

**Cerritos College
Instructional Program Review**

Instructional Program Review Submittal Form (Appendix F)

This form is completed and submitted as a cover sheet for the self-study report

Name of the Program Mass COMMUNICATIONS

Date Submitted FEBRUARY 27, 2018 / FINAL DRAFT = MARCH 11, 2018

Scheduled Presentation Date MARCH 6, 2018

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle (circle one) Yes No

Explain any exceptions for non-compliance with curriculum requirements:

The self-study report adequately addresses the following components:

Description of the Program	Yes	No
Course and program content	✓	
Student demographics	✓	
Human resources	✓	
Instructional Improvement	Yes	No
Teaching effectiveness	✓	
Activities to improve student learning	✓	
Course grading	✓	
Course and program completion	✓	
Program outcomes	✓	
Core indicators (if vocational)	✓	
Student feedback	✓	
Institutional data	✓	
Other	Yes	No
Strengths and weaknesses of the program	✓	
Opportunities and threats of the program	✓	
Goals of the program	✓	

Self-Study prepared by: CRAIG BREIT, CHRISTIAN BROWN, ALICIA EDQUIST

Reviewed by (Division Dean): 

**Cerritos College
Instructional Program Review**

Instructional Program Review Checklist (Appendix G)

This form is completed by the IPR committee during the review of each program's self-study report presentation (Phase 4)

Name of the Program Mass Communications

Visitation Date 3/6/18

IPR Committee Liaison David Fabish

Evaluation of Compliance with Institutional Requirements	Yes	No
All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle?	✓	
Program is in compliance with guidelines established by the Student Learning Outcomes task force?	✓	
Institutional Data used is current as of the draft due date?	✓	
Program and Primary Data included information which is less than 2 years old?	✓	

The self-study report adequately addresses the following components:

Description of Component

Description of the Program	Yes	No
Course and program content	✓	
Student demographics	✓	
Human resources	✓	
Instructional Improvement	Yes	No
Teaching effectiveness	✓	
Activities to improve student learning	✓	
Course grading	✓	
Course and program completion	✓	
Program outcomes	✓	
Core indicators (if vocational)	✓	
Student feedback	✓	
Institutional data	✓	
Other	Yes	No
Strengths and weaknesses of the program	✓	
Opportunities and threats of the program	✓	
Goals of the program	✓	

Cerritos College
Instructional Program Review

Instructional Program Review Approval Form (Appendix H)

Committee Action taken:

Approved



Not Approved



Excellent blue print for the future.

Recommendations:

Remember: Faculty make curricular decisions.

Program Review Chair

S. Ashcroft / A. Canley

Explanation for non-approval:

Instructional Program Review

Mass Communications Department

2017-18

Craig Breit - Radio-TV, Department Chair

Christian Brown - Journalism

Rich Cameron - Journalism (retired) - Adjunct

Alicia Edquist - Instructional Lab Technician I

EXECUTIVE SUMMARY

The Mass Communications department consists of two distinct, but related, programs that share a common three-pronged mission of instilling a critical understanding of and an appreciation for the mass media, training students as future practitioners, and providing the campus with student media outlets.

Both programs have incurred significant changes since the last program review.

The Journalism program, aided by the introduction of a new associate of arts for transfer degree, has seen a steady growth in program completions. It recently moved into a new facility and has just seen the arrival of a new faculty member following the retirement of a long-time instructor. The program is poised to expand to include an entirely new associate degree in broadcast journalism/digital media and potentially a second full-time position, a move supported by the program's advisory board.

The flagship of the Journalism program –the print version of its student newspaper– while generously funded by the Associated Students of Cerritos College, faces a significant funding threat from its second source of income: advertising, which has diminished rapidly in recent years.

The Radio-TV program has suffered from a change in administrative support and a statewide change in the emphasis of traditional radio and television education to a stronger emphasis in film, television and electronic media. The program's certificates and degrees have been discontinued, as has a significant hands-on production course. It has seen a significant downsizing since the last review.

The flagship of the Radio-TV program –its radio station– is potentially threatened as plans for a new Burnight Building on campus currently have no designated space for a radio station. Additionally, the program needs to assess its viability without a hands-on laboratory course, something that has been deemed difficult or impossible to include with its current emphasis vs. administrative demands.

Both programs are in need of curriculum updates and both attract higher percentages of First-Generation college students and Latino students than the college or similar programs across the state.

In addition to updating curriculum and enhancing student success, the Mass Communications Department over the next five years envisions creating a Converged Media Center for broadcast, print, and digital, bolstered by new degrees and certificates and a greater emphasis on a broader, more interdisciplinary media skill set.

Mass Communications Department Instructional Program Review 2017-18

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Important dates: Draft due Jan. 23 • Final study due Feb. 20 • Visitation date Mar. 6 @ 3 p.m.
Visitation team: David Fabish, Sunday Obazuaye, Reuben Foat, Angela Conley.

