

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Mass Communications	ALSS	Melissa Korber

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

The Las Positas College Mass Communications program is an inclusive learning-centered program, providing educational opportunities and support for completion of transfer, degree, basic skills, career-technical, retraining, intellectual, creative, and personal goals of its diverse students.
--

Specifically, the program:

- Enables students to transfer to baccalaureate-granting institutions with enhanced understanding of the role of Mass Communications in society and with the skills required to succeed in fields related to Mass Communications;
- Prepares students for internships, career entry, and advancement in the field of Mass Communications and fields where Mass Communications skills are used; and
- Fosters student success through committed, exceptional faculty, staff, and administrators.

The Mass Communications Program provides a strong foundation for its students and aims to cultivate in them:

- The knowledge, skills, values, and abilities to become engaged and contributing members of the community;
- The ability to think critically and creatively;
- An understanding and respect for difference and diversity;
- The ability to make humane, informed, and ethical decisions, especially as those decisions relate to issues concerning the media;
- The willingness to adapt to change in the workplace, especially in the dynamic and deadline-driven workplaces associated with the media;
- The desire to participate in society as responsible citizens and to create, foster, maintain, and expect responsible media; and
- A clear understanding of the role and responsibility of the media along with an understanding of the importance of the media historically, currently, and in the future in American society.

The Mass Communications Program offers:

- A CTE-based AA degree in Mass Communications.
- A Certificate of Achievement in Mass Communications: Journalism.
- A Career Certificate in Mass Communications: Radio.

The mission of Las Positas College is:

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

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The Mass Communications Program directly supports the mission, mirroring its language while including a more expansive view of community college education than the college is able to at this time. (Yes, the reference to “intellectual, creative, and personal goals” was intentional because it is more reflective of the diverse goals of students in the program than the college mission’s statement.) Specifically, the program focuses on student learning by providing unique learning opportunities, including survey classes, lecture and lab classes, and classes focused on producing student media. All of these classes may be used to complete transfer, degree, retraining, or career-training goals since the program offers a CTE-based AA plus a Certificate of Achievement and a Career Certificate. In addition, a Transfer Model Curriculum degree in Journalism is being developed. In addition, with its strong focus on improving writing skills, the program also enhances basic skills for many students.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
MSCM 2	Regular CTE revision.
MSCM 3	Regular CTE revision.

2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

<p>Point of clarification: These courses will be revised in 2013-2014 “for the academic year 2014-2015.</p> <p>MSCM 14 needs to be revised to add levels, probably just A and B.</p> <p>MSCM16 was revised last year to add two levels, A and B. Two additional levels, C and D, are planned.</p> <p>MSCM 32 was revised last year to add two levels, A and B. Two additional levels, C and D, are planned.</p> <p>MSCM 34 needs to be revised to add levels, probably just A and B.</p> <p>Three courses need to be deactivated: MSCM 15, MSCM 15L, and MSCM 32L.</p>
--

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

<p>Yes. The Transfer Model Curriculum Degree, an AA in Journalism, is in the works. Some of the curriculum listed above needs to be completed first. Our state-proscribed goal is to complete the degree by the end of the 2013-2014 Academic Year.</p>
--

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
15 F2011: 7,14, 16, 31, 32, 32L, 34, 35 S2012: 3, 5, 14, 16, 19, 32, 32L, 33A, 35 No courses offered in summer.	12	12

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

The courses taught by the one full-time faculty member in the program are assessed twice per year. The rest were rarely assessed, but now that stipends have been made available, more assessments of those courses have been completed and more assessments are planned.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
3	3	7

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

The Mass Communication Program has one full-time faculty member. Efforts to set up a meeting with all part-time faculty members haven't been successful, so most of the "dialogue" about assessments has been internal and, therefore, not well documented except, perhaps, on Elumen. The one exception to this occurred in spring 2012 when during a Flex Day activity, two of the part-time faculty (Jin Tsubota and Marcus Thompson) and full-time faculty Melissa Korber worked with photography instructor Deanna Horvath

to revise existing SLOs in Mass Communications so that they better fit with the student and program outcomes. The new SLOs were focused on how the production of student media occurs in different forums. Specifically, faculty agreed that all student media outlets work on recognizing, acquiring, producing, distributing, and promoting media contents. Since then, some of this language has been include in SLOs. The evidence of this dialogue is on a poster-sized post-it on my office wall. No, it can't be attached, but a picture of it is available upon request. Some evidence may also be found in the minutes of the Mass Communications Advisory Board meetings, which often summarize discussions geared toward improving student success. The minutes are available from the dean's office upon request.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

In general, students who complete Mass Communications classes achieve a high level of mastery on the assessments, with over 60% assessing in the highest or second-highest levels.

