

## PROGRAM REVIEW Fall 2018

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**Program: Mass Communications**

**Division: Arts & Humanities**

**Date: October 28, 2018**

**Writer(s): Melissa Korber**

**SLO/SAO Point-Person: Melissa Korber**

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

**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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

**Sections:** The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

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

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

**Help:** Contact Karin Spirn: [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

### **Instructions:**

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 22.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 22.

### **Links:**

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

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

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

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## Section One: Program Snapshot

### No Significant Changes Option

Contact person: \_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

**Programs must still complete all other sections (as applicable).**

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

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

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

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

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

Mass Communications at Las Positas College also includes options for students who are entering the workforce, including a Certificate of Achievement in Mass Communications: Journalism and a low-unit local Career Certificate in Mass Communications: Radio (which is being updated this year to increase the number of units). Since some students may view the AA degree to be the culmination of their educational experience, the broad-based focus serves to hone and refine students' reading, writing, speaking, cultural literacy, and critical thinking skills, enabling them to succeed in an academic

environment or in the workplace and providing specific hands-on skills that would be especially beneficial in the workplace.

**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 2017).**

The changes since last have been significant and largely successful. Below is a list of some of the major changes to student media, many of which have improved the program's ability to meet learning objectives for students, especially since students and the state are focused on quick transfer to four-year institutions. It is noteworthy that many of these changes were made possible with CTE funding.

**Changes to *The Express* (Mass Communications 16A, 16B, 16C, 16D, 17, and 14):**

- Redesign of print elements, including creation of updated templates. Redesign of the [pcexpressnews.com](http://pcexpressnews.com) website. Taken together, these two changes led to quicker and more effective print production and a focus on online news distribution with special emphasis on distribution and promotion using social media.
- Reduction in number of issues printed per semester from 10 to 4 to accommodate an increased focus on online production and social media distribution.
- Use of design, social media, and technology mentors to help with the production and distribution of *The Express*. Although these mentors are not technically tutors, they do provide support for CTE students, thus aligning with the college's planning priority related to tutors, a path we'd like to explore further in the future.
- Refinement in class structure to focus on online production and distribution.
- Focus on outreach to local high schools with the creation of a one-day journalism conference for high school students, modeled on the Journalism Association of Community Colleges conferences. The Mass Communications conference, Press Pass, which has been organized by Spring 2018 *Express* Editor-in-chief Christina Vargas, will feature local media celebrities, meaningful contests, and an awards ceremony. It is scheduled for November 30 and drawn such a large number of registrations that we've had to move it from 2420 to the Main Stage Theater. (See next page for marketing poster.)
- New computers in the Media Lab benefited production of *The Express*.

**Changes to *Naked*:**

- Use of design and social media mentors to help with the production and distribution *Naked*. This has allowed for increased collaboration with the Graphic Design and Digital Media program; two of the four mentors are currently students in Mass Communications, one is a Graphic Design student, and one is a recent graduate of both programs.
- Focus on increasing connections between the magazine and other programs, especially English (and the recently revised cross-listed classes that support *Havik*, *The LPC Journal of Arts, Literature, and Academic Writing*), Photography, and Graphic Design and Digital Media.
- New computers in the Media Lab benefited production of *Naked*.

**Changes to Radio Las Positas:**

- Purchase of new equipment allowed the streaming radio station to continue to improve quality in its new facility.

- Video components, including an online news show in Fall 2017, led to increased visibility and opportunities for student learning. A community education class in video production has been also offered in Summer 2017 and Summer 2018.
- Events on campus, such as the photography show “Beautiful” in Fall 2018, give students an opportunity to learn about the intersection between radio production and event planning and promotion.