I. DESCRIPTION OF THE DEPARTMENT

The Mass Communications Department consists of two programs:

1. Journalism, and
2. Radio-TV

Each program has a full-time instructor and the department has a full-time 10-month classified lab technician. The RTV instructor teaches in both Mass Communications and Theatre Departments. The Mass Communications Department also utilizes adjunct instructors.

The RTV program has seen a major downsizing since the last full program review.

The mission of the department is to:

- Instill a critical understanding of and an appreciation for the mass media, including the free speech/free press provisions of the First Amendment, both as consumers and as potential practitioners
- Train students as future practitioners using hands-on laboratories, terminating in certificates, associate degrees, and/or transfer to university programs
- Provide the campus with student media outlets

The department's programs traditionally offer three types of courses:

1. Traditional lecture courses for general education;
2. Skills courses for their respective majors; and
3. Production courses that result in a media product for campus and public consumption and provide students with hands--on training

Student-produced products and additional student services are integral parts of each program in the Mass Communications Department.

A. DEPARTMENT CURRICULUM

JOURNALISM

Journalism courses are designed around a well-defined Philosophy Statement. (See Appendix 1.) This statement, developed over years and in conjunction with the program's advisory board, provides students with an overview of teaching goals and guides instructors in the program in focusing on common themes across the curriculum.

Key courses include:

- JOUR 100 – Mass Communications and Society – a general education survey course that is a lower-division requirement for all journalism majors
- JOUR 101 – Beginning Newswriting and Reporting – a skills-based course that serves as a lower-division requirement for all journalism majors
- JOUR 107abcd – College Newspaper – a suite of skill-building publication courses that produces the Talon Marks newspaper, its online www.talonmarks.com, a digital version of the print newspapers, and social media news platforms.
- JOUR 121 – Multimedia Reporting – a skills based course that serves as a lower-division requirement for most journalism majors.

Other courses offered periodically include:

- JOUR 130 – Photojournalism – a lecture-based skills course that meets an option for the AA-T degree.
- JOUR 157 – Principles of Public Relations – a lecture-based course that meets an option for the AA-T degree.
- JOUR 298 – Directed Studies
- JOUR 299 – Directed Studies

Dormant courses in the program's portfolio include:

- JOUR 106 – talonmarks.com – a one-unit lecture lab course designed to allow students to work solely on digital media and website management for the Talon Marks newspaper when they have used allotted 107 credit.
- JOUR 107 – College Newspaper – a pre-cursor course that was replaced by the JOUR 107abcd suite when repeatability was removed by the state.
- JOUR 111 – Introduction to Newsletters – a course that was designed specifically for a cooperative verification of completion.
- JOUR 119 – Legal Aspects of Mass Communications – a course that was designed to keep journalism students better informed on changing media law.
- JOUR 125 – Broadcast News Production and Editing – a course designed to increase audio storytelling capabilities of journalism students.
- JOUR 160L – College Magazine Production – a course designed to give students additional academic credit when a college magazine is produced.
- JOUR 170 – Broadcast News/Webcasting – a one-unit course designed to increase audio storytelling capabilities of journalism students.

Several of the courses are cross-listed with other programs and the program needs to comply with new Curriculum Committee cross-listed course guidelines. These courses include:

- JOUR 119/LAW 119 – Legal Aspects of Mass Communications
- JOUR 130/PHOT 130 – Photojournalism
- JOUR 157/BUS 157 – Principles of Public Relations

Program Awards

The program offers two associate degrees and two certificate of achievement awards and four verifications of completion:

- An 18-unit Associate of Arts for Transfer (AA-T) in Journalism
- A traditional 29-unit Associate of Arts in Journalism
- A 24-unit Certificate of Achievement in Journalism
- A 28-unit Certificate of Achievement in Public Relations
- A Broadcast Journalism Verification of Completion
- An Occupational Preparedness in Desktop Publishing/Journalism Verification of Completion
- An Online Journalism Verification of Completion, and
- A Photojournalism Verification of Completion

Analysis

The program needs to update its curriculum. The associate of arts degree is difficult for students to complete because it requires a total of journalism units difficult to complete because of tightening of offerings and a changing student population. The same is true for the two certificates of achievement. The program has attempted to reduce the number of units required, but was stymied by changes in program interpretation by the California Community College Chancellor's Office. The program needs to make a new attempt at reducing the number of required units in these awards.

The JOUR 107 course is redundant and needs to be retired. It remains only until it can be expunged from the associate degree and certificates. JOUR 111 and 119 have never been offered successfully. Both courses should be retired.

The program is currently exploring the possibility of adding a broadcast/new media associate degree and/or certificate. The JOUR 106, 125 and 170 courses may well play a significant role in those awards and should be retained at this time.

If the program is unable to make necessary changes to the associate degree and certificates of achievement these awards may need to be discontinued.

