Media Communications

2017-22

SECTION 1 – OVERVIEW. DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1.1 Introduce the program review with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

The Media Communications (MCOM) Department has been in existence in some form on the Grossmont College campus since 1969. The name "Media Communications" was devised in 1997 with the unification of the Journalism and Telecommunications programs. Three emphases fall under the department: Audio Production, Cross-Media Journalism, and Video Production. The department's mission statement, updated in 2021, reads as follows:

The mission of the Media Communications program at Grossmont College is to enable students to think critically while developing an understanding of basic skills, concepts, and impact of media communications. These will lay the foundation for a professional media mindset, university transfer, and meaningful careers.

All students should have access to the most effective educational resources needed at the appropriate moments in their academic experience, regardless of race, gender, sexual orientation, disability, ethnicity, language, religion, cultural background, or socio-economic status.

Students in the program will:

- Receive an education that combines practical and theoretical skills as currently defined and practiced by media communication industries;

- Be guided by dedicated faculty with the proper qualifications in both academia and media professions to ensure excellent instruction;

- Experience an internship program which provides them opportunities to work with industry professionals;

- Train with technology that emulates the changing and converging world of media communications;

- Be enriched by faculty who are involved in professional and academic activities that equip students with current information, trends, and practices found in media professions.

The department was relocated to the newly-constructed Digital Arts Building (Building 20) in 2007. Its facilities include a video and television production studio with a control room and announcing booth, an audio production studio and control booth, a radio facility, and audio and multimedia labs

Media Communications

and classrooms. MCOM has had a campus print news publication and radio channel since the department's inception. Renamed *The Summit* in 1992, the student-produced news publication is printed six times a year throughout the fall and spring semesters; *The Summit* is also available online at gcsummit.com, where its content is updated weekly. Griffin Radio, also produced by students, streams online at tunein.com.

At its merger in 1997, MCOM had five full-time faculty members; the department currently has three. Dr. Evan Wirig, Audio/Video Professor, was hired in 1997 when the department was merged. Jeanette Calo, Associate Professor of Journalism and Digital Media and current department chair, was hired in 2014 as an emergency hire to comply with accreditation. Dr. Breanne Ahearn, a tenure-track Video Instructor and Grossmont College alum, was hired in 2019. James Papageorge, the fourth full-time Audio Professor who was originally hired in 1997, retired in 2020 citing the COVID-19 pandemic and his preference to teach in-person; the Governing Board granted Papageorge the status of Professor Emeritus in 2020. MCOM currently employs five part-time instructors to cover the course load at the Grossmont campus and in dual enrollment courses. In addition, Brian Cantarini, the department's senior instructional electronics technician, is a full-time classified staff member; he worked as an adjunct faculty member since 1989 until he was hired as the full-time engineer in 2018 (following one year as interim).

MCOM offers a local associate degree with three areas of emphasis: Audio Production (Multitrack Production or Radio Broadcasting), Cross-Media Journalism, and Video Production. A Certificate of Achievement is available for each of the three emphases. The department also offers an Associate in Arts in Journalism for Transfer (AA-T) degree that transfers to the California State University and University of California systems. Students who have completed studies from MCOM have gone on to careers throughout the country including CNN, ABC, NBC, CBS, FOX and motion picture studios. Others have worked at local San Diego, Tijuana, and Los Angeles media outlets, or have gone on to complete baccalaureate and advanced degrees. Alumni also go on to allied fields of management for cinemas, production houses, music labels, sports networks, video game production, and consumer marketing. *-JC*

1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

1. The department has updated its course-level and program-level SLOs and created an assessment plan for both. Full- and part-time faculty have attended professional development workshops regarding SLO assessment and have explored how other MCOM programs in California use SLO assessment. With an assessment plan in place, the department continues to work on making outcomes assessment more meaningful.

2. MCOM has received adequate computer storage and infrastructure, although getting consistent access to those network locations for all faculty from all computers has been problematic.

Media Communications

Maintaining our large classroom space (Building 21, Room 235) faces a new challenge with discussions of building replacement in the 200s complex. The department chair and chief engineer have attended many construction taskforce meetings with all interested parties and are working to ensure our space is maintained in some way both during demolition and construction and after. Some concerns MCOM has regarding our large classroom space are that it has historically been the classroom that requires the most assistance from the engineer; however, the new location looks to be much further away from the rest of MCOM's facilities. The department is also concerned that we have been unable to secure a swing space for our large classroom that will fulfill our equipment needs and address issues of sound leakage. The nearby modular Building 19 seems the best choice to fulfill these needs, but it has been claimed by other programs.

Since the last program review, MCOM faculty have used Perkins funding and our departmental budget to attend industry conferences and conventions. While the pandemic paused this process for two years, two faculty members and one staff member were able to attend the BEA/NAB convention in April with outstanding results that allowed the department to solidify equipment purchases to keep us up-to-date and provide greater learning opportunities for students. Total purchases were well over $50,000 with 65% coming from COVID grant money and the rest taking advantage of the funds we saved throughout the fiscal year from our budgets. Our department needs occasional infusions of big money such as the COVID grant to purchase new systems and equipment, since our regular department budgets do not allow for much growth. Instead, we break up large purchases across multiple years in the absence of windfalls. As technology continually advances, this approach will fail to meet our needs without budget increases or continued windfall funding.

Generally, our faculty and engineer use free online tutorials to keep abreast of current software. Instructors experiment with the equipment, using their background experiences with similar devices, then fill in the gaps with short tutorials to provide a cohesive overall understanding. This type of software training works well for our department's needs.

3. Faculty members have attended various professional development workshops regarding addressing equity gaps in pedagogy and overall success issues, including the participation of two full-time faculty members in the Strong Workforce Faculty Institute. Strategies adopted have included transparent syllabus design, diversification of curriculum, accommodation of various learning styles and disabilities, awareness of religious holidays, and self-evaluation of personal biases.

4. *The Summit* and Griffin Radio have increased MCOM's visibility on campus and, to a lesser extent, the community. *The Summit* has been working on increasing community visibility through potential advertising on its website. Griffin Radio has provided its equipment and talent for on-campus events and is exploring options for working with the Cuyamaca Music Department on its music industry degree. Prior to COVID, the department also hosted a Journalism/ Broadcast Bootcamp, which brought in local students to interact with the department's facilities, instructors,

Media Communications

and local media. The department has had minimal interaction with the Outreach Coordinator and director of College and Community Relations, although we look forward to ramping up outreach efforts, especially when the director position is filled.

5. The faculty has met with representatives from the counseling department and seems to have cleared up some miscommunication regarding MCOM career opportunities. While we still hear of students being discouraged by counselors from pursuing our field, the dialogue is open with the counseling chair.

6. We collaborated with CSIS and BOT to coordinate our course content, differentiating *MCOM-210: Social Media in the Digital Age* as a theory-driven class.

7. Prior to the pandemic, the WSCH and FTEFS for MCOM were trending up. However, there was a notable drop following the Spring 2020 semester, and the number has slightly declined each semester since. *-JC*

Please attach your Program Review Committee Recommendations here.
1.2_PR_2017 Previous Recommendations

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1a Describe how your course offerings have changed since the last program review. List added or deleted course and state why. Include new degrees and certificates.

Since the previous program review cycle, MCOM has focused on cleaning up and updating its curriculum and recommended materials, making course titles and descriptions more student-friendly, and ensuring diversity, equity, and inclusion (DEI) are infused into each course. Each course outline of record that has been updated has been carefully analyzed by faculty members to assure that courses are equitable and up-to-date with media industries and changing media landscapes. MCOM continues to make shifts in scheduling and updates to its curriculum to make both more student-friendly. For example, it offered an afternoon section of *MCOM-116: Intro to Audio Production*, a course that had traditionally only been offered in the morning or evening, and shifted each course time to the block scheduling proposed by Academic Affairs. The department also added additional asynchronous DE classes, including *MCOM-105: Intro to Electronic Media*, *MCOM-111: Intro to Film Analysis*, and *MCOM-118: Media Script Writing*. In addition, the department began a dual enrollment course of *MCOM-120: Single Camera Video Cinematography* with Helix Charter High School, which was increased to two sections due to its popularity. As more students return to campus, MCOM plans to increase evening and hybrid offerings.

MCOM recently added *MCOM-250: Intro to Representation in the Media* to its course offerings. The course, which was approved by the Governing Board in December 2021, examines how socially-constructed categories of gender, race, class, disability, sexuality, and ethnicity shape media texts and institutions, and investigates the real and symbolic power of the media in shaping public opinion as expressed in contemporary global society. While these topics of intersectionality are often touched upon in other MCOM courses, the department's faculty members felt it was important to have an entire course devoted to the topic. In addition, the course – which is a

Media Communications

requirement for all Journalism, Advertising, and Media Studies (JMS) majors and transfers at San State University – was approved for articulation to SDSU. Similarly, the department added *MCOM-210: Social Media in the Digital Age* to its offerings after the Governing Board approved it in May 2018. The course – which examines the theory and ethics behind creating and consuming digital, social, and mobile media – also articulated to SDSU and is a JMS major requirement.

In an effort to clean up its curriculum, MCOM deleted several courses. *MCOM-226: Digital Audio Production* was eliminated because it had not been offered for more than a decade and it did not count toward a degree transfer. The Journalism Internship Seminar sequence (which included *MCOM-250ABC, -251, -253*, and *-255*) was also deleted because it had not been offered in many years, was no longer required by the state, and was a duplication of our current internship sequence (*MCOM-150, -153, -155*). Finally, *MCOM-189: Multimedia and the Creative Arts* was deleted because it had not been offered in many years, as it was difficult to schedule. It was intended to be team-taught across multiple departments as the entry class to the Multimedia degree, which has since been deleted. While MCOM has not added any degrees or certificates since its previous program review cycle, the department did delete the Video Area of Emphasis for the Multimedia Degree. This was because CSIS deleted its two areas of emphasis and the core courses for the degree had not been offered in many years. *-JC*

2.1b Explain how diversity, equity, and inclusion is infused in the curriculum. Please proved specific examples.

Our department recently created a department equity statement: "All students should have access to the most effective educational resources needed at the appropriate moments in their academic experience, regardless of race, gender, sexual orientation, disability, ethnicity, language, religion, cultural background, or socio-economic status." This statement has also been incorporated directly into our mission statement because DEI is at the core of our mission and our curriculum. For example, the content of *MCOM-250: Representation in the Media* directly addresses the topic by highlighting unequal starting places and interrogating the role of privilege in traditional mass media. In addition to spotlighting the treatment of marginalized identities in the media, MCOM-250 will also increase student equity and success through its articulation to SDSU, where it is now a core requirement for all Journalism, Advertising, and Media Studies majors and transfers. Students can take this required course (as well as other required courses, including *MCOM-210: Social Media in the Digital Age*) at Grossmont College for a fraction of the cost of the university.

