



Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program LANGUAGE ARTS/ MASS COMM

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

Mass Communication focuses upon understanding the methods by which Mass Media inform and persuade, with language or without, and the cognitive and emotional impact those media messages have on the audience.

Please list the **most significant achievement** accomplished since your last program review.

Mass Communication has provided a wide variety of enriching mass media experiences for students through approximately 25 field trips a year, in addition to numerous on-campus speakers. Furthermore, these extra opportunities have come at no additional cost to the college. Add a fill rate of 113.4% over the last year and it becomes very clear that Mass Comm is a very cost-effective program.

List the current major strengths of your program

1. A program that is quite willing to find learning experiences in the community
2. Cost-effective and transferable courses
3. A small, vibrant, interdisciplinary outlook

List the current weaknesses of your program

1. Never enough large lecture classrooms to keep up with demand.
2. Curricula is constantly changing as the mass media changes.
3. This program review is a little awkward because the sole full-time instructor (Mike Eberts) is on sabbatical during the Fall 2011 semester.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
AMERICAN SIGN LANGUAGE	2007-2008	50	4.6	345	0.0%	69.5%	72.4%	0
	2008-2009	64	4.4	466	0.0%	102.8%	75.7%	0
	2009-2010	45	3.3	429	0.0%	104.8%	75.4%	0
	2010-2011	52	3.2	509	0.0%	97.0%	78.7%	0
	% Change 4-Yr.Trend	+3.3% stable	-29.9% decreasing	+47.5% increasing	-- increasing	+39.6% increasing	+8.7% stable	--
FOREIGN LANGUAGE	2007-2008	531	29.2	579	52.5%	82.8%	76.4%	7
	2008-2009	559	29.8	598	51.9%	90.7%	74.8%	18
	2009-2010	549	28.7	609	54.5%	98.6%	77.2%	12
	2010-2011	503	27.5	581	55.7%	100.2%	76.0%	15
	% Change 4-Yr.Trend	-5.3% stable	-5.7% stable	+0.4% stable	+6.1% stable	+21.1% increasing	-0.5% stable	+114.3% increasing
JOURNALISM	2007-2008	20	1.5	422	30.4%	46.3%	71.1%	0
	2008-2009	17	1.3	422	36.8%	44.4%	72.4%	0
	2009-2010	27	1.5	559	30.4%	75.9%	74.1%	0
	2010-2011	32	3.7	280	63.7%	92.7%	66.2%	0
	% Change 4-Yr.Trend	+58.2% increasing	+138.7% increasing	-33.7% decreasing	+109.6% increasing	+100.2% increasing	-6.9% stable	--
MASS COMM.	2007-2008	79	2.2	1,144	72.7%	99.9%	79.6%	3
	2008-2009	78	2.2	1,129	72.7%	101.6%	78.0%	2
	2009-2010	79	2.2	1,138	72.7%	118.1%	80.2%	2
	2010-2011	72	2.2	1,037	72.7%	113.4%	82.8%	1
	% Change 4-Yr.Trend	-9.4% stable	+0.0% stable	-9.4% stable	+0.0% stable	+13.6% increasing	+4.0% stable	-66.7% decreasing
SPEECH	2007-2008	234	15.1	494	56.2%	84.3%	77.7%	17
	2008-2009	235	14.7	511	55.0%	99.8%	77.9%	10
	2009-2010	248	14.8	534	48.7%	99.5%	74.8%	5
	2010-2011	225	15.4	465	49.3%	96.2%	+1.7%	6
	% Change 4-Yr.Trend	-3.8% stable	+2.2% stable	-5.9% stable	-12.2% decreasing	+14.1% increasing	stable	-64.7% decreasing
LANGUAGE ARTS DIVISION TOTAL	2007-2008	914	52.6	553	49.2%	82.6%	75.5%	27
	2008-2009	954	52.3	580	48.9%	93.6%	76.1%	30
	2009-2010	948	50.5	597	49.3%	100.2%	77.6%	19
	2010-2011	883	52.0	540	51.6%	99.6%	76.2%	22
	% Change 4-Yr.Trend	-3.4% stable	-1.1% stable	-2.3% stable	+5.0% stable	+20.5% increasing	+0.9% stable	-18.5% decreasing

1.1. Describe how these trends have affected student achievement and student learning:

A small but highly-popular department, Mass Communication had remarkably steady enrollment from 2006 through 2010. This consistency was for the simple reason that every seat in every Mass Comm 101 class fills, whether the economy is good or bad, whether the college's budget allows for more classes or cutbacks. In 2010-11, FTES and WSCH/FTEF dipped by 9.4 percent despite a fill rate of 113.4%. The decline is simply a result of cuts, especially to short-session MC101 enrollment. The data shows very clearly that if more capacity is added to Mass Comm classes, it will quickly fill just as it has in the past.

Fill rates for the other three years of the dataset are 99.9%, 101.6% and 118.1%. Student success continues to hover around 80% and does not appear to have been harmed by high fill rates.