RADIO-TV

The Radio-TV program has seen a major change since the last Instructional Program Review. In 2013, the college administration refused to schedule the RTV 155 – Radio Production course because of compliance issues. It discontinued adult hourly monies used to help supervise students involved with the radio station. Community involvement in weekend programming was discontinued as non-essential and only peripheral to the program. In 2011, the college failed to apply for renewal of the Federal Communications Commission license for an over-the-air AM radio station. Without the radio production course, the program chose to inactivate its degree and several of its courses. Students in progress for

the associate degree were given an opportunity to take a specially scheduled version of the RTV 155 course, only three did.

In 2013, a statewide Radio-TV associate of arts for transfer degree was eventually reconstituted as a Film, Television and Electronic Media degree, creating barriers for the program, which was built around radio and TV programming. The TOP Code for the new degree was more closely associated with the Film discipline. Two remaining RTV courses meet requirements for the FTVE degree.

The campus radio station has been relegated to a club activity.

The college administration feels that the Radio Production course should result in actual production of radio programs for the campus radio station and that the instructor of record or other certificated employee be present (line-of-site) for all programming associated with the academic program. Radio Production students were associated tangentially with the radio station as they primarily produced Public Service Announcements (PSAs) for the over-the-air station and the internet-based station; advanced students often produced radio programming, whether enrolled in RTV 155 or not. In 2013, repeatability was removed from the course because of new state rules.

The program disagrees with the administration on the suggested redirection of the course and feels that the Radio Production course was never intended to be the source of full radio programming for the station. RTV faculty also feels that line-of-sight supervision for live student programs produced throughout the day all week was impractical. They reject the suggested redirection of a live programming focus to a pre-recorded and edited format.

Remaining courses include:

- RTV 151 – Motion Pictures, Radio and Television – a survey lecture course that fulfills a general education option and a requirement for the FTVE AA-T.
- RTV 152 – Introduction to Broadcasting – a lecture course that fulfills a requirement for the FTVE AA-T.
- RTV 155 – Radio Production – a lecture/lab course that the college administration will not schedule as currently constituted.

The RTV 151 course is cross-listed with the TH 151 course and the program needs to comply with new Curriculum Committee cross-listed course guidelines.

The program currently has no degrees, certificates or verifications.

Analysis

Without a radio production course, there is no basis for a separate Radio-TV degree or certificate. Until the program and college administration can agree on a program philosophy and the college restores adult hourly or other funding the radio station cannot be a scheduled. In any case, the program will need to revisit the course to replace the loss of repeatability.

A. STUDENT DEMOGRAPHICS

Journalism

Journalism has a relatively small student population. Given that, its student gender, race/ethnicity, age, disadvantaged student and enrollment status demographics over a three-year period were compared against statewide journalism program demographics and Cerritos College general population demographics. (See Appendix 2.) While there are some gaps in race populations, we believe these are easily explained by the small Journalism population.

There were, however, two areas where the program's percentages stood out. On both the state similar program and college data, the program draws a larger percentage of women, Hispanic students, and First-Generation students than the norm.

Radio-TV

Radio-TV has an extremely small population, so some ethnicity and age percentages were unavailable. The CalPass LaunchBoard site does not include information when fewer than 10 students are represented in a category. Where data is available on gender, ethnicity, age, disadvantaged students and enrollment status the program's numbers seem to compare favorably with college data.

When compared with statewide data, however, the Cerritos program appears to draw a larger percentage of women, and, significantly, First-Generation students. (See Appendix 3.)

B. HUMAN RESOURCES

The department consists of two full-time instructors, one 10-month classified instructional lab technician, and adjunct faculty as needed. The classified instructional lab technician works primarily in the Journalism program, but serves the entire department for departmental budget control and paperwork.

Journalism

The program recently experienced a retirement of its long-time full-time instructor and has successfully hired a replacement, who teaches a variety of lecture and skill-based classes and advises the student newspaper. The instructor receives .20 reassigned time each semester in addition to class load to advise the newspaper.

While many journalism programs across the state have just one full-time instructor in journalism, the trend at nearby community colleges has been to include a second full-time instructor who also advises a second student publication, usually a magazine. Long Beach, El Camino, Fullerton, and Citrus colleges all have two full-time journalism faculty.

The program would like to develop a Broadcast Journalism-Digital Media degree and/or certificate, which would ultimately require a second full-time instructor.

The department's classified instructional lab technician serves as advertising manager and lab supervisor for the journalism program in addition to serving departmental needs. The position has seen a class upgrade since the last program review.

Radio-TV

The faculty position in the RTV program has always been one split between RTV and Theater.

The program used to have two part-time adult hourly employees who helped supervise the radio station, but those positions were lost with the downsizing of the program.

Supervision of current radio programming for the Internet-based station is managed by WPMD Club co-advisers, who serve in a volunteer capacity.