Course content across MCOM's curriculum is timely, relevant to the lived experience of students, and it explores a broad range of diverse contributions to the discipline. The curriculum also uses inclusive language and communicates a philosophy that values diverse knowledge and abilities. Class assignments are aligned with the core principles of universal learning design and encourage students to connect course content to their sociocultural backgrounds. For example, in *MCOM-119: Radio Station Operations*, students are encouraged to connect course content to their eclectic experiences in their own radio programs, and in *MCOM-132: Student News Production*, students are encouraged to use their lived experiences to inform their news writing. Textbooks for all

Media Communications

courses are carefully chosen to addresses current issues that are relevant and meaningful to students.

To ensure equitable outcomes, MCOM instructors continue to work on transparent design of syllabi and assignments. Our faculty members have been flexible in adding students late, and several instructors have anecdotally reported being more lenient with make-up assignments. All of our instructors have established online office hours and are very flexible in meeting online at different times in order to accommodate students' schedules. We look forward to addressing barriers to student equity through creative scheduling. While our production classes, which require the operation of expensive industry-standard equipment and software, require an on-campus component, all of our lecture courses can be completed online. While we offer many 100-percent online courses, we will also continue to explore additional evening classes to accommodate working students who may not thrive in an online environment. -JC

2.2a Faculty need to abide by Title 5 and ACCJC standards as directed by Ed Code to validate the content of courses and/or programs. Describe how your department reviews the courses (in relation to the program, if applicable) to ensure you are maintaining currency within your discipline?

According to the MCOM Department Policy Handbook, only full-time faculty can initiate and vote on curriculum changes. The full-time faculty meet at least once a semester to review the curriculum and discuss any necessary changes. For example, in the upcoming year, the department will submit extensive changes to its associate degree major requirements, replacing a dated core curriculum requirement that no longer articulates (*MCOM-105: Introduction to Electronic Media*) with *MCOM-250: Social Media in the Digital Age*, an articulated course that more closely aligns with changes in the discipline.

Input for curriculum changes comes from several entities, including part-time faculty, support staff, and the college's articulation officer. To ensure currency of the program, information and suggestions are solicited from the department's Industry Advisory Committee. Additionally, attendance at conferences and conventions that highlight trends from the media industries aid in determining directions the department should consider. Finally, collaborating with colleagues and programs at other colleges and universities aids in keeping our curriculum and programs current for jobs and transfer. MCOM's degrees, courses and outlines have undergone extensive revisions. The current outlines for MCOM courses reflect current developments and technological advancements in media fields, including changes suggested by our Industry Advisory Committee, and the outlines sustain the historical aspects of mass communications.

Additionally, the department is aligned with the State C-ID systems to help students make a more seamless transfer into the CSU system. Student Learning Outcomes have been implemented into all course outlines, most of which include various objectives that require instructor-student engagement and activity. Some courses involve traditional Socratic teaching methods, while other courses use immersive learning, active learning, kinesthetic and other techniques, including online courses. Teaching practices are dependent on the specific course objectives and desired outcomes. *-EW*

Media Communications

2.2b Per the Board approval dates which outlines are out of date? Describe the plan and include the dates by which your department will submit to Curriculum Committee. (Please refer to the Program & Course Approval Handbook to the right)

The department has six outlines with a 2016 Governing Board Approval Date:

- *MCOM-112: Intro to Reporting and News Writing*

- *MCOM-116: Intro to Audio Production*

- *MCOM-117: Television Studio Operations*

- *MCOM-118: Media Script Writing*

- *MCOM-120: Single Camera Video Cinematography*

- *MCOM-230: Digital Program Production 1.*

All six courses are scheduled to go to the Curriculum Committee during the upcoming academic year (2022-2023). Following this submission, no course outlines will be out-of-date and a department curriculum calendar will be established to maintain currency in our course outlines. *-JC*

2.3 How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

Media communications content is part ages-old, proven principles of creation and storage, and part new-as-tomorrow delivery and production technology. MCOM faculty endeavor to provide a safe environment for discussion and varying opinions. The primary efforts to engage students are to be relevant to the principles of media communications, and not to engage in topics too far afield. However, all instructors are encouraged to incorporate current issues into their teaching when appropriate. For example, societal issues and their representation in mass and social media are often incorporated into lecture courses.

The chair encourages other faculty members to lend their academic experience and expertise to new faculty. Additionally, we receive recommendations from the department's industry Advisory Board, which consists of media professionals throughout the Southern California area. Combined with information gleaned from SLO assessments, common standards for each area continue to be developed.

For example, audio and video faculty keep course content current through attendance at the Broadcast Education Association (BEA) and National Association of Broadcasters (NAB) Conventions. The BEA is the professional association for media professors, industry professionals and graduate students who are interested in teaching and research related to electronic media and multimedia enterprises. More than 1,900 professors, students and media professionals are currently individual members, and approximately 275 college and university departments and schools are institutional members. Attending the conventions allows Grossmont's faculty to associate and network with other academicians and industry professionals. The BEA convention provides a platform to discuss issues and successful academic practices being used at various higher educational institutions. This includes panels, plenary sessions, and break-out sessions on teaching and research. The BEA Syllabus Project is open to all members to aid in the development

Media Communications

of current and relevant syllabi, again being used and implemented by various higher educational institutions.

The NAB affords the opportunities to examine and network with more than 90,000 media and entertainment professionals from more than 150 developed countries, and provides opportunities to attend panels and technical training, with more than 500 skill-building sessions offered at the convention. Many of our department members are still involved with producing professional media content in the real world, and the majority attend these major conventions (NAB, BEA, NAMM) every year to stay abreast and focus on cutting-edge technologies and industry innovations. Faculty often learn more about the current and future practices of our industry (such as the recording and production of audio) in the five days spent at BEA and NAB conventions than in the rest of the year.

Similarly, faculty is also involved in the College Media Association (CMA); the Associated Collegiate Press (ACP); the Society of Professional Journalists (SPJ); the California College Media Association (CCMA); the National Association of Television, Arts and Sciences (NATAS), and Intercollegiate Broadcasters System (IBS). The department's Advisory Board is paramount in aiding the department in deciding technological and pedagogical changes. Additionally, faculty subscribe to various professional journals and magazines, both academic and industry-specific, which discuss academic and career preparation for media jobs. *-BA*

2.4. How do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (SLOs and teaching to course outlines)?

The department has created a New Hire Checklist to ensure all new faculty members get the necessary information. The checklist exists to guide the current chair through the hiring process to ensure candidates are carefully vetted. Once hired, the chair can work with the faculty member and the division's administrative assistant to ensure the instructor is set up with the access required to succeed. The chair then offers a campus tour to the new hire and imparts important information regarding syllabus requirements, office hours, professional development requirements, personal and departmental development (including the evaluation process and priority of assignment), and the census roster. New part-time hires are also given the Part-time Faculty Handbook, as well as applicable course outlines and sample syllabi; they are also given the option to work one-on-one with the chair or another mentor during their first semester, especially if they are new to teaching. New full-time hires are also mentored by the chair through regular one-on-one meetings and are encouraged to focus on their teaching responsibilities and applicable professional development. Dialogue about curriculum and assessment takes place during the department's monthly meetings, which are attended by all full-time faculty members and most part-time ones (although it is not required). All faculty is informed in meetings (and in follow-up emails) of changes in curriculum, course outlines, and SLOs. In addition, each faculty member is given time at the FLEX week department meeting to check the wording of SLOs in their syllabi against the up-to-date
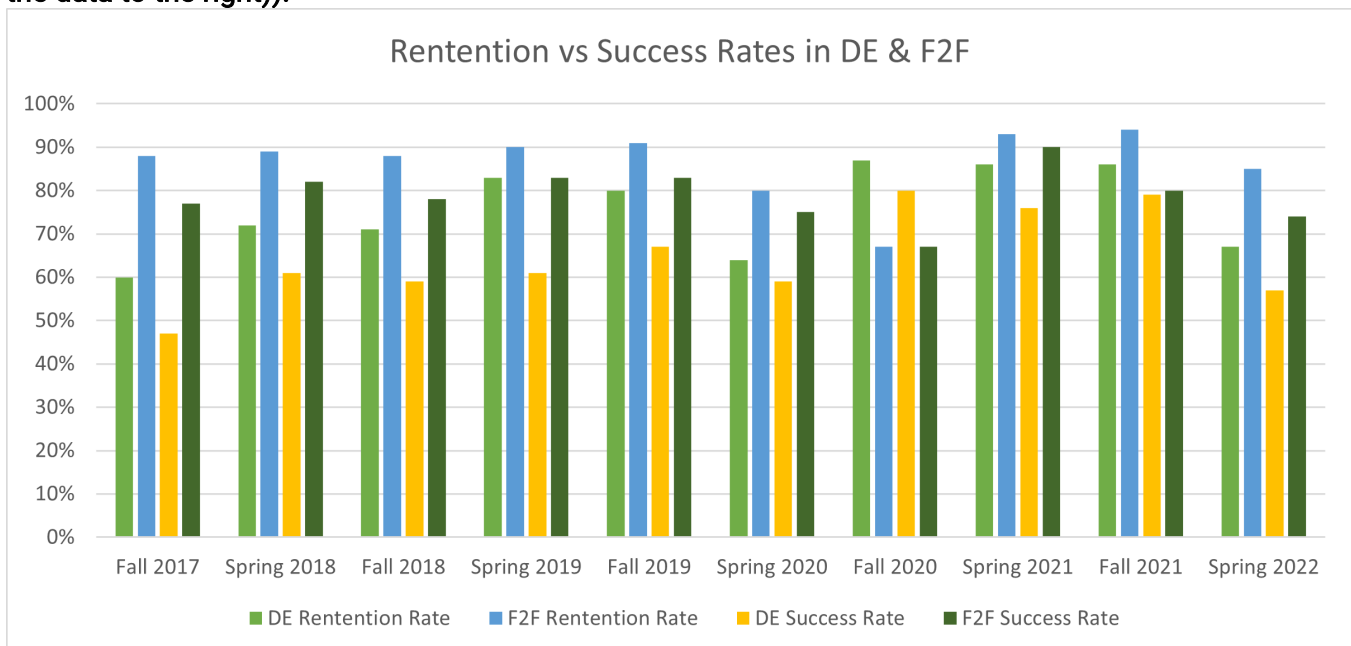
Media Communications

department master document to ensure consistency. Individual instructors ensure consistency in their courses across semesters by using mastery-level assessments and grading rubrics and adjusting as necessary. While only three classes have multiple sections with different instructors – *MCOM-110: Mass Media and Society*, *MCOM-111: Intro to Film Analysis*, and *MCOM-116: Intro to Audio Production* – the department does not currently have a strategy in place to ensure consistency in grading across multiple sections. This will be one focus during our next program review cycle. *-JC*

2.5 Referring to the Grade Distribution Summary graphs (to the right), comment on how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

Despite the pandemic, MCOM has seen an overall increase in student success over the past ten semesters. The average overall success rate of the ALC division is 74%; MCOM has had a 78.37% student success rate. MCOM courses are mostly consistent with college data concerning student success. Different courses in different semesters have seen lower than average success rates for one semester, but then increased the next. This could be due to attendance and the skill set required for progressive courses. Essentially, there are no unusual grading patterns or courses that have successive semesters that affect student success. Once noted, MCOM faculty make adjustments toward increasing student success. *-EW*

2.6 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the data that would prompt your department to make changes? (Please refer to the data to the right)).