Of the 225 students assessed:

35.5% (80) assessed at the highest level of achievement on the assessment given, a 4;

30.2% (68) assessed at 3;

14.2% (32) assessed at 2;

5.3% (12) assessed at 1;

14.7% (33) assessed at 0;

and only one student or .4% received an NS, which means no score.

The Mass Communications Program is made up of three types of classes:

A. Media Classes, classes that allow students to recognize, acquire, produce, distribute, and promote content using different media;

B. Survey Classes, classes that focus primarily on theory and industry practice;

C. Lecture and Lab Classes, classes that involve theory in a lecture setting with practice in a lab setting without production or distribution of student media.

The majority of the classes offered during this time period were type A or Media Classes, and in these classes, students assessed even better than the "norm" established by the entire program. The classes in this category are MSCM 14 (newspaper), MSCM 16 (newspaper), MSCM 19 (anthology), MSCM 29 (independent study), MSCM 32A (radio), MSCM 34 (magazine), and MSCM 34 (video journalism). Specifically, if all Media Classes are considered together—thus avoiding statistical anomalies created by small classes—the assessments show the highest level of achievement or the second highest level of achievement for most students (73.1%), a higher level than the 65.7% documented for the program as a whole. The following chart details the assessment of those 97 students, less

than half of the total students assessed during this period of time.

Assessment Level	4	3	2	1	0
All Media Classes (97)	48.4% (47)	24.7% (24)	11.3% (11)	3.1% (3)	12.4% (12)

In contrast, students in the Survey Classes, MSCM 31 and MSCM 5, and the Lecture and Lab Classes, MSCM 3 and MSCM 7, assessed at lower levels of proficiency than those in the Media Classes:

Assessment Level	4	3	2	1	0
Survey Classes (71)	30.1% (22)	29.6% (21)	22.5% (16)	4.2% (3)	12.7% (12)
Lecture and Lab Classes (57)	19.3% (11)	40.3% (23)	8.8% (5)	10.5% (6)	21.0% (12)

The overall conclusion is that students in Media Classes assess at higher levels of proficiency than those in either Survey Classes or Lecture and Lab Classes. This makes sense on an intuitive level because each newspaper, each radio show, each video produced, can be counted as an assessment. In general, students in the Media Classes have to be more dedicated because they are the creating actual products working with other students, creating a type of learning community. Perhaps this is what leads to more buy-in and higher assessment scores.

The revised assessments are designed to focus more narrowly on the steps in the production process. Such a narrow focus will ideally enhance student learning by pinpointing where students need to achieve at higher levels in the five areas identified by faculty on Flex Day: Recognizing, Acquiring, Producing, Distributing, and Promoting Content. Based on course outcomes, that the production area may need some enhancements.

The form asks that the only distance education course in the Mass Communications Program be analyzed separately. The chart below compares MSCM 5, Introduction to Mass Communications, the face-to-face survey class, with MSCM 31, the online survey class, and all Mass Communications classes. The comparison shows that students in the online class achieve about the same level of proficiency in online classes as they do in face-to-face classes, with 81.2% achieving proficiency at a level of 4, 3, or 2 in the online class; 79.9% of all Mass Communications students and 84.6% of Mass Communications 5 students

achieved the same level of proficiency. Thus, an analysis of Student Learning Outcomes for the online class does not show a deficiency that would lead to any changes in instruction.

Assessment Level	4	3	2	1	0
All MSCM (225)	35.5% (80)	30.2% (68)	14.2% (32)	5.3% (12)	14.7% (33)
MSCM 5 (39)	28.2% (11)	30.8% (12)	25.6% (10)	2.6% (1)	12.8% (5)
MSCM 31 DE (32)	34.4% (11)	28.1% (9)	18.7% (6)	6.2% (2)	12.5% (4)

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

The Mass Communications Program receives funding for media production through the Bookstore Committee. For the past few years, that funding has been proscribed and has not included a process for requesting additional resources. The Express has received \$6000 per year, Naked has received \$2000 per year, and Radio Las Positas has received \$4000 per year since approximately 2010-11 (before then, the amounts were much higher). Given the assessment success of students in the student media classes, it would be easy to justify continued funding and perhaps additional funding if the request process were reinstated.