SCHEDULING PATTERNS

Journalism

Journalism courses are scheduled primarily as day sections and online sections. The program has experimented with late afternoon and evening sections and often had to cancel sections because of low enrollments.

Lecture courses are traditionally scheduled in mornings and lab courses in afternoons. The program also offers its JOUR 100 course as an online section with an optional one-time, on-site orientation. It has also offered the JOUR 101 course online periodically.

Adjuncts are used as needed for lecture courses and for the JOUR 121 Multimedia Reporting course.

Core courses of JOUR 100, JOUR 101 and JOUR 107abcd are offered each semester with the JOUR 100 general education course also offered during summers. JOUR 107abcd is always offered as a voided suite of sections. Other courses that fulfill options or requirements for the degrees and certificates, such as JOUR 130 and JOUR 157, are offered alternately every other year and often have trouble meeting minimum enrollment standards.

Radio-TV

The program has a long partnership with the Theater Department and routinely offers cross-listed sections of its RTV 151 course with TH 151, in addition to its lone RTV 152 course.

RTV lecture courses are offered traditionally as day courses. At least one section of RTV 151/TH 150 is affiliated with the college's First Year Experience (FYE) program each semester.

In recent semesters enrollments in the 8 a.m. course have not been as strong as other daytime offerings and the program is considering moving the section to a new time slot.

D. FACILITIES

Journalism

The Journalism program moved into new facilities January 2017. The specifically designed journalism lab features a computer classroom for teaching skills courses, including the student newspaper; a conference room large enough to serve as a mini classroom; a recording lab for podcasts; storage space; office space for faculty, classified staff and the editor of the student newspaper; and a spacious open-format lobby where journalism and other students can meet while other classes are in session. The nano wall separating the classroom and conference room opens to expand classroom capacity if necessary

The program uses a general assignment classroom for its general education survey course, JOUR 100 – Mass Media and Society.

The journalism facility is fully wired to accommodate Internet access and teleconferencing capabilities, although the equipment has severe limitations. Macintosh computers have access to the complete Adobe Creative Cloud suite of applications and Microsoft software that is industry-standard. Software applications regularly used in skills classes include:

- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint
- Adobe InDesign
- Adobe Photoshop
- Adobe Dreamweaver
- Adobe Audition
- Adobe Acrobat
- Apple GarageBand
- Apple iMovie
- Adobe Premiere
- Additional Adobe Suite applications

In addition, over the years the program has amassed more than 150 tools – digital still cameras, digital video cameras, digital recorders, tripods, microphones, and “breaking news” kits—students can check out for using in completing class assignments. All equipment is bar coded for easy inventory checkout and management. The program is still in need of updated industry-standard, audio recording equipment.

Radio-TV

The Radio-TV program has a dedicated radio station facility in the Burnight Building that features four recording studios/broadcast studios, a music library, and a faculty office. Aging equipment still serves as a training facility for RTV students. The program uses an adjoining general assignment classroom for its remaining lecture courses.

In 2016, the college elected not to renew the Federal Communications Commission license for an over-the-air radio frequency. Today WPMD “broadcasting” is via an Internet radio station.

As the radio station is no longer an integral part of the academic program—the radio station currently runs as a club activity only—there are no specific plans for migration when the building is replaced by new Music and Theater buildings in a few years. At one point in the design process a radio station was incorporated into a joint Journalism-RTV facility, but the plans were scaled back to remove the radio portion of the facility when the administration refused to schedule the Radio Production course.

The department is concerned about the future of the campus radio station, but hopes to explore plans to merge WPMD and Talon Marks in creation of a converged media center. There is possibly space to accommodate a joint audio/editing space in the existing Journalism facilities.

A. STUDENT PRODUCTS AND SERVICES

Student-produced products and additional student services are integral parts of each program in the Mass Communications Department.

Journalism

Students in the Journalism program produce a multi-platform newspaper operation as an integral part of the academic program. The main skill sets involved include written communication, photojournalism, multimedia, and design: the program’s version of WPMD. Working for the Talon Marks creates a realistic experience for journalism students.

Funding for student publications and conferences and workshops comes from a combination of money from the Associated Students of Cerritos College (ASCC) and advertising revenues from Talon Marks. Prior to 2015-16, advertising and other revenues generated by the program accounted for approximately 55 percent of extra-curricular activity funding. Starting with the 2015-16 year, however, the advertising market dropped considerably – a trend that began with the non-education industry and eventually affected college publications across the country.

	2016-17	2015-16	2014-15	2013-14	2012-13
Ad Income	\$7,296	\$14,936	\$28,030	\$14,826	\$25,226
Pct change	-51%	-47%	+89%	-41%	+15%

Note: 2010-11 advertising equaled \$42,057

The program is a member of the California News Publishers Association, the Journalism Association of Community Colleges, the California College Media Association, and the Associated Collegiate Press.

