Communications
PROGRAM REVIEW REPORT
2014 - 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
O'Neil, Margaret	Long, Stacy	Long, Stacy
Villeneuve, Theresa	Rashidi, Waleed	Rashidi, Waleed
	Baca, Richard	

Communications

I. Executive Summary

Program Description:
The Communications Program includes instruction in journalism and mass media studies and hands-on laboratory experiences. The program includes instruction in print journalism, publications, broadcasting, narrowcasting, podcasting, public relations, desktop publishing, film studies, reporting and writing news, multimedia reporting, and visual, digital, and mobile communications. Included in the communications program are critical and analytical thinking skills, sensitivity to cultural diversity, media law and ethical communication. Communications courses satisfy general education requirements for the associate degree and lower division transfer and can be used to fulfill some of requirements for an associate degree major in Language Arts.

Students may opt for the ADT in Journalism.

Communications courses are offered during the day, in the evening and online.

Strengths/Effective Practices:
Our publications program continues to win regional and state awards.
Our involvement in Journalism Association of Community Colleges (JACC) provides opportunities for our students to connect with and display their skills to industry professionals.
Our alumni are working in the media industry reflecting the hands-on skills they developed in our program.
Our classes serve a variety of student populations through our DE and traditional delivery methods.

Weaknesses/Lessons Learned:
Our program is strong but struggles to achieve the goals set out in this document, mostly due to budget and growth. The changes in course repeatability have adversely affected the publications portion of the program. Only by bolstering enrollments in non-publication classes can we hope to accomplish many of the goals outlined the program review.

Faculty have re-written Communications 240, Newspaper Production Staff, to reflect different levels of student outcomes. These new classes will be in effect as of Spring 2014.

There is a growing trend of various members of the campus being unwilling to be interviewed in person and not via email which is impacting student preparation for real interviews in their professional career

Recommendations/Next Steps:

The faculty in this department should continue working to get more support for the advisor to the newspaper as she struggles to maintain a quality publications program.

There should be an increase in the publication advisor's stipend.

The number one priority is to hire a second full time communications faculty member. This could become even more important because the long term plan is for the program to move into the fine arts building and to become digital. We need print plus digital curriculum.

Re-acquaint the campus community with the power of the press and the importance of being available to help prepare students for professional interviews.

Impress upon the students that in today's news world, everyone will be a freelancer and that they should use the course offerings in journalism to improve their "brand."

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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
COMM 100 Mass Media and Society	S14	0	3	1	3	**Spring 2014**
COMM101 Reporting and Writing News	F14	1	2	1	2	**Spring 2014**
COMM103 Freelance Journalism	S14	0	1	0	1	**Spring 2014**
COMM104 Public Relations	S11	0	1	0	1	**Fall 2012**
COMM136 Cultural History	S13	0	2	0	1	**Spring 2014**
COMM200 Visual Communications	F10	0	0	0	0	**Has not been offered**
COMM230 Desktop Publishing	S11	0	1	0	1	**Fall 2013**
COMM240 Newspaper Prod Staff	S13	0	1	0	0	**Spring 2013** **But will revised into 240A,B,C,D**
COMM240A	S13	0	0	0	1	**New and to be offered SP 2014**
COMM240B	S13	0	0	0	0	**New and to be offered FA 2014**
COMM240C	S13	0	0	0	0	**New and to be offered in SP 2015**
COMM240D	S13	0	0	0	0	**New and to be offered FA 2015**
COMM245 Editorial Board Workshop	F07	0	0	0	1	**Fall 2013**

						But will revised into 245 A,B,C,D
COMM245A Editorial Board Workshop	**S13**	0	0	0	1	**New and to be offered in Spring 2014**
COMM250 Multimedia Reporting	**S09**	0	1	0	1	**Fall 2012**
COMM 280 Magazine Production Staff	**F07**	0	0	0	0	**Has not been offered.To be reviewed for currency in curriculum**

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Language Arts	AA	1950	56	80	59	76
Liberal Arts: Arts and Humanities	AA	2009	7	18	20	30
Communication Studies	AA			5	17	26
Journalism						

TYPE: AA = Associate in Arts   **AS** = Associate in Science Degree   **C** = Certificate   **S** = Skill Award
AA-T = Associate in Arts for Transfer   **AS-T** = Associate in Arts for Transfer

IV. Sections Offered
Historically our classes have been full and we have been unable to accommodate all the students who want to take communications courses. Scheduling conflicts in the program (such as offering a newspaper production class and a newswriting class at the same time) have affected this, but generally, we are in need of another full-time instructor to accommodate student demand and maintain program quality and currency.

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

For data on course sections, sucess and retention, and student demographics please refer to data packet in your program review folder. Observations and reflections related to these data can be addressed in the appropriate "plus one" addendum.

Observations and comments about course, program and college level data can be made below.