Media Communications

The department's retention and success rates were greatly affected by COVID-19. The sharp decline in face-to-face retention rates in 2020 shows students struggled when face-to-face courses were forced to emergency remote teaching. There was a steady increase in distance education (DE) success rates from Fall 2020 to Fall 2021, which may be due to COVID restrictions on campus and the requirement for more courses to be offered online. Fall 2017 and Spring 2020 have the lowest DE retention rates; the 2017 statistic is likely due to the introduction of online courses, while the 2020 one is due to the COVID outbreak, as some students were unable to maintain their course studies due to unprecedented occurrences worldwide. Overall, DE retention and success rates are lower than that of face-to-face, most likely because students require time management and self-taught skills to complete online courses, while face-to-face allows students to complete coursework and rely on the instructor to partake in class discussion about the topic at hand. Our instructors continually look for ways to assist DE students and increase student/ instructor dialogue.

During the pandemic, course delivery methods were established by the administration. However, the department's policy is to ensure courses are offered to benefit both students that learn best face-to-face and those who require DE options due to their schedules and learning styles. All MCOM lecture classes are available with an asynchronous online option; however, many lab classes cannot be offered in this modality because they require hands-on training with equipment and software. Instructors work within hybrid models when required for lab classes, and the department is planning to try out the new Hyflex method of delivery in two courses in the Fall 2022. *-BA*

2.7 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions)

MCOM-120: Single Camera Video Cinematography is being offered at Helix Charter under the CCAP. *-JC*

Media Communications

2.8 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

The department ensures articulations are current through communication with the college's articulation officer and review of the appropriate transferability list on ASSIST.org. The department facilitates its articulation agreements with current, concise, and thorough course outlines with up-to-date textbooks.

MCOM has made great strides in working toward curriculum alignment with our local feeder, SDSU, and has established complete lower division course-to-course articulation for the Journalism major and related emphasis. The robust course-to-course articulation has provided students with curriculum that enables a "Transfer Admission Guarantee." Our department currently does not have areas of concern or additional needs regarding articulation. *-JC*

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1 Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.

3.1a: How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?

Assessment of course-level SLOs is used by individual instructors to inform adjustments within their courses. Instructors are encouraged to collect outcomes via the Canvas LMS for each course they teach, even if it is not up for assessment on our formal three-year cycle. If the assessment reveals a needed correction, in either a formal or informal assessment, the instructor addresses it in the next semester. In addition, the faculty carefully evaluates SLOs and their results when the respective course outline becomes due for curriculum review. *-JC*

3.1b: How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?

MCOM recently updated its PSLOs and mapped each course-level SLO to them. Due to the curriculum calendar, the department has not had a chance to formally assess our new PSLOs, but plan to do so on a yearly basis in keeping with our formal three-year cycle. Specifically, we will assess the PSLOs regarding the audio emphasis in the first year, the cross-media journalism emphasis in the second, and the video emphasis in the third. *-JC*

3.2 What general trends or patterns do you see as you review your department's analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)

For the most part, more than 75 percent of students met or exceeded all assessed outcomes. Three exceptions – including SLO #1 for *MCOM-105: Intro to Electronic Media* (69%), SLO #3 for *MCOM-112: Intro to Reporting and News Writing* (68%), and SLO#2 for *MCOM-113: Media Announcing* (67%) – suggest there is room for improvement in imparting discipline- and industry-specific terminology. Overall, the data has been haphazard because the process had been voluntary and was not based on an assessment calendar. *-JC*

Media Communications

3.3 What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications?

At the course level, instructors will focus on reinforcing the nomenclature in classes and on assessments to improve imparting discipline-specific and industry-specific terminology. Additionally, assessing the SLOs for *MCOM-119ABC: Radio Station Operations* was one impetus in separating and differentiating the SLOs between the three progressive sections.

To address the relevance of the data collected, our department adopted a course-level SLO assessment plan, which will ensure all courses will be assessed over a three-year cycle. Because it is divided up according to lecture/ lab classes (lecture in fall, lab in spring) and our three emphases – one year for audio production, one for cross-media journalism, and one for video production – the data collected over a semester are more likely to be relevant to each other.

Now that a plan is in place, the department will require time to run through the assessment cycle and examine how it meets our needs. Both full- and part-time faculty have been seeking out professional development opportunities pertaining to SLO and PSLO assessment, including the chair's participation in Friday SLO Talks led by Dr. Jarek Janio, and we plan to continue to seek out relevant professional development opportunities. *-JC*

3.4 What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)?

MCOM has created a three-year assessment plan for course-level SLOs. The first year will focus on courses related to the audio production emphasis, the second year will assess cross-media journalism, and the third year will examine the video production emphasis. Lecture classes will be assessed in the fall and lab classes in the spring, ensuring that lab courses offered only once a year are included in the assessment process. PSLOs will informally be assessed at the end of each year considering the current area of emphasis being assessed. A formal PSLO assessment will be carried out following the three-year course-level SLO assessment cycle. *-JC*

3.5 Please attach your assessment schedule from your Department Documents - Program Review folder.
3.5_MCOM Course SLOs Assessment Schedule.pdf

3.6 What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your teaching moving forward?

The department developed a course-assessment schedule to ensure each course is assessed within a three-year cycle. Both full- and part-time faculty spent a significant amount of time updating SLOs and learning how to incorporate SLO assessment into their Canvas courses. The full-time faculty also updated the department's PSLOs and developed a PSLO assessment plan. The result of this work shows the department has made significant progress toward its goal of formulating an action plan to make outcomes assessment more meaningful for our department and students. Moving forward, the information that is systematically collected will be used to inform curriculum decisions within courses and in the overall program. *-JC*

Media Communications
SECTION 4 - FACILITIES AND SCHEDULING

4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

On campus, the MCOM department makes use of its specific facilities located in Building 20. These include an audio studio and control room (Rooms 131 and 133); an audio lab (Room 215); a video/ television studio and control room (Rooms 138 and 134); a multimedia lab (Room 120); a video editing lab (Room 212); a radio station, including on-air and production rooms (Rooms 208, 209, and 210); and a student news production lab (Rooms 213 and 214).

For large classroom space that will accommodate lecture classes with a cap of 50 students, MCOM uses Building 21, Room 235, although it is set to be demolished in the replacement of the 200s complex.

Virtual classes, both synchronous and asynchronous, are hosted in the Canvas LMS. Instructors who teach synchronous virtual classes use their Zoom accounts provided by the California Community College system. *-JC*

4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?
Yes

If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

MCOM laboratory courses require specific industry-standard equipment and access to such equipment to accomplish learning outcomes. Each lab has specific equipment, computers, and software to enable students to accomplish various exercises and assignments related to the program's three emphases of audio production, cross-media journalism, and video production. These laboratory spaces are also used for corresponding course lectures.

Students can arrange with the department's chief engineer, who manages the department's equipment inventory, to schedule times outside of class and lab time to work on necessary assignments. This requires lab spaces to be available to accommodate student schedules for them to work on assignments. The return to on-campus learning will cause an increase in demand for students to utilize the laboratory facilities.

Currently, spaces are sufficient for our current needs, although we have concerns about securing a large lecture classroom space, and a temporary swing space, during and after the demolition of the 200s complex. If Hyflex courses remain a viable option, the department would also like to convert one or more laboratory classrooms to accommodate the format. *-EW*

If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.
N/A

Media Communications

4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Being proactive regarding facilities has been challenging when off-campus has been mandated due to COVID-19. The pandemic also put a strain on the availability of facilities, especially when social distancing requirements restricted student access to labs, most of which have small square footage. However, the department endeavored to accommodate student needs to help them complete their courses of study on time. MCOM faculty should also be commended for using creative methods to continue to teach a discipline that relies heavily on access to expensive equipment and software during the pandemic.

Regarding scheduling, MCOM shortened its student media sequences prior to the pandemic, removing a fourth "D" option from *MCOM-119: Radio Station Operations* and *MCOM-132: Student News Production* in order to help students complete the program in a timely manner. Full-time faculty have been working on developing clear pathways for each emphasis, which has lead to the streamlining of core and emphasis-specific courses. The department has also worked on improving scheduling, aligning our courses with the block scheduling suggested by Academic Affairs and experimenting with different scheduling to accommodate students who can only attend in the afternoons and evenings. All lecture courses within the department are available as distance education courses, and the department continues to explore evening lab class options as the return to on-campus courses continues. *-EW*

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in these spaces.

MCOM students continue to expand their educational experiences as the internet and social media continue to grow. Most students will work in fields that are currently being developed or in fields that have yet to be determined. Currently, faculty and staff continue to work both on campus and off to ensure our knowledge of technology is up to at-the-moment standards.