Students and faculty attend conferences and workshops of these and other journalism organizations and would like to diversify the conferences it attends, including those of the Online News Association and broadcast journalism organizations. Some semesters editors of the publication participate in cultural exchanges with editorial boards of other community colleges or local universities.

The program meets twice a year with an advisory board made up of representatives from industry, area universities, program staff, and current and former students in the program. The board advises the program on its teaching practices and services to students.

The program has developed two written documents that guide a philosophy for the program and best practices for students in producing student publications.

In addition to its course offerings, the program offers students specialized workshops on a regular basis. The most successful has been the annual What's Next? workshop, a day-long exploration of graduation, transfer and career advice. An integral part of the workshop is to bring back transferred students to help educate current students on what to expect at universities after transferring.

The Talon Marks Press Club provides the program with an avenue to participate in campus student activities, such as Club Days, Homecoming, and Spring Festival.

In other semesters, the program offers a three-Friday series of leadership training workshops called Talon Marks Leadership Academy. And at the end of each semester the program sponsors a dinner awards program, called Media Awards Night, where college trustees, college administrators, and family members are invited to learn more about student work in the program. The night also includes awarding of alumni scholarships for outstanding journalism students.

Some semesters the program partners with other college programs to bring together students for multi-discipline projects. In the spring 2016 and 2017 semesters, for instance, the program's Multimedia Reporting class partnered with Commercial Music students to develop audio news stories; Journalism students developed the stories while Commercial Music students concentrated on the audio editing quality.

The program has developed a database of more than 400 Talon Marks alumni from most decades of its 60-year existence. In spring 2017, it held its second Talon Marks alumni reunion.

Radio-TV

Radio-TV students produce at least 21 hours of original programming each week on the college's Internet-based radio station: WPMD. The student work is no longer part of the academic program and is produced solely as a WPMD Club activity. However, the dedicated radio station is used to supplement education in the RTV 152 – Introduction to Broadcasting course.

The program's advisory board of industry professionals and program staff was disbanded shortly after the program was downsized in fall 2012.

Students are trained on proper on-air etiquette and how to properly use station equipment before they are assigned time slots for programming.

Club activity field trips to television shows in the Los Angeles area are made available on a first-come, first-served strictly volunteer basis.

The station is a member of the Intercollegiate Broadcasting Association and WPMD programming has received national honors.

The Mass Communication Department is concerned about the future of the radio station as there are no current plans for relocating it when the current building is replaced in a few years. Student feedback indicates an interest in keeping a working radio station and the Associated Students of Cerritos College in recent years have increased funding for WPMD Club activities.

B. INDUSTRY TRENDS

Journalism

A February 2015 Knight Foundation-sponsored, six-part report called *Above and Beyond: Looking at the Future of Journalism Education*,^[1] provides not only a good look at industry trends, but suggests models for journalism education designed to prepare the journalist of 2025.

The report describes the industry as one that is disrupted as advertising revenues readership move from the legacy print to online. It also describes a journalism education model sometimes at odds with the industry as journalism schools weigh the need to produce students with a well-rounded education with the need to focus on technology skills. Industry leaders want both while complaining that few new hires have all the qualities they are looking for. They argue that a degree in journalism is not necessary, but then complain when new hires fail to bring new understanding of changing technology to the newsroom. It describes journalism education as having multiple missions that focus on basic journalism skills. More succinctly, a phrase often uttered by former Cerritos College journalism instructor Rich Cameron contends:

The reporter's job is to gather information from a variety of sources; synthesize or make sense of that information; and prepare to tell the story through a variety of platforms.

The basic skills of gathering information and understanding or synthesizing it have not changed. What has changed are the tools and platforms we use to tell stories. It requires learning new tools.

Summing up the state of American journalism, the report says:

The news-and-information ecosystem is awash in new forms and types of information, produced by professionals who make their living as journalists; by amateurs and crowds leveraging the availability of capture and publication tools and platforms to collect and distribute content; and by systems designed to hold process and deliver information in multiple formats, upon command or according to schedule, and without human intervention. All three communities of practice are evolving in parallel, shaped by rapid iteration, assimilation and adaption –and without the underpinning of a tested or widely replicable model.[2]

Not mentioned specifically in the report is the new obstacle of “fake news.”

Most study on the future of journalism education focuses on graduate schools of journalism, though this report also includes information about undergraduate programs. There is a dearth of research available on community college journalism education. One such report on trends in California community college journalism education is the 2017 Snapshot Survey of California Community College Journalism.[3]

The Knight report blasts current journalism school models and suggests three guiding principles for change:

1. **Currency is the new core value.** Programs need to constantly adapt to change.
2. **Faculty cannot teach what they do not know.** Faculty must stop teaching the same thing semester after semester and stay abreast of changes. *“But even educators who acknowledge the problem argue that they cannot be expected to become masters of every new tool, approach or strategy emerging in a radically disrupted profession,”* the report says, suggesting a need to adopt new teaching strategies where students and alumni may have contributions to make to the education process.
3. **Accreditation standards should value educational outcomes rather than institutional traditions.** This is an argument for hands-on learning, a hallmark of community college programs in California.