**Changes to *Havik*:**

- Adoption of a new, permanent name, *Havik, The LPC Journal of Arts, Literature, and Academic Writing*, with increased scope of submissions to include academic writing for the first time. This increased collaboration with faculty and students across campus since faculty were asked to nominate student academic papers for submission.
- Use of Submittable software increased dramatically the number of submissions (from about 250 to 875). In addition, the submissions came from around the world, with contributions coming from 27 countries and 42 U.S. states. This occurred in part because submitters shared the submission information with others in their creative communities.
- Increased size to accommodate more submissions: The book roughly doubled in size from 2017 to 2018 (from 109 pages to 205 pages). Fortunately, *Havik* attracted more students than it has in the past, allowing students to share the increased workload.
- Refinement of curriculum, which is shared with English, to reflect changes to the structure and the names of the classes.

In addition, students in the Mass Communications program continue to excel in regional, state, and international journalism competitions that are part of two of the conferences they attend. Below are the press releases describing the student awards in the program:

**1. Journalism Students Collaborate for Rewarding Conference — and Earn 14 Awards**

April 5, 2018

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

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

**Mass Communications Program Press Release**

Three days of intense competition, mind-blowing workshops and character-building critiques.

Seven focused students, intent on pursuing careers in media.

Three dedicated LPC professors.

Fourteen awards for excellence in writing, design, illustration, photography and video production.

In one of the mass communications program's most collaborative efforts to date, a delegation of students and faculty from LPC attended the Journalism Association of Community Colleges State Convention in Burbank from March 22 through March 25, garnering awards and absorbing knowledge about how to thrive in media careers.

In addition to students from journalism and photojournalism classes, photography professor Deanna Horvath and journalism professors Melissa Korber and Marcus Thompson II attended the conference.

"It's significant that students earned so many different types of awards," Thompson said. "It shows that our students are mastering skills in all areas of media. Writing is the foundation, but they need to know how to create an entire media package, including social media. Our students are doing that — and doing it well."

Thompson, author of the best-selling book "Golden: The Miraculous Rise of Steph Curry" and lead columnist for "The Athletic," presented a workshop about secrets of sports coverage at the convention.

Some of the students who attended came away from the convention with plans to revamp the school newspaper. "Express" Editor-in-chief Christina Vargas, a public relations major, wants the paper to move to an online first publication with fewer print publications.

"I envision that 'The Express' will continue to move forward as a multimedia publication," Vargas said. "JACC has opened my eyes to the future of 'The Express' in areas we can expand on and really grow: our online and social media outreach.

"I plan to focus more on the online publication and print fewer papers. This will not only reduce the use of paper for printing but also will help us reach a larger demographic," Vargas said.

Vargas was one of many LPC students to earn awards at the conference, taking home team feature honors as well as a magazine photo essay award, both of which required extensive collaboration and diverse skills. The complete list of JACC Spring 2018 awards to LPC students follows.

## **Publications Awards**

### **"The Express"**

1<sup>st</sup> Place Inside Page Layout: Jennifer Snook

2<sup>nd</sup> Place Column Writing: Jennifer Snook

2<sup>nd</sup> Place Student-designed Ad: Brianna Guillory

3<sup>rd</sup> Place Webcast/Broadcast News: Alfonzo Gonzalez, Lily Gonzales, and George Eliopoulos from Radio Las Positas

4<sup>th</sup> Place Opinion Story: Greg Buckley

4<sup>th</sup> Place Infographic: Jennifer Snook and Chris Hartwell

Honorable Mention Sports Game Story: Konnor McIntosh and Gabriel Crosetti

Honorable Mention Infographic: Celine Canuto and Greg Buckley

### **"Naked"**

2<sup>nd</sup> Place Cover: Svetlana Igouchkine and Haley Traynor

2<sup>nd</sup> Place Photo Story-Essay: Christina Vargas, Kristine Kerner and Haley Traynor

2<sup>nd</sup> Place Magazine Illustration: Svetlana Igouchkine

4<sup>th</sup> Place Magazine Opinion Article: Anonymous

Honorable Mention News Magazine Feature: Devin Bradshaw

### **On-the-spot Awards**

Honorable Mention Team Feature: Christina Vargas and Blake Sperling

The annual convention included 34 colleges and 381 student and adviser delegates. It featured 53 speakers. Eight transfer universities tabled at the convention.