We had one of the first transfer degree programs, but the program hasn't been available long enough to generate any meaningful data.

Current retention and success rates are on par with campus wide numbers. We struggle with students staying enrolled but with inconsistent attendance and this affects our success rates. We are making a point to emphasize the connection between attendance, engagement and success.

The students in student publications classes (Comm 230, 240, 245) are very engaged and committed.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

We have more Hispanic/Latino students than any other ethnicity in our program. Their success rate is of concern because it is nine points lower than the average on campus.

Female students are closer to the campus average for success being only four points lower than the campus average, but male students are significantly lower than the campus average being fourteen points lower.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

Communications students are engaged in practical application of newsroom theory, which prepares them for internships, immediate employment, and/or transfer to four-year institutions. The Clarion advisory board provides real-world connections and experiences for Communications students. The connection between the Clarion, a student-run campus newspaper, and the Communications Program provides students with built-in practical experience in the field. A number of program alumni are active journalists and communications professionals. Below are a few examples of working alumni:

- Joseph Siyam, NBC Television, Access Hollywood
- Ada Guerin, Art Director, Hollywood Reporter
- Tim Lynch, Public Relations Director, Cal Poly Pomona
- Jenelle Rensch, Managing Editor, Claremont Courier
- Katharyn Dunn, Editor, Claremont Courier
- Art Wilson, Associate Sports Editor, San Gabriel Valley Tribune
- Aaron Castrejon, Patch.com
- Raul Roa, Photojournalist, Los Angeles Times Community News
- Stacie N. Galang, Communities Editor, Ventura Valley Star
- Stacy Armstrong, Public Relations Specialist, External Relations, Citrus College)

VII. Student Learning Outcomes Assessment Reflection

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle.   Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:
http://intranet/SLO/Pages/default.aspx

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Generally we seem to be covering our SLOs well and for the most part our classes seem on target.

For Comm 100, 136 and 101, the major hindrance to student success is completion. Students who didn't do well either didn't attend or didn't complete assignments. More work needs to be done to make sure students commit to success in the class.

In Comm 101, more students are enrolling who are underprepared. We are considering a pre-req although we are concerned about the effect on enrollment. Presently we have "highly recommended successful completion of Eng. 99"

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VIII. Progress toward previous goals

During 2013 - 2014, we accomplished:

	Previous Goals	**Progress/ Persons Responsible**	**Status**	**Institutional Goal**
Goal 1 2012	Hire a f/t lab supervisor	A visual lab supervisor will start in Fall 2014	IP	4

In addition to previous goals, during 2014 - 2015, we plan to:

	Description	**Actions / Target Date**	**Data Index***	**Institutional Goal****
Goal 1	Hire a f/t lab supervisor to meet requirements of state law	Required to meet state law on line-of-sight requirements in student labs. Request immediate funding from district for FY1314. Journalism tech job descriptions from five nearby community college journalism programs have been forwarded to Dean Sam Lee, Vice President Arvid Spor and Human Resources director Robert Sammis.	4.11, 4.14. 3.16	4
Goal 2				
Goal 3				
Goal 4				

*For instutional goals visit link below.
http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf

**For Educational and Facilities Master Plan, use table below.

EFMP 1 – Collaborate with other divisions to create an interdisciplinary convergence communications program that focuses on crafting stories and delivering them in a variety of current formats (print, web, TV, radio) and emerging formats (tablet, smartphones, podcast).
EFMP 2 – Collaborate with the facilities planners to create a dedicated educational environment conducive

| to interdisciplinary convergence communications. |
| EFMP 3 – Collaborate with Speech faculty to develop a transfer degree in Communications consistent with the requirements of the statewide Academic Senate transfer model curriculum (AB 1440). |
| EFMP 4 – Tim improve success rate and enhance contribution to transfer mission, increase variety and number non-news production related communications course offerings. |

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IX. Budget Recommendations for 2014 - 2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
f/t Multimedia Instructor	Meet industry standards; facilitate communications program SLOs	Mission, Need, Quality, Feasibility, Compliance	1
f/t Interdisciplinary Instructor	Meet industry standards and facilitate EFMP 1	Mission, Need, Quality Feasibility, Compliance	2

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
f/t lab supervisor	Meet requirements of state law. Facilitate SLOs in Comm 240, 230, 103, 250	Mission, Need, Quality, Feasibility, Compliance	1

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Faculty Training: iPad, software, APPS	Facilitate SLOs in Comm 240, 230, 103, 250			1

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Develop TC 129 into a multimedia studio	Facilitate SLOs for Comm 250/Multimedia Reporting and for broadcast journalism. .	TC 129	Mission, Need, Quality, Feasibility, Compliance	1
Move the student	Facilitate SLOs for the entire media	Digital	Mission,	1

publications program into the future Digital Communications and Fine Arts Building.	arts/ communications program.	Communications and Fine Arts Building	Need, Quality, Feasibility, Compliance	