Further, the report makes three broad recommendations for teaching the next generation of journalists:

1. It’s time to create a digital-first journalism school.
2. A digital-first journalism school would integrate the disciplinary expertise of full-time faculty while creating an adaptable and dynamic delivery structure for skills-based learning.
3. A disruptive, digital-first journalism school needs a disruptive, digital-first accreditation process that establishes measurable metrics of programmatic success and impact.

As digital audiences expand and move beyond news websites to social media, mobile apps, podcasting and even email newsletters, news publishers are making an effort to be in those places as well. A 2016 Pew Research Center survey about news use on social media revealed digital news sources to be second only to television as the most frequently accessed type of media source. [4]

Like many community colleges, Cerritos employs the legacy media of print journalism –the Talon Marks newspaper—as a core teaching tool. It, however, also focuses on tool sets of writing, photography,

multimedia, and design to tell stories over multiple platforms – online, digital, and social media. If and when the Journalism program creates a broadcast journalism/digital media degree and/or certificate, focus will be on teaching audio and other new media formats rather than traditional broadcast radio, unlike the current focus of the Radio-TV program, which focuses on legacy terrestrial live format.

Some community colleges are ditching the legacy print media for online only, but often are backing into the approach for the wrong reasons: a lack of funding for print. In 2012 Santa Barbara City College abandoned a print version of the paper in favor of a less costly online only format. In 2014, Mt. San Antonio College abandoned print versions of its newspaper and magazine to explore a digital-first approach. In spring 2017, Pasadena City College announced a move to online only after 102 years of print as a result of lack of funds for a print edition. Fullerton and Cypress colleges elected to reduce print publication to just once a semester to save money and devote efforts to online. All have suffered a loss of advertising revenues that normally would have funded extra-curricular activities, something that is happening at Cerritos as advertising dries up.

[1] Lynch, Diana. "Looking at the Future of Journalism Education by Dianne Lynch." *A Report in Six Parts • Knight Foundation*. Knight Foundation, Sept. 2016. (<https://www.knightfoundation.org/features/journalism-education>)

[2] Ibid.

[3] Cameron, Richard. "2017 California Community College Journalism Education Snapshot Survey. March 2016. (www.talonmarks2.com/snapshot/2017_snapshot_survey_results.pdf)

[4] Lu, Kristine, and Jesse Holcomb. "Digital News Audience: Fact Sheet." *Pew Research Center's Journalism Project*. PEW Research Center, 15 June 2016. Web. (www.journalism.org/2016/06/15/digital-news-audience-fact-sheet/)

Journalism Job Outlook

2014-2024 Journalism Job Openings

Los Angeles County	2014	Annual
	Employment	Job Openings
Broadcast News Analysts	370	16
Editors	4,770	214
Reporters and Correspondents	1,780	84
Desktop Publishing	590	298
Multi-Media Artists and Animators	12,500	314
Total	20,010	926

Job Outlook for California Community College Programs

2014-2024 Broadcast Journalism Job Openings

Los Angeles County	2014	Annual
	Employment	Job Openings
Editors	4,770	214
Radio and Television Announcers	1,620	56
Reporters and Correspondents	1,780	84
Multi-Media Artists and Animators	12,500	314
Total	20,670	668

Job Outlook for California Community College Programs

Broadcasting

The good news for broadcasting is that there currently are more terrestrial radio stations today than ever before and surveys show that more than 90 percent of Americans listen to radio on a regular basis.[1] And nearly half of those who get jobs in radio worked on their college radio station.[2] While there is a large growth in non-commercial FM radio, the surprise is that radio listening growth is strongest with online streaming stations,[3] like Cerritos' WPMD station. Thanks to technological changes, most radio streaming happens in the car.[4]

FM educational radio stations (college radio, high school radio, public radio, community radio, and religious broadcasters) increased the most (in 2013).[5]

The American public's consumption of audio content, which includes radio news and talk shows in addition to music, sports and other programming, continues to increase. Advances in consumer technologies allow increasing numbers of Americans to choose to listen to radio on a variety of newer platforms, while at the same time, terrestrial radio continues to reach the overwhelming majority of the public.[6]

Radio/Broadcast Job Outlook

While competitive, there are job opportunities for people in the radio and broadcast journalism area:

2014-2024 Radio/Broadcast Job Openings

Los Angeles County	2014	Annual
	Employment	Job Openings
Radio and Television Announcers	1,620	56
Reporters and Correspondents	1,780	84
Total	1,780	56

Job Outlook for California Community College Programs

The RTV program has migrated to an Internet-based format, driven initially by a student preference for entertainment-based programming not allowed on its over-the-air AM FCC frequency that limited programming to “information only.”