## ***2. Student Journalists Earn International and Regional Honors***

December 1, 2017

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

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

Mass Communications Program Press Release

LIVERMORE—Student journalists from Las Positas College have earned several awards this semester, including a fourth place award in an international contest honoring the best student journalism in the United States and Canada.

Brianna Guillory earned fourth place 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 11<sup>th</sup> edition of “Naked,” published in early 2017.

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 was up against designers from prominent four-year schools, including U.C. Berkeley, Michigan State University, California Polytechnic State University, and University of Texas at Arlington.

Guillory was also one of several students who earned awards at the Journalism Association of Community College Conference, held on October 21 at De Anza College in Cupertino. Guillory was honored for an infographic she designed and as part of a team that produced a video titled “Diminishing OCD.”

A complete list of the journalism students who earned awards from JACC follows:

- Infographic: Brianna Guillory, Honorable Mention
- Video Journalism: Carleen Surrena and Greg Buckley, Second Place ["LPC Express: Valentina"](#)
- Webcast/Broadcast News: Brianna Guillory, Jen Burnett, Kristina Matos-Osorio, Second Place for ["LPC Express: Diminishing OCD"](#)
- Enterprise News Story/Series: C.J. Peterson and Cierra Martinez, Meritorious Award, ["Mice are overrunning LPC"](#)
- Feature Story: Eric Pineda, Third Place, ["It's a long road out to recovery from here"](#)
- Feature Photo: Eric Pineda, Third Place
- Sports Game Story: Konnor McIntosh and Gabriel Crosetti, Honorable Mention for ["Hawks win in the first round of Nor Cal regional tournament"](#)
- Photo Illustration: Jennifer Snook and C.J. Peterson
- Sports Feature Photo: Tami Shepherd, Honorable Mention



Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>				
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
X	Enrollment Management	X	Human Resources	X	Pedagogy	X	Technology Use
X	External Factors	X	Learning Support	X	Professional Development		

**C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.**

Below is a list of the plans from last year’s program review that have been achieved:

1. **Curriculum and SLOs:** All curriculum in the program has been updated and is current. In addition, Student Learning Outcomes are being refined to fit with new curriculum, and many have been assessed and mapped to Institutional Outcomes. This is an ongoing process, but substantial progress has occurred. Specific plans completed include:
  - 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).
2. **Financial Resources:** The program has been successful in increasing financial resources, especially through sponsorships (for publications) and grants (especially CTE grants). This work, of course, is ongoing.
3. **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 attend conferences, and to earn degrees and certificates in Mass Communications. Many changes to the distribution of student-produced media are specifically designed to increase student knowledge related to digital publication.
4. **Space:** The plans are in the works to include Mass Communications in a new STEAM building to be constructed in the next 10 years. With Measure A allowing for expansion of College facilities, the Mass Communications program requested a dedicated recording studio, a radio station, a video production area, an adjacent classroom adjacent to 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. These discussions are ongoing, but an initial plan for the new building prepared by the Interim Dean of Arts & Humanities includes space for the Mass Communications program.
5. **Equipment:** The program has sought and obtained funding through campus allocation processes to provide equipment for student media production. Specifically, equipment such as microphones, a cart, soundproofing material, headphones for transcription, new computers, and new cameras have been funded in the past year. The computers in the Media Lab were replaced in summer 2018. The need for new equipment is ongoing.

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

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:  
<http://www.laspositascollege.edu/research/outcomes.php>

My goal with the data is to compare Mass Communications students with LPC students in general to see if there are any significant differences that we may begin to address. This is essentially a data snapshot of the program in comparison to the College as a whole. Below is a summary of that comparison based on Fall data with trends in the Mass Communications program highlighted.