Technology and equipment updates include upgrading our television studio equipment, including a new CG program and teleprompter technology, along with updates to computers that hold those programs. Ideally, additional equipment updates in the audio studio control room along with the radio station control room would be beneficial, as well as updates to Mac and Windows computers throughout the department. As noted previously, resources to turn a lab classroom into a Hyflex-capable one would further enhance student options. *-BA*

4.5 Are students trying to access your program impacted by the facility spaces listed in 4.1?
No
If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.
N/A

Media Communications

If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

Media communications is an innovative field and follows what is required by the industries of radio, television, new media, social media, journalism and film. The strength of our program lies in equipment, technologies and instruction that enable students to get "hands-on" experiences. Since the pandemic and the decrease in enrollment, student demand to utilize the facilities and equipment has decreased as opposed to what it was prior to the pandemic. Currently, most lab spaces are sufficient for the department's needs, but this may change when the campus is fully open with no restrictions. Prior to the pandemic, MCOM was looking for ways to expand evening offerings to accommodate student needs. This remains a goal for the department, but doing so would require a part-time engineer to monitor student equipment and technical needs in the evenings. *-EW*

4.6 If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, and open workspaces for students/tutoring, etc.

With changing technologies, especially in social media and podcasting, the department has been exploring the need for additional soundproof areas and a podcasting lab. This could probably be accomplished if the office in 20-121 was no longer used by faculty and staff members outside of the department. *-EW*

SECTION 5 – STUDENT EQUITY AND SUCCESS

5.1a What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g. campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

The pandemic clearly affected enrollment, making managing it challenging until norms are established. However, fluctuations in enrollment did occur during the construction of the Performing and Visual Arts Center from 2017 to 2021. Prior to the pandemic, there was an upward tick of fill percentage rates between the Fall 2017 and Fall 2018 for on-campus courses. An increase in enrollment shows 370 students during the Fall 2017 semester to 426 during the Fall 2018 semester, an increase of 14%. While a downward percentage of 4% is shown from Fall 2018 to Fall 2019, MCOM stays relatively strong with just over 400 students during Fall 2019.

Spring semesters offer additional courses unavailable any other time of the academic year. When examining spring courses and their relation to enrollment, Spring 2020 has the highest percentage of enrollment, with 416 students and a fill percentage of 88%. This increase of students between the fall semesters and spring semesters is likely due to courses such as *MCOM-113: Media Announcing, MCOM-212: Multimedia Reporting* and *MCOM-230: Digital Program Production.* In addition, in Spring 2020 MCOM offered *MCOM-217: Television/ Video News Producing and Directing*, a revamped course giving advanced video students the option to study longform news broadcasting or film and television video broadcasting.

According to enrollment data, the first post-pandemic punch came during the Fall 2020 semester, when MCOM only offered one on-campus section with six students attending. On-campus data for Spring 2021 shows only six sections with an enrollment of 71 students department-wide, followed by 10 sections with 107 students attending during the Fall 2021 semester. There is an upward progression since the pandemic sucker-punched MCOM; however, the department is not near its enrollment numbers prior to COVID-19. Since the pandemic, student enrollments have been extremely low across the college and

Media Communications

department. Prior to the pandemic, MCOM was examining adding additional sections of common courses due to high student enrollments. Now, with student enrollment so low, MCOM has been asked to cut courses wherever possible, leaving introduction courses that aid in filling our advanced courses down to a single section or only being offered once an academic year. This is not sustainable for MCOM, as its students face conflicts with other courses, lack of exposure to other instructors within the department, and a limited selection of course sections.

5.1b In addition, you should examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think is causing these patterns

Regarding department data enrollment, white and Hispanic students make up the highest percentages across all semesters, mirroring the college's overall percentages. With exception of Fall 2021, when Hispanic student enrollment surpassed white student enrollment by 10%, white students have been the majority group enrolled in MCOM courses, with an average of 37%, followed by an average of 35% Hispanic students. The lowest percentage of enrollment in the department includes African American and others. There is a slight variation between African American and Asian/Pacific Islander students; for example, Fall 2017 had 13% Asian/Pacific Islander MCOM students and 11% African American, and Fall 2018 had 8% Asian/Pacific Islander and 7% African American.

When examining data enrollment differences between the college and the department, MCOM has a consistently higher average success rate (between 6.8% and 9.6%) and retention rate (between 2.6% and 4.1%) than the overall institution for African American, Asian/ Pacific Islander, Hispanic/ Latino and white ethnicities. The same is true for gender where MCOM's success rate is 8% higher (8.6% for females and 8.1% for males), and its retention rate is 3.6% higher for females and 2.9% higher for males. Student success and retention in MCOM can be contributed to the various backgrounds of its faculty and staff, strong student mentorship from faculty, and the emphasis on hands-on practices that start early in the semester.

Regarding age, the program review writers did not have access to statistical information disaggregated by age, either for the department or the college.

5.2 Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.

MCOM's average success rate since Fall 2018 is 78% and its average retention rate is 86% (87.6% when throwing out the outlier of Spring 2020), and as noted in question 5.1b, the department's success and retention rates are consistently higher than the college average. As also noted in that question, student success and retention in MCOM can be contributed to the various backgrounds of its faculty and staff, strong student mentorship from faculty, and the emphasis on hands-on practices that start early in the semester. In addition, introductory classes set the foundation for success and retention in advanced studio classes.

Regarding ethnicities, other than the statistical data categorized as "Unknown," students identifying as Asian/Pacific Islander had the highest success and retention rates during the Fall 2017 and Spring 2018 semesters, while white students had the highest rates in Fall and Spring 2019. The department saw a 24% increase in success rates and a 15% increase in retention rates from Fall 2021 to Spring 2022. This notable increase could be due to the availability of increased on-campus sections and capstone classes (as noted in question 5.1).
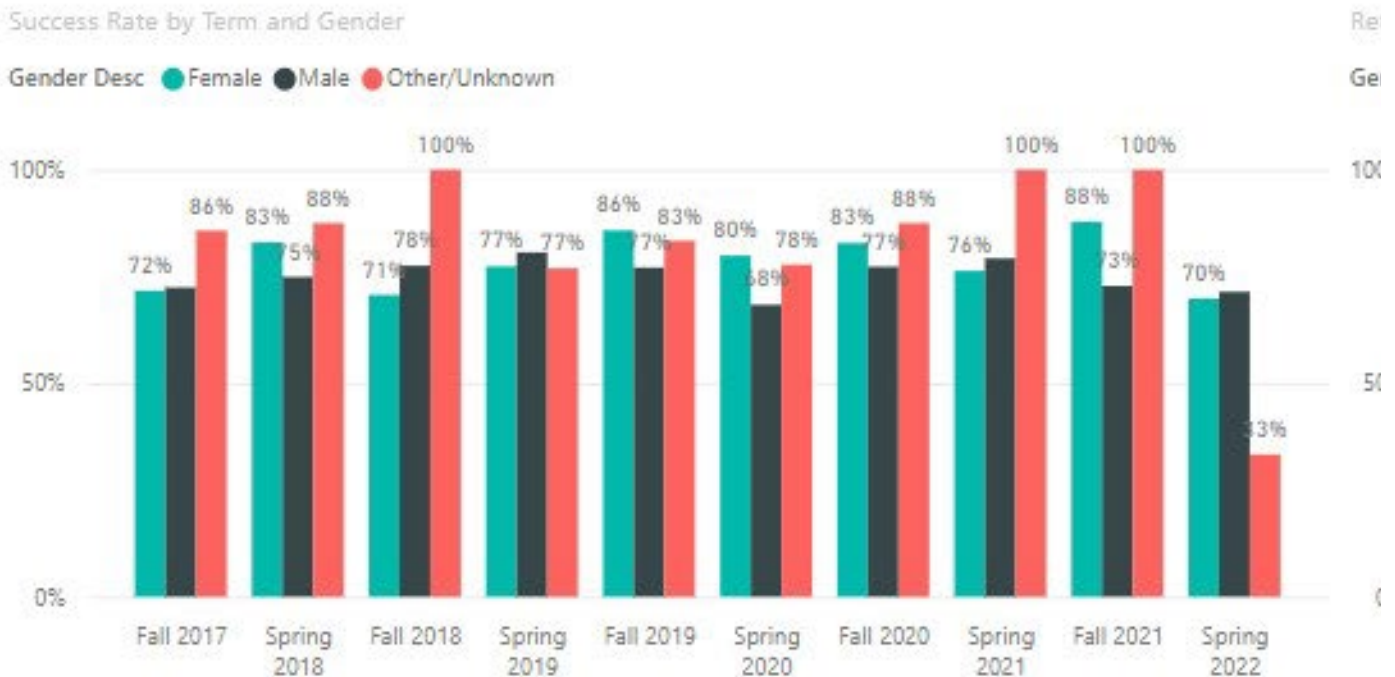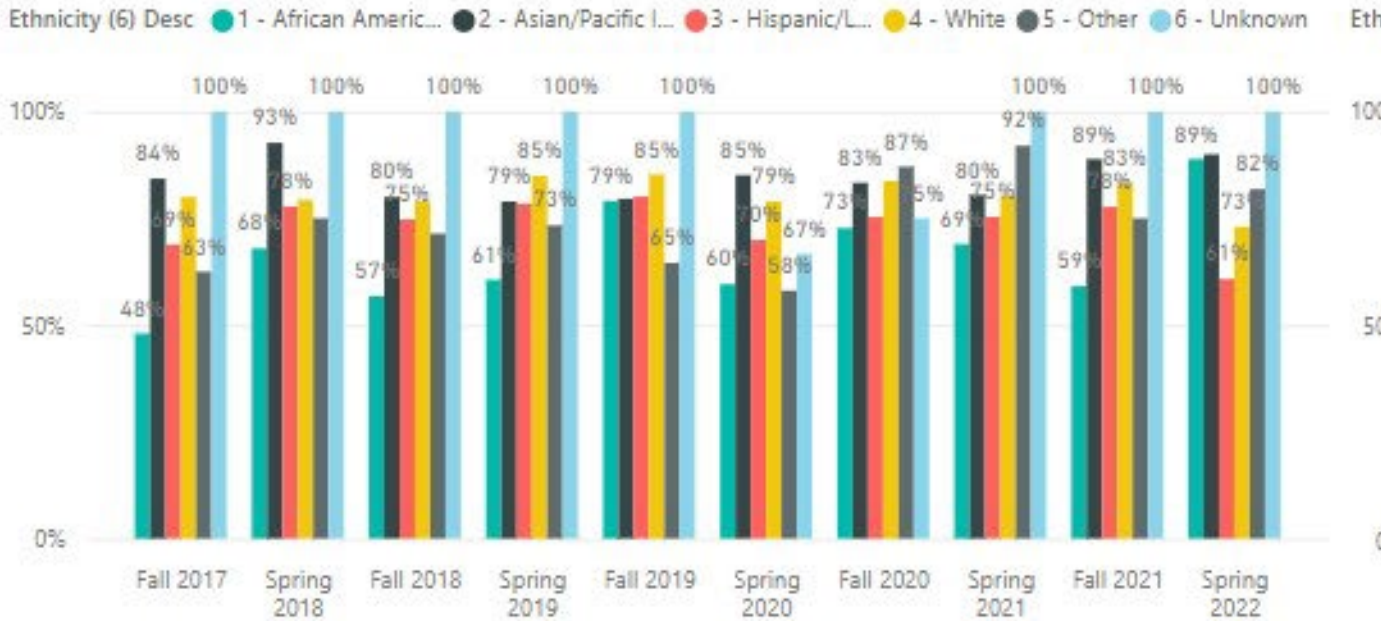
Regarding gender, MCOM had its highest percentage of male students, 79%, during the Spring 2019 semester, while the college-wide percentage for male students totaled 87%. The department's highest percentage of female students was 88% during the Fall 2021 semester. The department is particularly proud

Media Communications

of its success and retention rates among female students (average of 80% success and 87.3% retention), which are higher than the college average in an industry that has been historically dominated by men.