Also growing in the broadcast realm is the evolution of podcasting, which would be a focus in a new broadcast journalism/digital media degree and/or certificate. The current Radio-TV focus would continue on entertainment broadcasting because:

- *Due to some complex legislation, it can be less onerous to pay artist royalties when you play music over the airwaves than when you send it over the Internet.[7]*
- *Podcasting continued to grow in both audience and programming, though listening is still limited to a minority of the American public. An increase in the number of podcast download requests made in 2015, a number that has more than doubled since 2012. Many news organizations – both large and small, legacy and non-legacy – moved ahead with increased investments in podcasting during 2015 and early 2016. [8]*
- The medium is taking off now because of the convergence of three big trends.
- • The technology has finally improved enough that listening to podcasts is easy and convenient for ordinary listeners.
- • Talented professionals have begun to focus on the medium.
- • And a new generation of podcast-focused businesses are figuring out how to convert these professionally produced, popular podcasts into serious money.[9]

II. INSTRUCTIONAL IMPROVEMENT

A. EVALUATION OF TEACHING EFFECTIVENESS

The Mass Communications Department adheres to the college policy of regularly evaluating full-time and adjunct faculty. The classified instructional lab technician evaluated by the Fine Arts and Communications dean.

While the Journalism program's advisory board does not evaluate teaching directly, teaching methods are discussed at board meetings. In addition, the Journalism program has developed a Program Philosophy Statement (see Appendix 1) that guides the faculty in teaching decisions. In addition, the Journalism program has developed a Best Practices document that provides newspaper students with guidelines for industry-standard publication practices. The program has as one of its goals to develop a Best Practices document for teaching Journalism courses.

In the past, the Journalism program and RTV program have worked together closely on projects and services for students as they share students. Currently, the Journalism program has developed a cross-discipline project between Multimedia Reporting and Commercial Music students.

Radio-TV works cooperatively with the First-Year Experience program, pairing one of its RTV 151/TH 151 courses with that program.

B. STUDENT LEARNING OUTCOMES

All Journalism and RTV courses have established Student Learning Outcomes. When courses are cross listed with other programs –RTV 151/TH 151 and JOUR 130/PHOT 130, as examples—SLOs are identical for both sections of the course. If changes are needed the department works cooperatively with its partner department.

Effective with the 2016-17 academic year, all SLOs in all courses are assessed directly each semester. (It is sometimes difficult to get adjunct faculty to complete assessments.) Assessments and action plans are developed by each program.

Based upon SLO data from JOUR 100, the majority of the students have excellent understanding of the course and the concepts/themes being taught to them. However, critical thinking around the history of newspapers appears the weakest area of student success. Going forward, perhaps it's best to add press history concept questions to the exams and/or quizzes since there's more participation in those assignments. It also important to note the high participation in the blog projects. Students appear interested in utilizing technology and digital elements -- a rationale to continue assigning these projects.

SLOs for JOUR 101 show strong understanding of the course content by students who were lectured on the fundamentals of newswriting and reporting. Based on SLO reports, students understood how to identify the different parts of a story, interview subjects, and write a news story in proper punctuation and AP style. However, it appears students struggled to fully understand what is considered newsworthy in the current news. On average, the class was evenly split three ways between those who could recognize newsworthy

stories well, those who did it satisfactory and those who did not do it well. Encouraging news app usage as well as social media participation should provide a better tool for students to follow the news.

Data from JOUR 107 shows high competency in the areas of writing, design, photography and multimedia production. The majority of students were able to develop an electronic portfolio of self-produced news each semester utilizing Camayak, an online content management system software. Nonetheless, although demonstrating an understanding of the legal aspects of communication is an SLO attached to the course, it has not been measured with any tangible assignment for the last several years.

Data from JOUR 121 shows that students completed concepts of blogging, storytelling with audio and video components. Students did struggle with understanding fair use and copyright with video, audio and photography. With this finding we understand that more time needs to be given to understanding this SLO so the creation of a week long assignment to understand fair use and copyright will be given in the 2018 section of this course and in-class activity to critically think about the use of copyrighted works.

A majority of students had satisfactory or good completion of the SLO's for RTV 151, Motion Pictures, Radio and Television. The exception comes with SLO D. (#4):

"Differentiate and discuss what each medium does best in the discussion of a single news story broadcast on radio, television and a social/print medium."

In response to this critical thinking assignment in the area of what has recently been called; "Fake News," more time has been devoted to explaining this last written paper. Also, since this comparative analysis has traditionally been handed in during the final week of the semester, it may be more successful presented earlier in the semester with an earlier due date. Students sometimes only partially complete or do not submit the last assignment in the class.