- **Increasing Headcount and Enrollment:** Since Fall 2015, the student headcount and total course enrollments for Mass Communications courses has increased, paralleling a similar trend at the College. It is noteworthy that both were higher in Fall 2013 and Fall 2014, likely because of changes in scheduling. Since Fall 2015, the Mass Communications program headcount has increased from 74 to 101 while the total course enrollments have increased from 84 to 117.
- **Younger Students:** Students in the Mass Communications program tend to be younger on average than those at the College. In Fall 2017, 73% in Mass Communications were 21 years or younger, while only 54% of those at the College were 21 years or younger. This trend was consistent over time.
- **More Male Students:** In Fall 2017, only 44% of the Mass Communications students were female, while 51% of the College students were female. This trend is not consistent over time or semester, however, so it is likely an anomaly caused by a small program.
- **Less Diversity but Increasing Number of Latino Students:** Students in Mass Communications were 40% or more white in the years covered by the data, while the College average in Fall 2017 was 37% and trending down. The program instructors are diverse and relatively high profile, so perhaps the program needs to work with other programs to increase diversity. One noteworthy trend: The percentage of Latino students in Mass Communications has been trending upward since 2015, from 26% to 33%, which is similar to the percentage of Latino students at the College during this time, which ranged between 30% and 31%.
- **More First-time College Students:** In Fall 2017, 25% of the Mass Communications were students who had enrolled in college for the first time while 17% of the LPC students fit the same category.
- **More Full-time Students:** This is a consistent trend over time with more Mass Communications students taking 12 or more units than LPC students in general. In Fall 2017, 48% of Mass Communications students were full-time students compared with 38% for the college.
- **Fewer Distance Education Students in the Fall:** This varies by semester since more DE and hybrid classes are offered in Mass Communications in the Spring. Mass Communications had 84% of students in Face-to-Face classes only in Fall 2017 but had 40% in the Spring. Las Positas College students using Face-to-Face classes only in the Fall has decreased from 71% in Fall 2015 to 69% in Fall 2017. The Mass Communications numbers vary widely and do not indicate a significant trend. It should be noted that during the Summer session, Mass Communications generally offers two classes:

one is distance education and the other is a hybrid, so consideration of other sessions would substantially change the percentage of distance education students.

- **More Students Plan to Transfer:** In Fall 2017, 78% of Mass Communications students planned to transfer; in Fall 2017, 66% of students campus-wide planned to transfer. Although the program is considered both CTE and transfer, students largely use it as a springboard to a four-year college.
- **Little Recent Data Comparing Performance in Distance Education Classes to Face-to-face Classes:** No DE classes were offered by MSCM in Fall 2016 and Fall 2017. Prior to that, in Fall 2015 and Fall 2013, the DE and F2F success rates were similar or the same as F2F classes (85% for F2F and 84% for DE in Fall 2015; 76% across the board in Fall 2013). However, in Fall 2014 the DE rate was significantly lower (76% for F2F and 59% for DE). LPC showed consistently lower success rates in DE classes with the F2F success rate around 72% and the DE classes ranging between 59% and 63% with a slight upward progression over time. It's hard to draw any conclusions about Mass Communications from this data.
- **Increased Productivity and Numbers of Students:** Since Fall 2015, productivity of Mass Communications has consistently increased from 226.4 to 292.5. During the same time, the FTES has increased from 12.7 to 14.7 and the FTEF has remained fairly consistent at 1.7 in 2015 and 1.6 in 2016 and 2017. The program is not as productive as the school as a whole, but that can largely be attributed to production classes which are smaller, intense learning communities (with generally high success rates). The fill rates for MSCM classes have increased over the same period of time from 41% in Fall 2015 to 65% in Fall 2017, which is lower than the campus average. The increased FTES in the program seems to mirror the campus-wide trend. Recently, fewer classes are taught by full-time faculty in Fall than the campus average, which was 42% campus-wide in Fall 2016 and Fall 2017. The lower MSCM average of 34% can likely be attributed to the leadership position of Academic Senate President (with related reassigned time) held by the one full-time faculty in the program.
- **More College Ready:** Students in Mass Communications were significantly more college ready in English than students overall at LPC with 73% of MSCM students either having completed College-level English or identified as College-level ready. This compares to 60% of LPC students overall. Surprising, based on the classroom discussions about math anxiety and inability, MSCM students were also slightly more college ready in math than students overall at LPC with 56% of MSCM students either having completed College-level Math or identified as College-level ready. This compares to 52% of LPC students overall.