Mass Comm enrollment can be increased without adverse harm to student success by restoring large lecture status to short session classes, and to increase the size of large-lecture Mass Comm classes during the fall and spring semesters.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?⁴

- Mass Communication majors commonly go on to study advertising, journalism, communications, film studies, marketing, sociology, and sports communication. Related careers include advertising, marketing, public relations, journalism, and program directors (collegeboard.com).
- According to a UC Berkeley survey of recent Mass Communication graduates, 9 percent were attending graduate school (law school was a popular destination for graduates) and some were seeking employment. But those who were employed earned an annual salary of nearly \$47,000 and worked for companies that included Google, Facebook, and Pandora Media. Some 21 percent were working in education.
(<https://career.berkeley.edu/Major/MassComm.stm>)
- The Fall 2011 sabbatical of Mike Eberts has required that his large lecture classes be given over to two talented adjuncts. So far, they are up to the task. This makes the expansion of course offerings even more risk-free.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed? Yes or No
	n/n	%	n/n	%	n/n	%	
MASS COMMUNICATION	2/2	100	1/2	50			No

2.1. Please comment on the percentages above.

Mass Comm 101 has enough sections that a random sampling is enough to make a determination of trends.

All active courses have written SLOs. Mass Comm 101 has had three SLOs assessed over two semesters, with additional assessments being implemented regularly. All courses have been reviewed. All course prerequisites were reviewed and validated in 2009-10. All textbooks were reviewed in 2009-10 and, if necessary, updated.

2.2. a) Please provide a **link*** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.

b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been

changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.

- c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

a) Link – <http://www.glendale.edu/languagearts/SLOPLO>

b)

b) The assessment timelines have led to a more self-conscious evaluation of how the various elements of Mass Comm 101, and the Mass Comm department and major, support SLOs and PLOs.

c) There has been assessment of Mass Comm 101, and outlined above. Program assessment tools have been put in place and evaluation of Mass Comm majors is about to begin.

- 2.3 a) Please provide a **link** to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

Link – <http://www.glendale.edu/languagearts/SLOPLO>

SLO assessment is still new enough that student achievement rates are still being established.

Intro to Mass Communication (Mass Comm 101) accounts for nearly all of the department's enrollment, with 12 sections and more than 650 students each year. Assessment has led to the development of item analysis questions on exams to objectively measure the various SLOs. In addition, essay questions and term paper topics have been reviewed and, in some cases, rewritten with the SLOs in mind.

- 2.4 Please list all courses which have been reviewed in the last academic year.
Note: Curriculum Review is required by the Chancellors Office every 6 years.

None

- 2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

Mass Communication had program review in 2010-2011.

- 2.6 For each program that was reviewed, please list any changes that were made.

The PLO document has been created and integrated with course SLOs. It is the first PLO document to be created for the program. Because the Public Relations Certificate is not currently being offered, a PLO draft was created, but will be filed only when the revised certificate is approved.

3.0. Reflection and Action Plans

- 3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

The Fall 2011 sabbatical of Mike Eberts has resulted in two adjuncts, Sharyn Obsatz and Michael Falcon, taking more active roles in the Mass Comm program. Their observations and input are good for the program. In addition, Jeff Smith was recently hired into a full-time, tenure-track position. While he is mostly assigned to speech, plans are for him to continue teaching Mass Comm 120, Public Relations. This can only strengthen a course that is directly connected to a lucrative and growing occupation.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Seek increased, cost-effective growth of MC101 through restoring short session sections to large lecture status and increasing the size of large lecture classes during the fall and spring semesters.	The 9.4% WSCH/FTEF decline recorded in 2010-11 (despite a 113.4% fill rate) will reverse, and Mass Comm enrollment will begin to grow again.
Continue to calibrate assessments to SLOs through essay questions, multiple choice questions and research paper topics.	Clarify core competencies relevant to Mass Comm courses
Can now confidently look for one or more courses to introduce to expand the department's course offerings.	For years, the Mass Communication program was held back due to ambiguity regarding faculty service areas of the department's sole full-time instructor, Mike Eberts. That has since been resolved.

2011 PROGRAM REVIEW
LANGUAGE ARTS
MASS COMMUNICATIONS
Large Lecture Classroom
I:LA-MC-1
Section 4
Resource Request

Type of Request: ☐ Facilities/Maintenance ☒ Classroom Upgrades ☐ New space
☐ Instructional Equip. ☐ Non-Instructional Equip ☐ Conference/Travel ☐ Training
☐ Computer/Hardware ☐ Software/Licenses ☐ Supplies ☐ Other

Mandatory: Is this request for one-time funding? ☐ OR Does this request require ongoing funding? ☐

If this is a repeat request, please list the Resource ID code or year requested: _____

Mark if the following apply to this request: ☐ Health & Safety Issue ☐ Legal Mandate
☐ Accreditation Requirement ☐ Contractual Requirement

4.1. Clearly describe the resource request.

Mass Comm 101 should have a dedicated large-lecture classroom. For years, the department has been hampered because the Language Arts Division has no large-lecture classrooms assigned to it. This has meant that Mass Comm 101 classes, no matter how popular or how long they have been taught in a particular classroom, can easily be left without a suitable classroom assignment. This has led to decreased WSCH/FTEF, but an almost absurdly high fill rate.

Amount requested \$ _____ Unknown _____ Breakdown of cost (if applicable):

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

This would directly address the first goal mentioned in section 3.2, which is to seek increased, cost-effective growth of MC101 through restoring short session sections to large lecture status and increasing the size of large lecture classes during the fall and spring semesters.

4.3. What measurable outcome will result from filling this resource request?

Enrollment will increase, and students (transfer students, especially) will be served.

APPROVALS

AGENCY		DECISION									
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported									X	
	Adequately supported										
	Not supported										
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans		Other:			
Standing Committee Review of Resource Request Committee: Academic Affairs						Prioritization Score					