Regarding age, the program review writers did not have access to statistical information disaggregated by age, either for the department or the college.

To improve student success and equity, faculty members continue to update their pedagogical practices by attending conventions and panels pertaining to the industry and equity within the industry. We also meet annually with the advisory board, comprised of professionals from a wide spectrum of the industry, to ensure our curriculum is up-to-date. The data does not currently show equity gaps for a particular group; however, the department is determined to monitor future data to ensure such equity gaps do not occur.

Ethnicity (6) Desc ●1 - African Americ... ●2 - Asian/Pacific I... ●3 - Hispanic/L... ●4 - White ●5 - Other ●6 - Unknown

Success Rate by Term and Gender

Gender Desc ●Female ●Male ●Other/Unknown

Media Communications

5.3 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

Leadership skills are specifically developed in the student media courses *MCOM-119ABC: Radio Station Operations* and *MCOM-132ABC: Student News Production*. Because student press is free from prior review and restraint, students in MCOM 132 learn to govern themselves and take ownership of the media they create, both for print and for the web. The same takes place in the radio station production courses, with students learning requirements set by the Federal Communications Commission (FCC) when it comes to student responsibilities in radio broadcasting. Students in *MCOM-216ABC: Audio Multi-track Production* work with other departments individually and as a class to create content produced by the students. These advanced audio students vote on projects they desire to work on each semester, with the majority being the decision winner.

In *MCOM-120: Single Camera Video Cinematography* and *MCOM-230: Digital Program Production*, students work on a variety of video projects aimed at being both creative and informative. In MCOM-120, students learn the basics of creating a music video, documentary, scripted story, and news package to gain a wide variety of visual concepts. Students in MCOM-230 expand their basic knowledge to become more advanced in non-verbal skit, documentary, and full 30-minute production understanding.

The faculty engages audio, video, and journalism students in lab projects that can be showcased or entered in competition, which encourages more student effort. Audio, journalism, and video students have all entered and won awards in local, regional, and national competitions. At the end of each semester, recognition ceremonies in which students are given awards and trophies are held for MCOM-119ABC and MCOM-132ABC. All students in MCOM production classes are encouraged to apply to outside contests and attend conferences. Students welcome the competition and the opportunity to be recognized for their work. *-BA*

5.4 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

During the pandemic, all opportunities for student engagement both inside the classroom and were delayed. However, MCOM continues to encourage student participation in local film festivals and production competitions, including the Broadcast Education Association (BEA) annual festival, the San Diego County Fair, 48 Hours of Madness and participation with San Diego Filmmakers. In addition, student productions have been showcased at competitions such as the National Association of Broadcasters (NAB) convention, the Intercollegiate Broadcasting System Student Media Festival, and the College Media Association (CMA) national convention.

Students from the MCOM department have volunteered to apply skills and knowledge gained in the classroom to help other departments and programs across the campus. Video students make short public service announcements (PSAs) with important health-related messages that are

Media Communications

shown to other students at seminars, classes, and the annual health fair. To practice their skills, video students have produced documentaries on student dance performances, forensic speech performances, news broadcasting performances, and music performances. Radio and announcing students have lent their talents to on-campus events like the In-person Family Orientation and off-campus events such as blood drives and the Annual La Mesa Flag Day parade. In addition to the website, journalism students produce monthly print issues of *The Summit* that are distributed across campus.

Within interdisciplinary collaborations, video production students have worked alongside cross-media journalism students in the department's television studio to film and record a special news broadcast; through this exercise, video students obtain experience running a news program, while journalism students gain experience of being on camera and reading from a teleprompter. Other internal collaborations include audio students working with video students to create usable footage with sound for other departments within the division.

MCOM students also often collaborate with other departments. Audio production students collaborate with the Music Department's choral, symphony, and band to produce live and pre-recorded music. Video production students also worked with the symphony to create visually recorded performances during COVID-19 hybrid semesters. Cross-media journalism students collaborate with students from the Art Department's digital design classes to produce illustrations and layouts for *The Summit*. Radio students record "Beyond Borders," interviews with students from the English as a Second Language (ESL) Department that allow them to practice their language skills and tell their life stories. *-BA*

5.5 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

No state or federal licensing or registration examinations govern the program.

5.6 If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards.

	Degrees by Academic Year			
	2013-14	2014-15	2015-16	2016-17
Journalism for Transfer	0	0	0	0
Media Comm-Audio Production	3	6	4	6
Media Comm-Video Production	2	9	2	10
Media Comm/Cross-Media Journ	0	1	0	2
Grand Total	5	16	6	18

Media Communications

	Certificates by Academic Year			
	2013-14	2014-15	2015-16	2016-17
Media Comm-Audio Production	3	7	7	4
Media Comm-Video Production	4	9	3	10
Media Comm/Cross-Media Journ	0	1	0	2
Grand Total	7	17	10	16

From 2017 to 2020, MCOM awarded 45 degrees: 17 in audio emphasis, 24 in video, and 4 in cross-media journalism. The numbers are similar with the number of MCOM certificates awarded: 16 in audio, 25 in video, and 4 in cross-media journalism. The year 2017 also showed marked growth in the journalism for transfer (AA-T) degree, with 16 students awarded the degree over three years. The trends show that journalism students are overwhelmingly looking to transfer and that there is growth in the video production emphasis. *-JC*

5.7 If you have any information on what students who major in your department go on to achieve   after they leave Grossmont, please share that with us. For example, where do they transfer and   do they graduate on time? What careers do they pursue? What are starting salaries in the field? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

Many students transfer to San Diego State University and CSUs, notably Northridge, Bakersfield, and Fullerton, as well as San Marcos and Fresno. MCOM has realigned its course offerings to enable a student to complete any major emphasis within a two-year period, although pandemic-related issues may have curtailed some student progress in this.

Students have related that they have gained careers in radio, television, film, public relations, marketing, sales, recruiting, graphic design, journalism, and many other non-allied fields. Since many of our majors and courses provide leadership training opportunities – for example, as editor of *The Summit* or manager of Griffin Radio – other students have succeeded in leadership in companies outside media communications. For example, one MCOM graduate is the CEO of Third Love Lingerie, and this student credits the skill she learned as a student media leader at Grossmont. Another student has worked his way up the TV ladder and is now working as the chief camera operator of the "TODAY Show" on NBC in New York. Another is a marketing agent for Broadway San Diego and collaborates with people in New York City. MCOM produces an eclectic type of student who discovers his or her talents and utilizes them in several areas, both inside and out of the media industries.

According to the Bureau of Labor Statistics, entry level jobs in media range from $25,000 to $68,000 annually, depending on the skills of the applicant. MCOM's programs are geared to provide the student with marketplace skills and abilities. Several of MCOM's interns get hired by the media outlets they have interned with through the department's program. *-EW*

Media Communications
SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Which of the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) do your students utilize?

The department is aware of students utilizing the library and tutoring services, as well as counseling, the health center (especially post-pandemic), financial aid, and the bookstore. Students also use the Accessibility Resource Center and programs such as EOPS, UMOJA, and CalWORKs. -JC

6.2 What services make the most difference? Can you provide any examples where services have clearly improved student retention and success?

The library services seem to make the most difference to our students. Students are encouraged to use library computers when the department labs are unavailable because the library has access to the Adobe Creative Suite, software that many students cannot afford on their personal computers. Librarian guidance has also proved helpful for students working on research papers and student journalists looking to research the school's history. Counseling also seems necessary for students to navigate the convoluted community college system; however, concerns remain that counselors are discouraging students from participating in MCOM classes. -JC

6.3 Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

Generally, the college support services support our faculty and staff. The faculty does not really have direct interaction with Instructional Operations as we are required to go through our dean; however, when department faculty and staff do have interactions with employees from Instructional Operations, Business Services, Printing Services, or the bookstore, the experiences are usually helpful and positive. MCOM also enjoys positive relationships with Instructional Services (IS) and Information Technology (IT), although it is often difficult to get a hold of the IT Help Desk.

Maintenance usually responds quickly, especially when the issue is a high priority. But because the maintenance personnel are so busy, the calls for help on certain issues end up with a long lead time. The department also faces several ongoing problems with Building 20 that never seem to be fully resolved—for example, door access and water leaks caused by the HVAC system that could damage our equipment. Facilities also removed emergency phones from the elevators, advising people to use their cell phones in case the elevator malfunctions; however, the cellular coverage of the building is spotty because it is shielded from radio interference and there is no cellular signal within the elevators.

CAPS is also very helpful, particularly in responding to access alarms and faculty locking themselves out of their offices. Because our building is easily accessible from the perimeter road, there is some concern regarding security as we recently learned that homeless people have been sleeping in our lobby and elevators. However, MCOM faculty and staff know all our support

departments are stretched very thin, and it is amazing what the personnel accomplish on a daily basis. *-JC*

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

7.1 Please download the grid provided to the right, complete the form and upload here.
7.1_On-&Off-Campus Involvement.pdf
7.2 Please provide an overall reflection on your department's activity displayed in your table
MCOM faculty and staff have a very diverse range of activities on- and off-campus, acting as ambassadors for the college on campus and in the community. The department is always promoting activities and functions on campus through our social media sites, *The Summit*, and Griffin Radio. Our professional expertise in audio and video recording and producing has aided many departments and programs across campus. MCOM faculty members are focused on remaining current on the ever-changing media industries and are quick to share learnings on- and off-campus. *-EW*

SECTION 8 – FISCAL & HUMAN RESOURCES

Fiscal Resources
8.1 Describe any patterns in enrollment; maximum enrolment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?
MCOM offers both lecture- and lecture/lab-based courses. *MCOM-110: Mass Media and Society* and *MCOM-111: Intro to Film Analysis*, both GE lecture courses, cap at 50 for both face-to-face and online sections. In keeping with the college's standard, writing courses such as *MCOM-112: Intro to Reporting and News Writing* and *MCOM-118: Media Script Writing* cap at 30 students. The max capacity of our lab-based classes is set by the number of workstations available or the physical limitations of the classrooms; for example, *MCOM-132ABC: Student News Production* is capped at 11 due to classroom limitations, *MCOM-216: Audio Multi-track Production* is capped at 14 due to lab workstations, and *MCOM-120: Single Camera Video Cinematography* is limited by the number of video kits available for student use.