Based on this brief analysis, we should focus on promoting access to the program and also continuing to focus on the unique and important opportunities afforded by the Mass Communications program. Our success rates are relatively high, something that should continue to be a goal for the program.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxr">https://goo.gl/23jrxr</a>			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Curriculum committee items	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
X	Enrollment Management	X	Human Resources		Pedagogy	X	Technology Use
X	External Factors	X	Learning Support		Professional Development		

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

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

Please see the section addressing SLOs for a discussion about data related to *The Express* website. Please see Labor Market Data related to the Radio Certificate in the section addressing curriculum.

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**8. 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 B-E).**

This was discussed thoroughly above.

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

The biggest obstacles to achieving all plans and goals continue to be resources, especially human resources, financial resources, and facility resources. Although the program has done much to leverage human resources through the use of mentors and student leads using CTE funding, we recognize that those funds are limited and may not be used year after year. In theory, although moving to a less frequent print production of the newspaper should help to alleviate some of the strain on financial resources, online production has its costs, too, including costs related to maintaining and redesigning websites and costs related to changing the means of distribution.

Another persistent obstacle is the lack of a centralized location for the program. Most of the program is housed in room 2409, which includes a lecture space and a computer lab along with three desks for faculty and classified professionals. Although this workspace is functional, it could be improved. For example, the classroom doesn't include desks or tables for students to use during lecture, there is no private space for recording, interviewing, or meeting (we use my office for these events, usually once or twice per week), and

other campus employees have to access the server room which is accessible through the newsroom, often walking through the room during class.

However, perhaps the biggest spatial challenge relates to Radio Las Positas, which is located across campus from the other student media and related support classes. This location promotes a lack of cohesion in the program and prevents collaboration among Radio and the rest of the program without additional effort. In addition, the space allotted to Radio Las Positas isn't adequate. It occupies a small office in the Mertes Center for the Arts, although it uses an adjacent classroom and editing lab and sometimes the nearby gallery.

Our current interim dean has advocated that new space for the program will be included in a future STEAM building on campus, and we are optimistic that many of the facility issues identified can be addressed with new dedicated space. Additional support for the changing, vibrant media industry, both human resources and financial support, would allow the program to continue to focus on student learning.

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**H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.**

The Mass Communications program, and especially the student media, has undergone dramatic changes recently, including updated curriculum, updated SLOs, new facilities (for Radio Las Positas), new designs for the print version of *The Express*, a new website for the online *Express*, and, perhaps the most dramatic and welcome change of all, introducing mentors to the process to support the production classes. Since the program cannot thrive in a state of constant, dramatic change, the plan for the next year is to take a breath and to evaluate the impact of the changes while continuing our ongoing quest for resources to sustain the program. A few areas that will be addressed include:

- Curriculum Updates and SLOs:** The magazine courses will be leveled with A and B courses, and the current Career Certificate in Radio Production will be updated to include more units. An October 2018 "Radio Occupations Labor Market Information Report" Prepared by the San Francisco Bay Center of Excellence supports this certificate, stating, "Based on all available data, there appears to be an undersupply of Radio workers compared to the demand for this cluster of occupations in the Bay region and in the East Bay sub-region (Alameda and Contra Costa Counties). The annual gap is about 718 students annually in the Bay region and 127 students in the East Bay sub-region." The updates to curriculum will be accompanied by related changes to SLOs. In addition, a coordinated project involving PSLOs is planned.
- Embedded tutors:** The program will explore the use of Embedded Tutors to help in the classroom with the many skills students need to work successfully in the field of media. Based on the work done this year, design tutors, social media tutors, technology tutors, and public relations/event tutors are all possibilities.

