation of student media, following a timeline for production, editing and formatting content, and publishing and distributing." 2. "Students will demonstrate an understanding of different aspects of the role of media in society through research and writing."
Describe the quantitative or qualitative results: Last year, the Program SLOs for the Certificate of Achievement were refined to eliminate a broad SLO (No. 2 above) that related to the survey classes. This SLO was eliminated because it seemed too broad for the certificate, which is specifically geared toward those who wish to enter the workforce with a journalism certificate. The success rate for this SLO was lower than for the Program SLO identified above (No.1). Specifically, assessments showed "Mastery" outcomes at a higher level for No. 1 than No. 2. After SLO No. 2 was eliminated, the trend of mastery of the first SLO continued and even improved.

Fall 2014

SLO No. 1: Mastery: 50%

SLO No. 2 Mastery: 35%

Fall 2015

SLO No. 1: Mastery: 80%

Granted, this is a very small sample size, but refining the PSLOs seems to achieve the desired outcome of more narrowly focusing the certificate on production of the media while increasing student success.

Discuss any actions taken so far (and results, if known): The actions and results are discussed above.

Discuss your action plan for the future: I will continue to monitor PSLOs and to refine as necessary. It will be interesting to see if this trend continues.

Part Four: Program Curriculum Map
(Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;

2. be **limited** in number (3-6 outcomes);

3. be **clear** so that students and colleagues can understand them;

4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;

5. be **relevant** to meet the needs of students, employers, and transfer institutions;

6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			X	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

> **<u>Yes</u>**   No   This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

The changes involved completing mapping and ensuring that SLOs were correctly mapped to PSLOs.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
    On the map, the first SLO maps to eight courses; the second SLO maps to six courses; and the third SLO maps to eight courses. Yes, students have enough opportunities to achieve the outcome.

b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?

    Mass Communications 16B, Express College Newspaper B, might be considered a capstone course for purposes of the transfer degree. In reality, Mass Communications 16D, Express College Newspaper D, is the final newspaper course and is more in keeping with a true capstone course since it is the final course in the series.

eLumen

Strategic Planning	SLOs & Assessments	Org Management	Reports

SLOs Listing   Curriculum Map   Outcomes Groups   Assessments

Mapping source	**Organization**	**Outcomes Groups**	**Programs**
CSLOs	Mass Communications ▾	- No Outcomes Group selected - ▾	Mass Communication: Journali... ▾

Mass Communication: Journalism - AA-T ▾ Courses ▾ Mass Communication: Journalism - AA-T ▾ ☐ Include inactive Courses	The program will help students to develop a broad understanding of the principles, roles, techniques, and effects of media in...	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.
ECON1 - Principles of Microeconomics			
Successful completion of this course will enable students to explain to a non-economist the meaning of the following fundamental microeconomic...			
ECON2 - Principles of Macroeconomics			
Successful completion of this course will enable students to explain to a non-economist the meaning of the following fundamental macroeconomic...			
ENG1A - Critical Reading and Comp			
Identify the main ideas and supporting arguments of a college-level text.			
Write an academic essay using textual evidence to support a thesis.			
Research a topic using credible sources and document sources in an academically responsible way.			
Use effective and correct sentence structures to convey ideas.			
ENG7 - Critical Thinking/Writing			
Evaluate the logic and validity of a nonfiction college-level text's reasoning and support.			
Write an academic essay synthesizing multiple texts and using logic to support a thesis.			
Write a research paper using credible sources and correct documentation.			
Use grammar, vocabulary, and style appropriate for			

academic essays.			
MATH40 - STATISTICS AND PROBABILITY			
Use a computer program to make a graph of categorical data.			
Determine whether or not there is significant correlation for a bivariate data set, and if so, fit a linear regression equation and use it for…			
Build a frequency distribution for, and make a histogram of, quantitative data.			
Solve an application problem using the central limit theorem.			
Perform the steps for a hypothesis test about a single population parameter and interpret the result.			
MSCM1 - Journalism: News Writing			
In Mass Communications 1, Journalism: News Writing, the student will research and write a news story demonstrating skills in writing a lede,…	✔	✔	✔
MSCM16A - EXPRESS COLLEGE NEWSPAPER A			
In Mass Communications 16A, Express College Newspaper A, the student will recognize, acquire, produce, and distribute content for the weekly…	✔	✔	✔
In Mass Communications 16A, Express College Newspaper A, the student will create The Express, demonstrating increasing understanding of use of…	✔	✔	✔
MSCM16B - EXPRESS COLLEGE NEWSPAPER B			
In Mass Communications 16B, Express College Newspaper B, the student will recognize, acquire, produce, and distribute content for the weekly…	✔	✔	✔
MSCM31 - Introduction to Media			
In Mass Communications 31, Introduction to Media, the student will be able to critically analyze the negative and positive impacts of…	✔		✔
In Mass Communications 31, Introduction to Media, the student will be able to analyze the differences between new media technologies and…	✔		✔
MSCM35 - MULTIMEDIA REPORTING			
In Mass Communications 35, Multimedia Reporting, the student will will be able to produce video that presents local news in a professional…	✔	✔	✔
MSCM5 - Intro to Mass Communications			
In Mass Communications 5, Introduction to Mass Communications, the student will create a comparative analysis of how different media	✔		✔

Outcome	Col1	Col2	Col3
In Mass Communications 5, Introduction to Mass Communications, the student will create a research paper which exhibits mastery of the following…	✔		✔
In Mass Communications 5, Introduction to Mass Communications, the student will create a research paper which exhibits mastery of the following…	✔		✔
In Mass Communications 5, Introduction to Mass Communications, the student will be able to describe the history, social impact, economics,	✔		✔
In Mass Communications 5, Introduction to Mass Communications, the student will research and write a feature article, demonstrating skills in…	✔	✔	✔
MSCM7 - INTRO TO PUBLIC RELATIONS			
In Mass Communications 7, Introduction to Public Relations, the student will create and pitch a professional public relations proposal that…	✔		✔
MSCM72 - Beginning Photojournalism			
In Mass Communications 72, Beginning Photojournalism, the student will demonstrate typology as a method of photographic	✔	✔	✔
PHIL2 - Ethics			
Effectively apply diverse abstract ethical theories to evaluate contemporary moral challenges.			
effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well-thought-through			
PHIL6 - INTRODUCTION TO LOGIC			
Phil 6: Student is able to identify, describe and evaluate the informal logical fallacies.			
SOC1 - Principles of Sociology			
Apply social theory to world events			
Explain how identities like race, gender, sexuality and class are socially constructed.			
Outline multiple social theories			
Outline the symbiotic relationship between culture and social structure			
Produce a document that connects social research methods to social theory			
Produce an argumentative or comparative research based term paper			
Students complete assigned readings.			