



Annual Program Review 2012-2013 - INSTRUCTIONAL REPORT

Division - Program

MASS COMMUNICATIONS

Authorization

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

Author: Mike Eberts

Division Chair: Lourdes Girardi

Date Received by Program Review: November 20, 2012

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
Mass Communications	2008-2009	78	2	1,129	72.7%	101.6%	78.0%	2
	2009-2010	79	2	1,138	72.7%	118.1%	80.2%	2
	2010-2011	72	2	1,037	72.7%	113.4%	82.8%	1
	2011-2012	57	2	911	50.0%	107.7%	86.6%	0
	% Change	-26.7%	-9.1%	-19.3%	-22.7%	+6.1%	+8.6%	-100.0%
	Four-Year Trend	decreasing	stable	decreasing	decreasing	stable	stable	decreasing

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

Mass Communications had a statistically odd year in 2011-2012 as the sole full-time faculty member had a sabbatical in Fall 2011. Student demand was far greater than available classes could provide, as a fill rate of 107.7% indicates.

1.2 Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

Mass Comm 101, which accounts for the bulk of the program's enrollment, is an IGETC general education course. Mass Comm 120 is tied to the lucrative field of public relations.

2.0. Student Learning and Curriculum

Course Level

Year	SLOAC Course Count		% of Courses Assessed
2010-2011	2	100.0%	50.0%
2011-2012	2	100.0%	100.0%
% Change		+0.0%	+50.0%
Four-Year Trend		stable	increasing

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

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N / N	%	N / N	%	N / N	%
Mass Communications	2/2	100	1/1	100	4/4	100

2.1 Please comment on the percentages above.

Mass Communications is blessed to be a department that combines high enrollment with a relatively small number of sections. This makes assessment easier. In Fall 2012, Mass Comm 101 students were asked two multiple choice quiz questions written to detect understanding of SLO #3 for the course, which reads as follows:

Students will be introduced to the concept of news as an important form of continuing civic education that empowers citizens and voters in a democratic society, enabling the students to analyze and critique social and political issues, and to evaluate news media coverage of those issues.

The responses of ten randomly-selected students per section (40 students total) were checked on quiz questions about traditional media gatekeeping through selection of stories and a second question about the newsgathering advantages of online publications versus paper ones. Some 62 of the 80 answers from the 40 students were correct, a success rate of 77.5%. The same 40 students had a success rate of 69.3% on all of their multiple choice quiz questions.

2.2 Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

As exams are updated each semester (a necessity in Mass Communications 101, where the rate of change is rapid), there has been a gentle incentive to include questions which reflect course SLOs. As a result, the exams—and as a consequence, the lectures—are becoming more aligned with the SLOs.

- 2.3** 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.

No Mass Communications courses were reviewed in the last year.

Degree, Certificate, Program Level

List each degree and certificate, or other program* within the division	AA/AS Degree PLO Identified		AA/AS Degree Assessment Cycles Completed		Certificate PLO Identified		Certificate Assessment Cycles Completed	
	YES	NO	YES	NO	YES	NO	YES	NO
Mass Communications AA	X		X					X
Mass Communications Certificate					X			

- 2.4** Please comment on the percentages above.

This part of the program review process has been delayed a bit by the attempt (now suspended) to create a Mass Communication-Liberal Arts Major. See below for more explanation.

- 2.5** Using the results from your division/departments recent assessment reports, please summarize any changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

In theory, all programs (including Mass Communications) should smoothly implement all of the SLOs, PLOs and other standards, and then assess them in an orderly way and make changes based upon that. But the reality has been that these requirements have gained relevancy in piecemeal fashion. As a result, the Mass Comm program is going through a natural process of rethinking both SLOs and PLOs.

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

The Mass Communications AA was examined as part of the aborted attempt to turn it into a dual Mass Comm-Liberal Arts transfer major.

- 2.7** What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

X	Curricular development/revisions of courses
X	Curricular development/revision of programs
	Increased improved SLO/PLOs in a number of courses and programs

X	Other dialog focused on improvements in student learning
	Documented improvements in student learning
	Increased/improved SLO/PLOs in a number of courses and programs
X	New degree or certificate development
	Best Practices Workshops
	Conference Attendance geared towards maintaining or improving student success
X	Division Retreat in 2011-2012
	Division or department attendance at Staff Development activity geared towards maintaining or improving student learning
	Division Meeting Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

In Spring 2012, there was an exploratory attempt to turn the Mass Communications transfer major into a quasi-Liberal Arts transfer degree to transfer into Liberal Arts majors across the state. After several meetings with the relevant on-campus personnel, the idea proved unworkable due to state rules regarding majors that mimic general education curricula.