- **Guided Pathways Work:** This work parallels the work on curriculum and the potential use of embedded tutors. We will continue to look at the pathways in the program to ensure that students are able to progress through the program effectively. Specific plans may include scheduling changes. For example, the two survey classes, MSCM 31 and MSCM 5, might be alternated more effectively. Multimedia Reporting, MSCM 35, may also be alternated with MSCM 5 unless additional CAH can be located.

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**I. 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).**

Of course, all ongoing program work, such as that listed in Section H above, will continue. The major project on the horizon is to begin planning for a new media space in the proposed STEAM facility. The new space that would include space for all student media, classroom space, studios, and meeting spaces. The goal is to visit some effective media spaces around the Bay Area to help with conceptualizing this plan.

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	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources	X	Pedagogy	X	Technology Use
X	External Factors	X	Learning Support		Professional Development		

## Section Two: Current Topics (Required for All Programs)

- A. **Educational Master Plan:** A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

[http://www.laspositascollege.edu/about/assets/docs/LasPositas\\_Ed\\_Master\\_Plan.pdf](http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf)

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

The Mass Communications program's upcoming plans clearly reflect the goals described in the college's Educational Master Plan. Specifically,

- **Educational Excellence:** As set forth in detail above, the Mass Communications program plans to continue to improve curriculum, facilities, services to students, and pathways, thus promoting educational excellence.
- **Community Collaboration:** This year, the Mass Communication program is holding a one-day mini-conference that requires significant collaboration with high schools and media personalities in the Bay Area. This event, scheduled for Nov. 30, has already exceeded capacity and required us to move from the large lecture hall (2420) to the Main Stage Theater. It may serve as a model for future community collaborations. Other instances of community collaboration include Radio Las Positas collaborations with local high schools as well as efforts to expand the existing Mass Communications Advisory Board.
- **Supportive Educational Resources:** As set forth in more detail above, mentors and project leads are being used this year. The plan is to include embedded tutors in the program in the future. Thanks to our excellent Instructional Technology department and college processes that allow for the purchase of new equipment and use of new technologies, the Media Lab includes state-of-the-art technology and is able to maintain and improve those resources.
- **Organizational Effectiveness:** The program is striving to become more effective by improving resources for student media and streamlining the program, including future plans for streamlined, state-of-the-art facilities. Ongoing professional development occurs by program staff attending Flex Days and workshops at journalism conferences.

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

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

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.

**C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.**

Yes. Please see Section 1 (G) above for a detailed description of the facilities used by the student media and suggestions for improvements to these facilities.

**D. Professional Development**

**Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>**

**D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.**

Every year, faculty in the program attend at least two journalism conferences sponsored by the Journalism Association of Community Colleges. We attend these conferences with students, and the focus is really on student learning – attending workshops, improving skills, receiving critiques, networking with industry professions and four-year colleges, visiting media sites, and participating in contests. However, faculty also benefit greatly from the workshops and other opportunities presented, allowing us to improve our teaching and our program. For example, keynote speakers over the years have spoken on topics ranging from Twitter (when it was a new technology) to the media’s role in serving as watchdog of government (the City of Bell scandal was the focus of a recent keynote address). There is always a healthy focus on new technology in the media field, which is integrated in the program. In addition, long-time Mass Communications part-time instructor and best-selling author Marcus Thompson II is often a featured speaker at the conference, and this has benefitted the program’s prominence. Finally, it is worth noting that the mini-conference to be hosted by the Mass Communications program on November 30 is modeled on JACC and is targeted to high school students, creating effective outreach for the school. Faculty will benefit from the information presented at Press Pass as well as the opportunity to work with students to create the conference.

**D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.**

Taking a dozen students to journalism conferences twice per year in California is expensive and time consuming. We have recently received CTE funding to cover some of these expenses, but since that

funding cannot be ongoing, we are concerned about how we will be able to sustain this essential part of the program in the future.

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

Mass Communications is a program with only one full-time instructor. This makes the option to “opt out” especially important. I encourage additional options like that. Also, I wonder about including the Educational Master Plan Categories earlier as organizing principles or structures.