Due to the pandemic, the number of sections offered dropped. This is partly due to the emergency remote teaching (ERT) requirement, which does not lend itself to lab courses, as well as CDC masking and social distancing requirements and the vaccination requirement for students. Following the pandemic, MCOM enrollment is down, which is not only a department issue, but a campus and district one as well.

MCOM has changed the number of sections in response to changes in demand. For example, the department has cut sections of *MCOM-116: Intro to Audio Production* and *MCOM-112: Intro to Reporting and News Writing* because students were able to enroll in a different section in the same semester. Similarly, MCOM has added additional sections of online classes in response to

Media Communications

demand. The capacity of online GE courses is set at 50, although more may be added by the instructor. If a trend is showing several students on a waitlist for a DE course, or if a DE course fills up quickly, a second DE section will be offered with waitlist students encouraged to enroll. The effect has been to capture as many students as possible. *-BA*

8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the   last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

Patterns of WSCH/FTEF have been disrupted by COVID-19. Prior to the pandemic, FTEF was stable and saw a slight increase before the shutdown and move to remote learning. Additionally, the department lost a full-time faculty member to retirement due to issues of teaching online/remotely. With only three full-time faculty, as opposed to four prior to the pandemic, the hiring of additional adjunct faculty needed to occur. Part-time faculty have been able to fill the void after the retirement, enabling students to complete the academic program.

The pandemic caused WSCH to decrease, despite remote offerings. However, the classes were offered, despite low enrollments, to enable students to continue toward graduation or transfer. MCOM is consistent with the Arts, Languages, and Communication (ALC) division in WSCH and FTEF. Enrollments were stable prior to the pandemic; issues created by COVID-19 on the local, state, and federal levels made improving enrollments and course fill rates beyond the scope of the department.

Most MCOM courses require "hands-on" opportunities to use professional grade equipment and computer programs. The pandemic curtailed those opportunities and remote teaching caused many students to lose time and experience. While free or discounted computer software helped, the experiences of working with a crew, setting up for productions or remote applications, field production/shooting experiences, as well as other collaborative aspects have also impacted current enrollments. MCOM anticipates the return to campus operations with minimal restrictions will improve efficiency.

MCOM-110: Mass Media and Society and *MCOM-111: Intro to Film Analysis* have the highest enrollments, most likely due to their General Education (GE) status. Prior to the pandemic, these on-site classes were useful recruitment tools, as demonstrations and tours of the department's facilities swayed some students to become MCOM majors.

MCOM's laboratory-based courses have limited seats due to the number of lab stations or equipment that dictate the enrollment of each section. For example, sections of *MCOM-116: Introduction to Audio Production* are limited to 20 students each due to the number of computer workstations available for audio editing. Generally, the numbers of the GE courses augment the laboratory courses with a lower classroom max.

The department is exploring opportunities for marketing and recruitment of students. This would include reestablishing partnerships with local elementary, middle, and high schools, enabling K-12

Media Communications

students to create podcasts or short films, participate in remote on-air DJ opportunities, or write articles for *The Summit*. -EW

8.3 For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

MCOM needs very expensive equipment to fulfill its SLOs. The department uses Perkins funds as a primary source of updating or replacing equipment because the department's line-item budget for equipment has not seen an increase in more than 20 years. For example, just prior to the pandemic, the department's 13-year-old video switcher broke and could not be repaired, as it was too old. The cost to replace the switcher was $15,000. The dean of the Career Technical Education/ Workforce Development (CTE) division helped MCOM secure Perkins funds from other areas, allowing that piece of equipment to be replaced. However, the past few years have been very lean and the department's Perkins budgets were cut over 50% more than in previous years.

Since the opening of Building 20 in 2007, MCOM has used original equipment that needs to be updated. These include a studio lighting system, a digital audio multi-track recording mastering system, HD field cameras, a character generation system, a teleprompting system, a digital audio system for radio, and other equipment. Keeping equipment current with the media industries has a sizeable impact on student success and internship opportunities. Keeping faculty and staff abreast of current industry trends, practices, and equipment training is essential to pass that information to the students. Using Perkins funds to attend conferences and conventions has been essential as we progress in an ever-changing media world. *-EW*

8.4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

The department has relied on federal Perkins funds to augment its various budgets. The department's budget, aside from faculty salaries, has not been increased in 20 years. In fact, some areas have been deleted by administrative decree. *The Summit*, the campus news magazine and website, receives modest revenue (less than $10,000 a year) from advertising. Revenue is dependent on the advisor for the paper selling advertisements on top of other job requirements, as well as the willingness for companies to advertise. Since the last program review, MCOM has solicited and applied for several grants but has not been successful. *-EW*

Human Resources

8.5 Describe the roles and responsibilities of full-time versus part-time faculty in your department. If   any trends or changes are apparent in the past six years, please explain the reasons for them.

Both full and part-time faculty adhere to the negotiated contract of the collective bargaining agreement between the AFT and the district. Full-time faculty generally focus on courses requiring their specific expertise, be it audio production, cross-media journalism, or video production, as well as advising student media. Part-time faculty fill in the instructional gaps, mainly in survey and lecture courses. In addition to teaching responsibilities, the department encourages both full and part-time faculty to serve on committees and perform other campus functions. Full-time faculty is

Media Communications

responsible for administrative and curriculum decisions, although the input of the part-time instructors is regularly sought. -*BA*

8.6 Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

FTEF, PT Load, FT Load and XP Load by Term Desc

● FTEF ● PT Load ● FT Load ● XP Load

Term	FTEF	PT Load	FT Load	XP Load
Fall 2017	4.77	1.8	3.0	0.0
Spring 2018	5.23	2.2	2.7	0.4
Fall 2018	4.63	1.7	2.3	0.6
Spring 2019	5.01	2.4	2.1	0.4
Fall 2019	4.84	1.0	3.5	0.4
Spring 2020	5.46	1.1	3.2	1.1
Fall 2020	4.00	1.1	2.8	

MCOM currently has three full-time faculty members as the fourth one retired in 2020, citing the pandemic. Five part-time instructors fill the remaining instructional gap, mostly covering survey and lecture courses. While the current levels of faculty staffing are passable, the department is beginning to rely more on part-time faculty instruction. It can be difficult to locate part-time instructors, especially for production courses that require specific expertise. It also leaves a gap in the mentoring of audio students. -*JC*

8.7 If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.

In 2020, MCOM lost one of its four full-time faculty members to retirement. The program, especially the audio production emphasis, has been impacted. The department requested replacement faculty to restore consistency and provide vital mentoring to students interested in pursuing a career in the music industry, audio recording, or film scoring. However, these requests have been denied or assigned less priority by the staffing committees. The MCOM department is formally asking the Program Review Committee to recommend the prioritization of hiring of a replacement full-time faculty member to lead the audio production emphasis. Having a full-time and consistent faculty member in this area would increase success and retention and would engage more students in the program. -*BA*

8.8 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources.
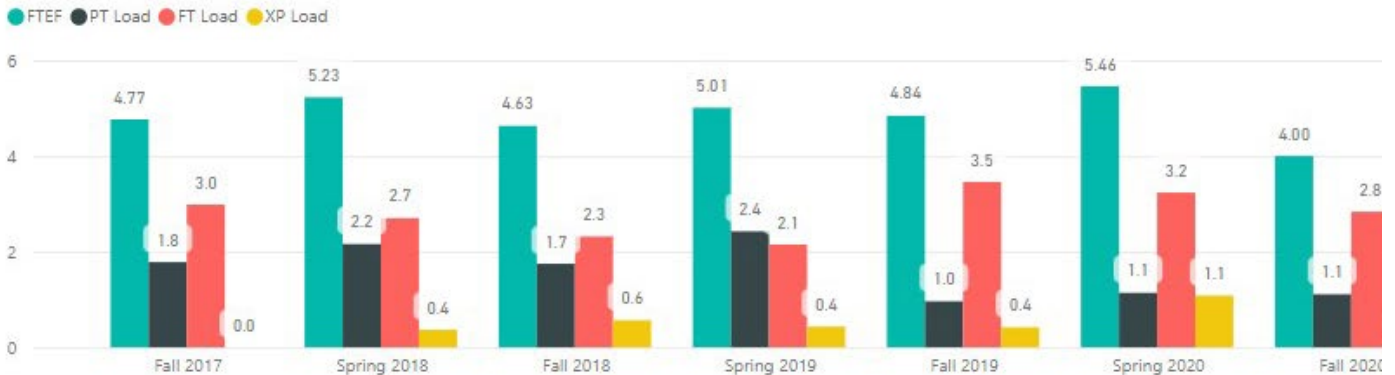
Full- and part-time faculty adhere to the negotiated contract of the collective bargaining agreement between the AFT and the district. Instructional duties are the same for full-time and part-time faculty, including, lecturing, classroom management, conveying assignments and projects, and

Media Communications

grading. Full-time faculty members also participate in committee work and evaluate full- and part-time colleagues when an evaluation is required.

Before COVID-19, student workers were used to assist the department's senior engineer with duties that interface with students. Student workers help other checkout equipment and check-in to lab space to complete project assignments. The workers also check-in equipment and make sure it is in operable condition for the next check-out. Student workers in engineering also assist in the cleaning and maintenance of lab systems and equipment and, in the process, learn engineering tasks and processes.

Student workers have been used as teaching assistants when faculty have overload classes and need help with clerical duties and class management. Student workers are also used as lab tutors in the video post-production labs, where they assist students working on classroom assignments, to use and navigate video editing software. Volunteer student workers – those who assist in producing promotional materials, man booths at events to publicize the department, and work events the department helps other campus entities present – have been part of the program for the past 15 years, including online social media and website footprints during the pandemic. Many of these activities would not have been possible without student participation.