The Mass Communications Program has also requested funding through the CTE grant program for travel, equipment, and promotional purposes. The media production classes are the most purely CTE in the Mass Communications Program, a hybrid program with strong elements of CTE and transfer. Again, given the assessment success of students in the student media classes, strong arguments can be made to justify additional grants. Although the Mass Communications Program has not recently applied for equipment through the Instructional Equipment Process, such logic would apply there as well. The goal in the future is to apply for another full-time faculty, and the program has already asked for additional space from the Facilities Committee (in spring 2013). As set forth in the last program review, "Program Review involves long-range planning, and the best long-range solution for the media students and for the campus as a whole would be to have fully equipped student radio and television stations on campus. The addition of a full-time faculty member would support the development of space dedicated to radio and television development while strengthening the program as a whole. [F]uture plans [...] include the addition of space dedicated to television and radio production, necessitating at least one additional full-time faculty member." As the college recovers from budget cuts and more funding for faculty positions becomes available, the assessment results and continuing vitality of the program will justify a faculty position.

One additional note is necessary: If space is allocated to it for a studio, the Mass

Communications Program has a unique opportunity to collaborate with Chabot's television station and to secure additional broadcasting and funding the Digital Infrastructure and Video Competition Act. This funding is essentially available to Las Positas College once we have a studio.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

All courses taught by the lead faculty member will be assessed. The goal is to integrate all willing part-time faculty into the assessment process.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

As a program with one full-time faculty member and part-time faculty members with dramatically different schedules, we do not hold meetings. (I've tried to set up department meetings in the past, but I have not been successful.) Thus, most dialogue about data occurs when faculty members pass each other in the Media Lab. I will share my analysis with the other faculty members in hopes of stimulating further dialogue—and evidence of that dialogue.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Here is a brief summary of the data.

- Headcount and Enrollment: The program is growing. It increased from a 109-student headcount and 162 total course enrollments in 2007 to a 151-student headcount and 183 total course enrollments in 2011. Fall 2009 and fall 2010 were the high-water marks for headcount and enrollments, which declined when classes were eliminated because of budget cuts. This follows the general trend of the college.
- Student Demographics for Gender: More men than women tend to take Mass

Communications classes. The percentage of women in the program decreased from 48% in fall 2007 to 42% in fall 2011. This does not follow the general trend for the college, which generally enrolls more women than men.

- Student Demographics for Age: Most of the students in the program are 21 years old or younger. However, the number of younger students is actually decreasing, which is contrary to overall trends for the college. In fall 2007, 79% of Mass Communications students were 21 years or younger; in fall 2011, that number had decreased to 68%. However, these percentages are still much higher than the percentage of students younger than 21 for the college as a whole, which increased from 49% in 2007 to 54% in fall 2011. In effect, the decrease in younger students is moving the Mass Communications Program closer to the college norm.
- Student Demographic for Race-Ethnicity: The number of white and African America students has steadily decreased from fall 2007 to fall 2011 while the number of Filipino and Latino students has increased. All other categories have stayed roughly the same. This is different than the numbers for the college, which show roughly consistent numbers for most race-ethnicities. The only significant changes in the college composition were with increases from 16% to 22% for Latinos, decreases of White students from 53% to 47%, and the addition of the Multiethnic category; in these categories, Mass Communications percentages are similar to college percentages.

The following summarizes Mass Communications percentages from fall 2007 to fall 2011:

Race-Ethnicity	Percentage in Fall 2007	Percentage in Fall 2011
African American	17%	6%
White	56%	48%
Filipino	2%	5%
Latino	9%	29%
Native American	0%	1%
Multiethnic	--	5%
Other/Unknown	12%	3%

- Student Enrollment Status: Most of the students in Mass Communications are either first-time college students or continuing college students. The percentage of continuing college students (59%) was the same in fall 2007 and fall 2011. The number of first-time college students increased from 23% in fall 2007 to 28% in fall 2011. During this time, the number of students returning to the district decreased from 9% to 3%. The overall trend of most students being first-time college students or continuing college students is also reflected in college-wide data.