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Apple 13-inch MacBook Pro (model MD102ll/A) with 2.9 GHZ Intel Core i7 processor, 8GB RAM, 750GB hard drive	Facilitiate SLOs for the entire media arts/communications program	$1499.00 (need 2)	Mission, Need, Quality, Feasibility, Compliance	1
Apple 21.5-inch iMac with 2.7 GHZ quad-core Intel Core i5 processor, 8GB RAM, 1TB hard drive, WIRED keyboard and mouse		$1299.00 (need 2)	Mission, Need, Quality, Feasibility, Compliance	1
Apple Mac OSX software upgrade		$19.99 (street price, need 10)		
Adobe Creative Suite (Master Collection) software		$2599.00 (street price, need 10)		
Adobe InDesign software		$699.00 (street price, need 10)		
Adobe Photoshop software		$699.00 (street price, need 10)		
Adobe Illustrator software		$599.00 (street price, need 10)		

Apple Final Cut Pro software		$299.00 (street price, need 10)		

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Apple Mini DisplayPort to VGA Adapter		$29.00 (need 2)	Mission, Need, Quality, Feasibility Compliance	1
Canon EOS Rebel T5i Digital Camera with EF-5 18-55 mm IS 11 Lens Kit		$799.70 (need 2)	Mission, Need, Quality Feasibility Compliance	1

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Many and Various				

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)

- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.

- Identify unit cost (cost per item) and the number of units desired in requests.

- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request $30,000 for a classroom set of equipment (one item for each student), if $15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District's mission and established core competencies and / or diversity?
N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?
Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?
F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?
C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.
Priority 2: This item is essential to program success.
Priority 3: This item is necessary to maintain / improve program student learning outcomes.

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X. Career Technical Education

TOP CODE: 0614 DIGITAL MEDIA
TOP CODE: 0602 JOURNALISM

1.   **Advisory Committee meeting date(s):**   **Dec. 9, 2013 June 6, 2014 and July 28, 2014**

2. **Advisory Committee recommendations**

1.	Incoming editor-in-chief to produce two mock issues to be sent to them for evaluation
2.	Based on quality of mock issues, they would confirm the editor for the position or not.
3.	Hire a f/t lab supervisor
4.	Archive past issues in searchable digital format
5.	Recruit staffers for the Clarion and ccclarion.com

3. **Are these Advisory Committee minutes on file with Academic Affairs?**

    YES __ ___   NO __X___

4. **Vocational Funds**

Source	Purpose	Amount
VTEA	Purchase hardware, software, camera gear	$7,000

5. **Labor Market Data 2010 – 2020**
    (California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
Public Relations Specialist	**27-3031**	23,700	28,700	21.1%
Writers and Correspondents	**27-3022**	6,400	4,300	-6.5%
Proofreaders and Copy Markers	**43-9081**	1,000	1,100	10%
Public Relations Managers	**11-2031**	6,700	7,800	16.4%
Writers and Authors	**27-3043**	20,900	22,300	6.7%
Producers and Directors	**27-2012**	33,500	40,100	19.7%
Editors	**27-3041**	13,500	12,900	-4.4%

Advertising and Promotions Managers	**11-2011**	4,500	5,200	15.6%
Radio and Television Announcers	**27-3011**	3,800	4,200	10.5%
Desktop Publishers	**43-9031**	1,700	1,300	-23.5%

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

CORE INDICATORS

Indicator	Negotiated Level	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Proposed)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	87.27%	100.00	100.00	100.00	92.00	100.00
2. Credential, Certificate, or Degree	81.50%	100.00	100.00	81.82	87.50	88.89
3. Persistence or Transfer	86.50%	100.00	100.00	84.62	84.00	91.67
4. Placement	76.97%	100.00	100.00	100.00	100.00	50.00
5. Nontraditional Participation	22.60%				60.00	50.00
6. Nontraditional Completion	26.50%				50.00	100.00

Indicator	Negotiated Level	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Proposed)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	87.27%	95.45	95.24	88.46	100.00	88.89
2. Credential, Certificate, or Degree	81.50%	50.00	63.64	75.00	83.33	75.00
3. Persistence or Transfer	86.50%	77.27	71.43	84.62	75.00	100.00
4. Placement	76.97%	66.67	85.71	66.67	66.67	50.00
5. Nontraditional Participation	22.60%	40.00	50.00	71.43		
6. Nontraditional Completion	26.50%	50.00	33.33	75.00		

Core 1 - Skill Attainment, GPA 2.0 & Above:

Core 2 - Completions, Certificates, Degrees and Transfer Ready :)

Core 3 - Persistence in Higher Education :)

Core 4 - Employment: 79.86% Performance Goal

Core 5 - Training Leading to Non-traditional Employment:

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House