### Section Three: SLO/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs 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 to analyze a PSLO, identify the courses that are mapped to the PSLO.**

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:

- 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.

**B. Below, report on your program’s progress on the plan described in Question (A) above.**

I’m tempted to say that I have made little progress on this plan because although transfer-readiness is an ongoing concern, I haven’t specifically addressed it by analyzing SLO data. As a program with one extremely busy full-time member and two extremely busy part-time members, the opportunities to discuss and analyze data are hard to find. This is further complicated by the fact that the SLO I chose to discuss is the B portion of a leveled class, and very few students are enrolled in it; one student in Fall 2017; six in Spring 2018; and one in Fall 2018. (The SLOs from Fall 2017 and Spring 2018 have been assessed.) However, the program has addressed these concerns in other ways, and the results have been amazing.

Before the California Community Colleges started focusing on quick completion and transfer, before the leveling and repetition rules were focused on quick completion, students would often take *The Express* class as many times as they could (usually the maximum of four), hoping to gain skills in a field they loved. When students left the program, they knew all aspects of print and online production and were more than ready for the demands of the world of work in media or the rigors of a four-year program. Faculty in the program considered the focus on skills acquired over time a healthy and fulfilling approach to student media – an approach that was familiar to us based on our own undergraduate work.

As the focus on transfer intensified, I saw more students in the first *Express* class (16A), a few in the second *Express* class (16B, the one I wanted to assess), and fewer in the higher levels, 16C and 16D. The result was quick transfer but less depth of knowledge in the students because of limited time to teach and learn, especially skills related to online and print production of the newspaper – skills that often related to the latest technology. To address this perceived problem and to adapt to the changes in the media industry resulting in increased reliance on online delivery of the news, the program was revamped, largely with CTE funding. And the results have been effective so far.

In other parts of this report, I have discussed the roles of the design mentors, the social media mentor, the technology manager, and the conference organizers this year. Last year, the program used CTE funds to redesign the website, to redesign the print version of *The Express*, and to organize and track the department equipment. These CTE-funded contractors and projects, have changed the focus of the program in substantial ways. For the purposes of this report, I will focus on how the improved website is improving student learning.

SLOs: Assessment data collected from 2 sections over 2 semesters.

SAOs: Assessment data collected from 7 students over 2 semesters.

Describe the quantitative or qualitative results:

In 2017-18, [lpcexpressnews.com](http://lpcexpressnews.com) was completely redesigned using CTE funds. At the same time, the classes that support *The Express* moved to less frequent print publication (four times per semester, a reduction of six issues per semester) with the online edition serving as the primary publication of *The Express*, and the print publication focusing on a more magazine-like format. Starting in Fall 2018, the students in the class also complete “Online Hell Sheets” or critiques of [lpcexpressnews.com](http://lpcexpressnews.com) each month, commenting specifically on the following criteria:

- Interface
- Site organization
- Coverage and content
- Editing
- Use of photography, graphics, and multimedia
- Use of exclusive web content
- Quality of social media tools

After each analysis this semester, the students have refined the website to increase readership. They are also asked to promote their stories using social media, including Facebook, Twitter, Instagram, and Snapchat. Some do more than that, promoting their stories in chat rooms. The Social Media mentor and the Editor in Chief of *The Express* developed a plan for social media distribution, which includes weekly posts on Facebook, Twitter, and Instagram as well as the development of a digital newsletter using Mailchimp. This project hasn't been completed yet. However, the reduced print production schedule and addition of mentors have allowed students to focus on development of digital production and distribution skills while they are mentored with print production skills.