- **Student Load Unit:** Most Mass Communications students are full-time students with 12 units or more, but the percentage of full-time students in the program is decreasing while the number of part-time students with 6 to 11.5 units is growing. Full-time students decreased from 69% of the program in fall 2007 to 56% of the program in fall 2011. Part-time students with 6 to 11.5 units increased from 24% of the program in fall 2007 to 36% of the program in fall 2011. It is unclear what caused the decrease or if it is an anomaly because all other years presented were more similar to the fall 2011 percentages than the fall 2007 percentages. One possibility is that the economic decline in 2008 led to more part-time students. During the same period of time, college-wide numbers reflected steady full-time enrollment in the mid-30% range with increased part-time (6 to 11.5 units) enrollment from 28 to 35%. It is unclear why so many more Mass Communications students are full-time students, although the section on Educational Goals (immediately below) indicates students might choose to attend college full-time in order to more quickly achieve transfer.
- **Student Educational Goal:** Most students in the program intend to transfer, and the percentage of transfer students is increasing. In 2007, 67% of the students intended to transfer; in 2011, 79% intended to transfer. Perhaps mirroring the increased focus on transfer and declaring majors, the number of undecided students declined from 17% to 10% during this time. The increase in transfer students and decrease in undecided students is reflected in college-wide data, although the percentage of transfer students in Mass Communications (79%) is much greater than the college as a whole (61%), perhaps reflecting the program's addition of UC transferable classes during this time and the increased industry emphasis on attaining a degree.
- **Highest Educational Level:** The majority of Mass Communications students were freshmen, and that number has been steady over the years, from 63% in fall 2007 to 64% in fall 2011. The number of sophomores has declined over the same period of time from 27% to 20% while the number of "other undergraduate" students has increased from 7% to 11%, probably reflecting both the addition of a CSU/UC transferable distance education class and scarcity of classes at four-year colleges because of the state budget. Mass Communications had greater percentages of freshman and sophomores than the college as a whole, although the trends seemed similar.
- **Student Performance:** Both the course success rate and the course completion rate have decreased from fall 2007 to fall 2011. In fall 2007, the course success rate was 86%, and the course completion rate was 90%. Both percentages declined by fall 2011, to 72% and 86%, respectively. The beginning percentages are probably skewed by the course load at that time, which included a greater percentage of media classes, which, as discussed earlier, reflected higher proficiency assessments. By 2011, the program was offering more of a variety of classes and its success and completion rates were nearly identical to college rates for the same period of time, 71% and 86%, respectively.

Enrollment Management: From 2007 to 2011, all Enrollment Management categories have increased except for the Full Time Equivalent Faculty. Weekly Student Contact Hours increased from 723 to 1026; Full Time Equivalent Students increased from 24.1 to 33.6; and Productivity increased from 329.8 to 458. During the same period of time, the college as a whole experienced decreases in every category except for productivity. The differences can likely be attributed to a growing program. The FTEF increased from 38% in fall 2007 to 59% in fall 2011, reflecting a change in the program structure. In fall 2010, Melissa Korber went from being part English and part Mass Communications in a full-time position to full-time Mass Communications. Over the same period of time, enrollments grew from 162 to 183, and the fill rate increased from 66% to 80%, which is lower than the college average but which shows substantial growth.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

As set forth in more detail above, the Mass Communications program is a growing program. It also is a program that encompasses many different types of media, ranging from print journalism, to social media, to radio and television production. Growing the program by adding a radio and television studio would increase opportunities for students with very little additional cost since outside money could be used to furnish the equipment and to help provide content. The growth in the program might then justify additional faculty and classified personnel.

2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

4.48 FTEF

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

This amount increased from 4.21 to 4.48 FTEF from 2011-12 to 2012-13; the increase occurred because of curriculum changes as well as the reinstatement of MSCM 35, Introduction to Video Journalism, as a year-round course.

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

The Mass Communications program is currently in a flux because of curriculum changes dictated by the state, the transfer degree in Journalism that is being developed, and its nature as a CTE program. If given the opportunity to gain additional FTE, the goal would be to add summer and fall sections of Mass Communications 5 and possibly to teach a course in investigative journalism that exists as a course outline but which has never been taught.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
4.21	1.86	44%

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	1	No.	12	10
student assistants	1	No.	10	9

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

Yes. The program may need to hire additional part-time instructors.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

Yes. Faculty in the Mass Communications Program generally attend two to three journalism conferences per year and apply for Staff Development funds to offset the costs of the conferences. In 2013, the radio advisor also attended a conference with students and will likely want to attend it again. In both cases, instructors travel with students and attend workshops.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Possibly. If we are able to set up a radio and television studio for the program, additional equipment will be necessary. However, the plan to set up such a studio is completely contingent upon outside funding and collaboration with Chabot, which has already received outside funding. Please refer to the Facilities Committee Request Form (attached) for more information about this request.