There have been no changes to non-faculty staffing since the last program review. However, it is recommended that an evening engineer be hired to allow greater access to labs and equipment and allow an increase in scheduling evening classes. *-BA*

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1 Summarize program strengths in terms of: *Outreach *Engagement *Retention
Outreach: Especially prior to the pandemic, MCOM excelled in various outreach efforts, including the department's use of social media accounts and YouTube channel. The department also connects to the campus and community through student media productions, such as *The Summit* and Griffin Radio, and their social media presence. In addition to its articulation agreement with area high schools, the department tables at on- and off-campus events, from the In-person Family Orientation to the Refugee Career Fair. MCOM also hosted a summer Journalism/ Broadcast Boot Camp that drew in students from nearby community colleges and universities.

Engagement: Although enrollment is down across the district, MCOM continues to expand its brand and develop multimedia outreach around it to attract students into MCOM's programs. This includes the slow return of on-campus events involving radio students, participation in student media (both online and in print) and film club, and cross-platform student collaboration with other departments.

Retention: The department works extensively to recruit students to other MCOM courses, particularly from GE and survey courses. In addition, MCOM continues to develop and update a clear pathway for MCOM students, with multimedia and personal outreach to four-year schools and industry job providers. *-BA*

Media Communications

9.2 Summarize program weaknesses in terms of: *Outreach *Engagement *Retention

Outreach: The pandemic and ensuing shutdown have limited outreach opportunities. For example, MCOM had to cancel its summer bootcamp two years in a row due to the pandemic. Prior to that, restrictions on visitations to other schools set by previous administrations also curbed outreach. There are also insufficient full-time faculty personnel to help carry the load of outreach efforts, especially when it comes to attracting students interested in audio production.

Engagement: Between Spring 2020 and Fall 2021, MCOM had no engagement in campus events. While the student media has been able to slowly engage with the campus in Spring 2002, all other programs in the department continue to deal with significantly low enrollment and opportunities due to COVID-19 fears and restrictions.

Retention: The department's retention rate remains relatively high and stable (see below), with the exception of the shutdown in Spring 2020. *-BA*

Retention Rate by Term
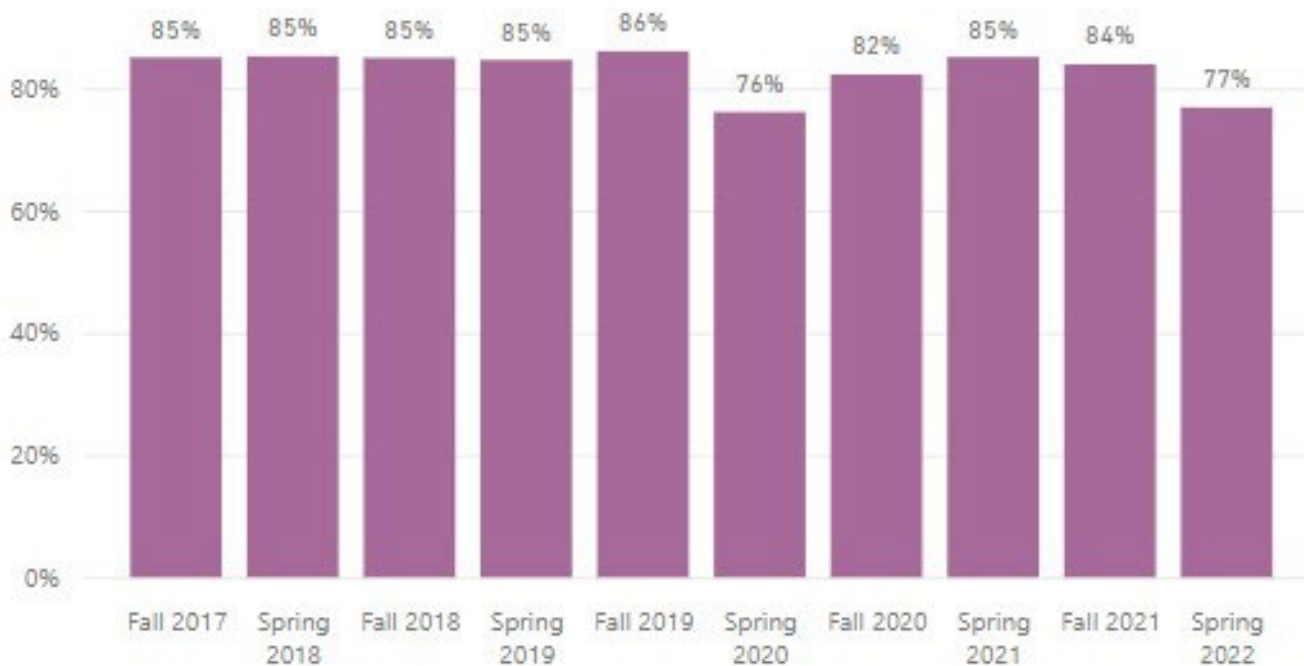
9.3 Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

It is possible that only two of the three current full-time faculty will still be employed in the Media Communications department by the next review period. Dr. Evan Wirig is completing his 25th year as full-time faculty at Grossmont and has career aspirations outside of the classroom. Professor Jeanette Calo, who is currently earning her doctorate, is now a tenured associate professor who will be applying for professor in 2024. Dr. Breanne Ahearn will likely receive tenure after the Spring 2023 semester and will receive the title of assistant professor.

Media Communications

Full-time hires need to be considered as MCOM has only three full-time faculty members. A hire is needed to replace Jim Papageorge, who retired in 2020, and an "emergency hire" will be necessary should Dr. Wirig leave for another position within the next six years. The video program is undergoing many different changes in scope and focus to align with the marketplace and training needed for students to transfer or gain employment. Finally, the department is working toward convergence of student media. *-BA*

9.4 Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

1. Continue to streamline MCOM curriculum, updating core and emphasis requirements to reflect changes in industry and transfer requirements.

2. Develop multimedia and social media outreach around the department's brand to attract additional students into MCOM programs.

3. Provide faculty professional development opportunities at conventions, conferences, and training sessions to explore new technologies and pedagogies.

4. Develop consistency in grading across courses offered in multiple sections.

5. Create additional collaboration outreach, producing media with and for other programs and community activities.

6. Extend lab access and evening courses to students through the creation of an Assistant Engineer position.

7. Increase knowledge of outside funding sources and establish fundraising strategies including events, grants, and advertising for *The Summit*. *-BA*

GROSSMONT COLLEGE
Fall 2017.

The Program Review Committee <u>recommends</u> the following for the Media Communications (MCOM) department:

1. Formulate an action plan to make outcomes assessments more meaningful for your department and students by using assessment results for improvement. Suggestions include:
   - o Participate in professional development workshops in order to understand how SLO assessment has evolved over time, and more importantly, how to make SLO assessment more meaningful for your department and your students
   - o Investigate how other MCOM programs are using SLO assessment to improve curriculum, pedagogy, etc. (section 3.1).

2. Work with your Dean to get support for your specific department needs, including:
   - o Computer storage and infrastructure
   - o Large classroom space
   - o Seek funding sources to continue attending 'best practices' forums
   - o Software training for faculty (section 4.1).

3. Seek professional development for strategies for addressing equity gaps and overall success issues (section 5.2).

4. Increase MCOM visibility on campus and in the community by utilizing campus resources, such as:
   - o Outreach Coordinator
   - o Director of College and Community Relations
   - o Summit and Griffin Radio (section 5.3).

5. Meet with counseling liaison for MCOM, to improve accurate communication of MCOM career opportunities (section 6.2).

6. Collaborate with CSIS and other departments to coordinate course content, i.e. social media (section 7.2).

7. Increase percent fill in courses (section 8.2).

Course #	Course Name	YEAR 1 Fall	YEAR 1 Spring	YEAR 2 Fall	YEAR 2 Spring	YEAR 3 Fall	YEAR 3 Spring
105	Introduction to Electronic Media	X					
110	Mass Media and Society			X			
111	Introduction to Media Aesthetics and Cinematic Arts					X	
112	Introduction to Reporting and News Writing			X			
113	Media Announcing		X				
116	Introduction to Audio Production	X					
117	Television Studio Operations						X
118	Media Script Writing					X	
119ABC	Fundamentals of Radio Broadcasting		X				
120	Single Camera Video Cinematography					X	
132ABC	Student News Production 1				X		
151, 153, 155	Media Internship 1, 2, 3				X		
210	Social Media in the Digital Age				X		
212	Multimedia Reporting				X		
216ABC	Audio Multitrack Production		X				
217	Television and Video Producing and Directing						X
230	Digital Program Production 1						X

Faculty	Activity/Committee	Role*	Year(s)	Value to Students
	* Key: A=attended M=member P=presenter O=organizer			
Dr. Breanne Ahearn, Instructor, Video	**Campus Committees:** Program Review Committee; various college hiring committees	M	2018-present	Committee work is used to help govern the college, create academic understanding across campus, and foster student success.
	Additional Campus Involvement: Student Film Club (co-adviser), recording various ALC division events	P, O	2018-present	Campus involvement increases cross-collaboration and student engagement.
	Professional Organizations: Broadcast Educations Association (Organization and conference attendance) National Association of Broadcasters (Organization and conference attendance) Association for Education in Journalism and Mass Communication (Organization and conference attendance)	A, M, P M, A M	2017-present 2017-present 2022-present	Organization membership and conference attendance allows faculty to stay current with industry trends and pedagogical insights.
Jeanette Calo, Associate Professor, Journalism and Digital Media	**Campus Committees:** Faculty Professional Development Committee (Chair, 16-19), Student Equity and Success Council, Technology for Teaching and Learning Committee, Enrollment Strategies Committee, Wellness Committee, Academic Senate, Council of Chairs and Coordinators, Curriculum Committee, Staffing Committee, various tenure and hiring (college and district) committees	M, P	2015-present	Committee work is used to help govern the college, create academic understanding across campus, and foster student success.
	Additional Campus Involvement: ZTC/ OER Division Champion, ZTC Equity Champion, Sustainable Earth Alliance (student club adviser), Academy for College Excellence (ACE) Five-Day Experiential Learning Institute (FELI), Strong Workforce Faculty Institute, Gizmo's Kitchen	A, P	2017-present	Campus involvement increases cross-collaboration and student engagement.
	Professional Organizations: College Media Association (Organization and conference attendance) Associated Collegiate Press (Organization and conference attendance) California College Media Association (Organization)	M, P M M	2015-present 2017-present 2019-present	Organization membership and conference attendance allows faculty to stay current with industry trends and pedagogical insights.
Dr. Evan Wirig, Professor,	**Campus Committees**: College Staffing Committee, Curriculum Committee, Strategic Enrollment Management (SEM)	M, P	1993-present	Committee work is used to help govern the college, create academic understanding across campus, and foster student