The results have been significant. Last year, a typical online story would likely have been viewed 100 to 200 times. For example, the story "Interim president here to stay, for now" by News Editor Elizabeth Joy was viewed 175 times. This semester, one of the stories, "LPC has a drug problem," has been viewed over 6000 times as of this writing. Other stories have similar numbers. Here's a list of the top five as of October 22, 2018:

- "LPC has a drug problem" by Rebecca Robison: 5728 views (this number has increased to over 6200 in the week since the data was collected)
- "BART's new crime prevention plan raises concerns" by Rebecca Robison: 1935 views
- "New placement strategies ramp up English success" by Emily Forschen: 738 views
- "Student robbed at gun point in campus parking lot" by Emily Forschen: 671 views
- "10 most influential black athletes" by LPC Express: 620 views

Of these stories, all but one (the last one) were published since the website was redesigned and the number of print publications were reduced, allowing students more time to promote and distribute their work online. It is obvious that two students, Rebecca Robison and Emily Forschen, have used the new format effectively and are potential social media mentors or embedded tutors themselves, but other recent stories by students show increased readership as well. The print production part of the process has also become more efficient and less stressful with the inclusion of the design mentors. It is unclear whether this approach fully addresses the idea that students need to develop additional skills before transferring, but it has placed the focus of student learning on digital production and distribution in ways that allows students to master the skills and to improve the content of *The Express*.

**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:**

We plan to continue this work and hope to use embedded tutors in the future to do so.

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

Students are becoming savvy at using social media and chat rooms for promotion of their work. This has become the expectation in the realm of media. This is a student achievement that is

directly related to the redesign of the website, the increased focus on the website, the increased use of social media to drive traffic to the website, along with the work of the design and social media mentors.

**DO you plan to continue tracking this SLO in the next year? Explain.**

No. There's not enough data to track the 16B SLO as an SLO. It seems to me that SLO data may be better tracked in relation to one of the larger survey classes or perhaps for the program as a whole.

**C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)**

Circle One:

CSLO **PSLO** SAO

**Course, Program Name, or Student Service Area:**

Focus on developing a Program SLO related to distribution of student media content. Many of the course SLOs include assessment of students' ability to "recognize, acquire, produce, and distribute" content. A program-wide view of distribution of would be especially relevant given the recent changes to the program.

**Text of CSLO/PSLO/SAO:**

Can the language used in the Certificate of Achievement be integrated into the transfer degree, the A.A., and the Radio Certificate? Specifically, the language would include "the student will be able to recognize, acquire, produce, and distribute content for" the student media.

**If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.**

The following courses are or will be mapped to the PSLO:

MSCM 14 (*Express* production)

MSCM 16A, 16B, 16C, and 16D (*Express*)

MSCM 17 (*Express*)

ENG/MSCM 19A and 19B (*Havik* Journal)

MSCM 32A, 32B, and 32C (Radio Las Positas)

MSCM 34 (*Naked* Magazine)

MSCM 35 (Multimedia Reporting)

**D. SLO/SAO Suggestions (optional):** What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

I find eLumen very difficult to access and use. It's hard to find the time to "coordinate" as proposed. In addition, is there a way to copy and paste the SLOs? I couldn't do it.

## Section Four: 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.**

All have been recently updated. Our Curriculum Specialist helped me to update the report, which initially indicated the need for updates but now indicates that everything has been updated. However, we are planning to add a level B to the magazine course and to update both 34A and 34B to focus more on lecture, which is an essential part of the class, made more so by the use of design mentors to assist with production.

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

We are in the process of updating the Radio Communications certificate to change its title and units and to update courses. This will occur this academic year, but it requires approval by the Mass Communications advisory board and coordination/approval from with a regional committee. We recently obtained and October 2018 "Radio Occupations Labor Market Information Report" Prepared by the San Francisco Bay Center of Excellence that supports this certificate, stating, "Based on all available data, there appears to be an undersupply of Radio workers compared to the demand for this cluster of occupations in the Bay region and in the East Bay sub-region (Alameda and Contra Costa Counties). The annual gap is about 718 students annually in the Bay region and 127 students in the East Bay sub-region."

The updates to curriculum will be accompanied by related changes to SLOs. In addition, a coordinated project involving PSLOs is planned.

**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.**

We have no immediate plans to add DE courses, degrees, and/or certificates.