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

N/A

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

Not exactly. As set forth in more detail above, the student media get co-curricular funds (Express=\$6000, Radio Las Positas =\$4000, and Naked=\$2000). The funds for the Express and Naked are used to pay for publication of the print versions and additional revenue is generated through ad sales and fundraisers since the cost of publication is generally much higher than the amounts provided, and funds are also used to attend conferences. Radio uses its funds for equipment, software, music, and conferences.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

None are anticipated. If a new studio is made available, the program may have some additional needs, but, as discussed in more detail above, that would be contingent upon outside funding. The program has to have space for a studio before it can secure outside funding.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

The Mass Communications Program is a unique program, which provides students access and training in media, and through its student media, is garnering recognition from statewide associations such as the Journalism Association of Community Colleges as well international programs such as the Associated Collegiate Press. The Mass Communications Program is growing, and the subject matter of the program, media, is becoming more pervasive in everyone's lives. As mentioned in this review, curriculum changes, new state requirements, and budget cuts have all taken a toll on the program.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

Below is the relevant information from the update. All processes are ongoing, and, as set forth in more detail above, the TMC degree has not yet been completed. Since the Mass Communications Program Review was completed and revised in 2010 and 2011, the major changes to the program include the following: The Associate in Arts Degree in Mass Communications, which included a Labor Market Study, was approved by the State of California as a Career Technical Education degree in spring 2011. Community College journalism faculty throughout the state have collaborated with CSU faculty to develop a set of course descriptors and an Associate in Arts for Transfer Degree. The Mass Communications program at Las Positas College has had to revise and level many courses before completing the degree. Two program-level Student Learning Outcomes were developed in fall 2011. Mass Communications adjunct faculty members have begun work on assessing SLOs for their classes following development of a process for compensating adjuncts. The quest for funding for student publications continues to be a priority as bookstore funding (which partially funds the newspaper, magazine, and radio station) is a fraction of what it was in prior years. Increased advertising sales, fundraising, grant writing, underwriting, and student and faculty investment are currently combining to ensure that the student media continue to publish and broadcast. Faculty in Mass Communications are looking to revise curriculum so that it reflects sequences rather than one course that can be repeated up to four times. These efforts are in response to the state's movement away from repeatability in many areas. The Mass Communications Advisory Board continues to be active and vital. Most recently, the Advisory Board joined forces with the local Regional Occupation Planning group for combined meetings. Students in the Mass Communications Program continue to demonstrate excellence at journalism conferences. In spring 2011 and spring 2012, *Naked Magazine* was awarded General Excellence by the Journalism Association of Community Colleges. In spring 2011, the *Express Newspaper* was awarded General Excellence by JACC. In fall 2012 Breda Cruz, *Naked Magazine's* 2011 editor-in-chief, was named second place Reporter of the Year by the Associated Collegiate Press. In 2013, the *lpcexpressnews.com* website was named a finalist in an Associated Collegiate Press competition for websites. In addition, at the JACC conferences since the last Program Review, Las Positas College students have earned dozens of honors for writing, production, design, and multimedia work. This underscores the excellence of the program as well as the need to attend journalism conferences, which allow students to hone their skills in an intense and enriched educational environment and to network with peers and industry professionals. Of course, the hard part of this equation

is the economic part, which has led to a renewed focus on advertising sales, fundraising, and student and faculty investment. In addition, the program continues to strive for a studio, as set forth in the Program Development Documents: "Create additional space on campus dedicated to television and radio production to facilitate students learning. Includes new full-time faculty member." In 2012-2013, the program applied for additional space and collaborated with faculty and staff at Chabot College about this exciting opportunity.

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

This was included above.

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

The program's goals in 2014-2015 include continuing to work with or move toward a studio space and to update curriculum not updated in the 2012-2014 time period.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Radio, television, and multimedia students will be able to learn more effectively in a state-of-the-art facility. This should lead to growth in the program.

Continue to the next page to complete the form.