Audio/ Video	Committee, Academic Senate, Council of Chairs and Coordinators (Chair, 21-22), Program Review Committee, various tenure and hiring (college and district) committees			success.
	Additional Campus Involvement: Future Broadcasters of America (club adviser), Strong Workforce Faculty Institute, Community of Practice Division representative for Online/Remote Learning and Canvas, "Drive-by" Convocation	A P, O	2020-present	Campus involvement increases cross-collaboration and student engagement.
	Professional Organizations: Broadcast Educations Association (Organization and conference attendance)	A, P, O	1993-present	Organization membership and conference attendance allows faculty to stay current with industry trends and pedagogical insights.
	National Association of Broadcasters (Organization and conference attendance)	M, P, O	1993-present	
	National Communications Association (Organization and conference attendance)	M	1993-present	
	Intercollegiate Broadcasting System	M	1993-present	
Dr. Brenda Edgerton-Webster, Adjunct Instructor	**Campus Involvement:** Part-time Faculty Senate, Data Coach	M	2021-present	Campus and community involvement promote outreach and foster student engagement and success.
	Related Community Involvement: Anti-bias/ anti-racism facilitator for Anti-Defamation League of San Diego and National Education Partners	M, P, O	2021-present	
	Professional Organizations: American Journalism Historians Association (Organization and Conference attendance)	A, M, P	2005-present	Organization membership and conference attendance allows faculty to stay current with industry trends and pedagogical insights.
	Association for Education in Mass Communication & Journalism (Organization and Conference attendance)	A, M, P	2002-present	
Robert Lacher, Adjunct Instructor	**Campus Involvement:** Part-time Faculty Senate, Student Film Club (co-adviser)	M, P	2014-present	Campus involvement promotes outreach and fosters student engagement and success.
Dr. Patricia Maxwell, Adjunct Instructor	**Campus Involvement:** Leadership and Diversity Workshop	O	2021-present	Campus involvement promotes outreach and fosters student engagement and success.
	Professional Organizations: Public Relations Society of America San Diego / Imperial Valley Chapter of the Public Relations Society of America (Board Member, 22-25)	M, O	2015-present	Organization and conference attendance allows MCOM faculty to stay up to date with industry trends while combining academic trends.
	Chula Vista Chamber of Commerce	M	2021-present	
Bob Sly, Adjunct Instructor	**Related Community Involvement:** Media Director for Zero-Waste San Diego	M, P	2012-present	Community involvement promotes outreach.

Academic Program Review Follow-up Questions

Department: Media Communications

Section	Question	Answer
2.1a	Q: MCOM-120 appears to be popular at the high school! Is this popular with our current college students as well or only at the high school? Have there been thoughts to offering this course to more high schools?	Yes, we're excited it has taken off at Helix. The high school approached us for a dual enrollment course, and it has worked out well for the last few years. Prior to COVID-19, the course was very popular; enrollment in the on-campus section has decreased slightly since then. If we offered more sections at the high school, we would likely get less enrollment on campus, which ultimately works against our program in the long run. Our gen-ed courses and entry courses like MCOM-120 are what draw students into our program; if they are not offered on campus, we lose the chance to draw in those students for additional classes.
2.1b	Q: What are the criteria used to select books that address current issues that are relevant to students, what is current and relevant?	We update our books as often as possible, but technology often outpaces textbook publishing. To combat this, we keep our software and programs as up to date as possible given financial availabilities and professional development opportunities.
2.4	Q: There appears to be a lot of support for new hires from the department chair. Does the department have the capacity to also provide peer to peer mentoring with other faculty members within the department?	Yes, the department has this capacity. The department chair officially mentored our newest tenure-track faculty member, but the other faculty and staff members were also instrumental in the process. We have a collegial atmosphere

		within the department that lends itself to peer-to-peer mentoring. All three of our full-time instructors are poised to mentor others.
2.6	Q: It was mentioned that face-to-face classes allowed for instructors to partake in discussions and for students to complete coursework. What steps are being taken by the department to help support students partake in discussions and complete coursework in DE courses? How is the department addressing some of the aforementioned student needs of time management and skills to complete online courses?	Discussions are required in all our online classes; it is how we gauge participation and student-to-student interaction. Instructors also regularly communicate with students by sending announcements, messages and reminders and providing weekly videos, video feedback, and video lectures and tutorials to students. All online instructors offer ZOOM appointments to students and reach out to students who miss multiple assignments.
3.1	Q: How do you oversee the individual instructors who are assessing SLOs? Do you train instructors on the SLO process? Can you provide examples of instructors who have made changes based on SLO test results?	Instructors use rubrics within assignments on Canvas. The department reviews this process once a year and it is recorded so instructors can refer to it any time. We also review SLOs at beginning of each semester and make sure everyone knows what emphasis were evaluating that semester and year according to the department's SLO assessment schedule. We made changes to SLOs prior to the current cycle and are currently in the process of assessing them for potential changes.
3.2	Q: Has your department come up with a plan to improve these specific learning outcomes?	SLO #1 for MCOM-105 reads as follows: "Correlate and identify the progression of rules, regulations and laws that govern electronic and digital media." To improve this specific SLO, MCOM instructors stay current on regulations through

		professional development and update student exercises.
		SLO #3 for MCOM-112 reads as follows: "Recognize and differentiate the definitions and values used to determine the focus and relative strength of a news story." To improve this specific SLO, the instructor expanded the unit on news values and removed other content (e.g. newspaper terminology) from the unit so students can focus on the key concept.

SLO #2 for MCOM-113 reads as follows: "Recall and employ the nomenclature of professional announcing." To improve this specific SLO, the instructor updates student exercises via what is learned at conventions and through other professional development. |
| 4.1 | Q: What about courses that are taught off-campus? What instructional facilities do you have for those courses? | For dual enrollment courses, the high schools are responsible for instructional facilities, including equipment, software and classroom space. |
| 4.5 | Q: Have you experienced any facility space challenges in this current semester? How close is your enrollment to pre-pandemic levels? If you don't have issues this semester, do you anticipate those coming up in the spring or next fall? | No, we have not experienced facility challenges this current semester, including in HyFlex courses. The fill percentage rate for the department prior to the pandemic (Spring 2020 semester) was 89%; for Fall 2022, it was 80.67%. However, for on-campus courses only, the fill rate was 89% in Fall 2022 and is now 70%. Clearly, more students were taking the |

		courses on-campus pre-pandemic; however, the enrollment rate is slowly increasing. Should it continue to increase past pre-pandemic levels, there may be space issues in the television studio; the average enrollment in MCOM-117: Television Studio Production from Fall 2018 to Spring 2020 was 25 students; this current semester, 17 were enrolled. While we don't anticipate it in the spring or next fall, as enrollment continues to increase in other courses, we may face space challenges in Rooms 20-120, -131 and -138.
6.2	Q: There seems to be a pattern or *miscommunication* (no pun intended) regarding counselling and misguiding students away from your classes or program as a whole. How is this being identified and/or corrected?	MCOM instructors continue to offer advice to students who want to continue in our field. We have reached out to counseling multiple times, and this semester we have a campaign to increase counselor awareness of MCOM programs. In the future, we hope to go to counseling division meetings. While there seems to be some improvement in the relationship, we continue to hear from students who have been actively discouraged from participating in our program. We continue to reach and to build a bridge of understanding with counseling.
6.3	Q: Bldng. 20- Door access & water leaks: Could you specify (faculty or students from entering), and could this be a concern for someone who might be on a wheelchair? HVAC leaks: Is this something that is outdated and could be fixed or repaired? It would make sense to fix or address	Both faculty and students cannot access through the north entrance and the audio lab. The wheelchair remote door at the north entrance works sporadically, which is a concern for students in

	before it destroys equipment and ends up becoming more costly-	wheelchairs; in addition, the front internal lobby door on the southeast entrance doesn't have a wheelchair remote opening, which makes it impossible for students in wheelchairs to get to the elevator unless someone from the arts department unlocks the door and props it opening. The HVAC problems are ongoing; it requires capable maintenance. Yes, it would make sense to fix it now; otherwise, it becomes a safety concern and health issue, in additional to a threat to our equipment.
7.1	Q: Tell us about your social media outreach. I am curious as to how the department manages their social media sites and selects/updates content? How many followers and/or subscribers do you have? Does someone monitor the stats on these sites as far as engagement and demographics?	Three of our instructors – two full-time and one part-time -- are overhauling our department's social media footprint. We are working on a social media plan and have purchased social media managing software. We plan to handle department-based social media channels and to plan to have students handle it on a semester-by-semester basis for *The Summit* and Griffin Radio. We currently have no traffic but plan to monitor once we institute our department's social media plan.
9.2	Q: Tell us more about the summer boot camp that you used to host. And are there plans to implement it again?	Our summer boot camp was an excellent recruitment opportunity; it helped raise awareness of the equipment and instruction we offer to SDSU media students, who often do not get such access until their junior years. The pandemic stopped us from holding it the past few years,

		but we are currently meeting to plan a return in Summer 2023.
9.3	Q: Are you already in the process of hiring a replacement for Jim Papageorge?	We have been stymied by the process but continue to request a full-time faculty position in our AUP.

PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION

The committee recommends <u>maintaining</u> this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:
1. Updating course-level and program-level SLOs and creating an assessment plan for both, working on making outcomes assessment more meaningful
2. New department equity statement
3. Updating SLOs, excellent use of specific examples of how SLOs are kept current and how they are assessed
4. Collaboration: Working with Cuyamaca Music Dept on their music degree, collaborating with CSIS and BOT to coordinate course content
5. Efforts at increasing community visibility, lots of diverse community involvement
6. Continuous professional development

Committee recommends the following:
1. Re-examine disaggregated data for accuracy of success and retention and reflect regularly to gain insight and inform teaching
2. Meet with the counseling department to educate them about your program, updates, etc.
3. Continue with your plan to implement a social media plan to create and monitor traffic and promote the department

_____

_____   _____   _____
College President   Program or Department Chair   Academic Program Review Co-Chairs

MEDIA COMMUNICATIONS

Media Communications				
Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2018-19	83.5	376.5	72.5	298.9
2019-20	79.6	346.2	88.5	329.1
2020-21	150.0	293.6	94.7	177.9
2021-22	101.9	159.2	60.4	155.1
2022-23	69.3	197.5		