There was also a proposal to develop a new course tentatively titled "Race, Gender and the Media," patterned after a successful course taught at Santa Monica College. That idea is still under development.

Also in Spring 2012, Mass Comm and Journalism faculty gathered for a retreat to discuss departmental and curricular issues.

In Fall 2012, Mike Eberts became the Language Arts Division Representative to the CORE committee, which has discussed best standards and practices for student learning in Distance Education classes.

3.0 Reflection and Action Plans

- 3.1** Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

Strengths

List the current strengths of your program

1. Low-cost, high-enrollment IGETC courses
2. Mass Media courses interact with local mass media outlets on field trips
3. Curriculum constantly updated with developments in media

3.2 Weaknesses

List the current weaknesses of your program

1. No dedicated large-lecture classroom for MC101
2. Could easily support more large-lecture sections

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Seek a dedicated large-lecture classroom for MC101	Will result in better scheduling and higher enrollment.	EMP #1 (Growth) PLO #1 (Field Trips)
Development of new course, "Race, Gender and the Media"	Will give the Mass Communications department a second IGETC transfer course	EMP #1 Growth PLO #2 (Media and Culture)

Format Rev. 9.21.12

2012 PROGRAM REVIEW**Section 4
Resource Request**

**LANGUAGE ARTS-
Mass Communications**

**Dedicated large lecture
classroom/other**

I:LA.MC.1**Mark Type of Request:**

	Facilities/Maintenance		Computer Hardware for Student Use
X	Classroom Upgrade		Computer hardware or Faculty Use
	Instructional equipment		Software/Licenses/Maintenance/Agreements
	Non-Instructional Equipment		Conference/Travel
	Supplies		Other

4.1 Clearly describe the resource request.

Mass Comm 101 needs a dedicated large-lecture classroom. Over the last few years, it has been increasingly crowded out of AD217, where it had been taught for many years. This semester (Fall 2012), four sections of the class are being taught in three different rooms.

Furthermore, Mass Comm 101 is being increasingly scheduled in the afternoons, which has had a negative impact on the media field trips that are a hallmark of the course. These field trips work best when the class is taught in the morning so that the trips can be scheduled in the afternoon. This has three positive features:

1. Field trips are usually available in the afternoon, so having classes in the morning means no classes have to be cancelled.
2. Students generally are more free to attend afternoon field trips, and their transportation is simplified if they have no need to return to the campus on field trip day.
3. It makes it easier for the faculty member to schedule field trips so they do not interfere with faculty, division, and other meetings.

Amount requested: This is a revenue-neutral request.

4.2 Funding

	Requires One Time Funding
	Requires Ongoing Funding
X	Repeat Request
	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

X	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

Please explain how/why this request meets any of the above criteria.

A dedicated large-lecture classroom for MC101 is arguably a health and safety issue. The ability to schedule field trips in the afternoon will allow more students to leave campus in a more orderly—and hopefully safe--fashion. With field trips jammed into the morning or midday, students are more tempted to push the limits of safety in getting on and off of campus.

- 4.4** Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address?
Please use information from your report to support your request.

EMP #3 (Demographics) Both the proposal for the new course and the request for a new classroom speak to the demographic challenges facing the college. The proposed course--Race, Gender and the Media—will focus on media portrayals of underserved communities. These are also groups of people who perhaps have been underserved by the college in the past.

The request for a dedicated large lecture classroom for MC101 also addresses the college's demographic challenges, albeit indirectly. Mass Comm 101 field trips get students into the community, which is increasingly important in the era of helicopter parents and economic stratification. Typical MC101 field trips take students to locales including Downtown L.A.'s Broadway Theater District, the Getty Center, the Los Angeles Times, the Autry Museum, television tapings, the L.A. Central Library, and other sites. These field trips help introduce our students to the many sides of our complex and endlessly fascinating metropolitan area.

- 4.5** What measurable outcome will result from filling this resource request?
Enrollment will go up without the fill rate going down.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	
	NON COMPLIANT OR INCOMPLETE	X
	a) Request not adequately described or incomplete	X
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments	The request is unclear. There is no linkage between the need for a larger classroom and field trips. A link to demographics could be developed for evidence. No budget is stated and the request does not clarify a need for resources. The request is clearly linked to the EMP and ILOs, etc.	

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.