In RTV 152, Intro to Broadcasting, All students completed all SLOs with a satisfactory or good performance with the exception of SLO B (#2):

Students will be able to calculate ratings and share of audience figures and explain the difference.

About half of the class was able to and the other half was unable to calculate the difference between a TV rating point and share point. (It is a simple difference in numerator and denominator.) Given the preparedness and success rates of our students in mathematics, this is not surprising. More time will be taken teaching students basic mathematical division in class. More worksheets should be made available with practice sessions IN CLASS. Additionally students are encouraged to seek help in the student success center and are encouraged to take math early in their college career.

C. RETENTION PATTERNS, STUDENT SUCCESS and GRADING

Journalism

Course completion and success rates are comparable to both the college and journalism programs across Los Angeles County (See Appendix 4.) Internally, the program has seen a downturn in success rates particularly in its JOUR 100 general education course. SLO assessments indicate that the downturn began when the program started introducing multiple group blog projects; students who give up on the first project are dragged down further by not participating in the second project. Internal steps have been made to more closely monitor student progress on these assignments -- and to streamline assignments.

RTV

Course completion and success rates for Radio-TV could be consistent with both the college and similar programs in Los Angeles County (See Appendix 5.)

D. COURSE AND PROGRAM COMPLETION

Journalism

Course completion rates are comparable with both the college and with journalism programs across Los Angeles County. (See Appendix 4.)

Journalism students had not earned certificates for a number of years, however, they have been earning associate degrees at the rate of five per year since the introduction of the Associate in Arts for Transfer in Journalism. In fact, while the Cerritos program represents one in 15 for LA County, Cerritos awards between 12 percent and 15 percent of all journalism degrees. (See Appendix 4.)

The program credits a regular degree and transfer completion rate to its annual What's Next? Workshop that focuses on career and transfer issues for mass communications students.

RTV

Course completion rates for Radio-TV are comparable to those of the college and similar programs in LA County. (See Appendix 5.)

The program has inactivated its degrees and certificates and given students in the program an opportunity to complete requirements. No certificates have been earned by RTV students for some time and one student has completed the associate degree in the period reviewed. (See Appendix 5.)

E. PROGRAM OUTCOMES

Journalism

The Journalism program has seen an increasing number of program completions over the period studied. It attributes the increase to two factors: the introduction of the Associate of Arts for Transfer and its increased emphasis on completion with its annual day-long What's Next? workshop for majors that emphasizes career and transfer options, including panels of former students describing similarities and differences between the community college and university environments.

RTV

The Radio-TV program currently has no degree or certificate for students to complete. Since the last review, the degree has been continued and in-progress students were given an opportunity to complete required-but-to-be-discontinued courses. Remaining courses meet requirements for the new Film, Television and Electronic AA-T. In the early stages of the development of the statewide model for this degree it was focused on Radio-TV, but after review of potential transfer institutions it was broadened to include more film and less radio.

F. STUDENT FEEDBACK

The department conducted two student feedback surveys during the Spring 2017 semester: one for current students and one for department alumni. Links should eventually be on Research-→Program Review Surveys site.

Current Students Survey

- Mass Comm faculty are very highly rated by both Majors and Non-Majors: More than 99% of all respondents either *Agreed* or *Strongly Agreed* with statements that Mass Comm faculty are effective instructors, enthusiastic, and knowledgeable.
- Overwhelmingly, students preferred morning as the time to take courses.
- Journalism was (by far) the most common Mass Comm major, and the type of course that Majors were most interested in taking. In contrast, Journalism was the area that least interested Non-Majors (whose top three interests were Film, Photography, and Radio/TV).

Students (all students) were asked to identify which areas of Mass Comm appealed to them the most. There was strong interest in several types of non-print journalism, as well as in broadcast journalism. The most frequently chosen responses were: Social Media Journalism, Photojournalism, Broadcast Journalism, Multimedia Journalism, Online Journalism, Magazine Journalism, Broadcasting—Talk Radio, and Digital Journalism.

Mass Comm majors were asked which specific area(s) of Mass Comm appeal to them the most. The most frequently given responses were Broadcast Journalism (67.4%), Multimedia Journalism (65.2%), Social Media

Journalism (63.0%), Online Journalism (58.7%), Magazine Journalism (52.2%), Digital Journalism (50.00%), Broadcasting—Talk Radio (43.4%), and Photojournalism (41.3%).

These results are part of the evidence that there is interest in developing a Broadcast Journalism/Digital Media degree/certificate. The Journalism advisory board in Spring 2017 also recommended that the program develop such a program award.

Students were asked what skill sets they would most like to develop. The most commonly chosen responses were: Social Media, Critical Thinking, Photography, Design, Video Multimedia, Blogging, and Technological Skills. For Mass Comm majors, the most frequently given responses were Blogging (60.4%), Audio/Podcasting (56.3%), Newswriting (56.3%), Social Media (56.3%), and AP Style (50.0%).

Mass Communications Alumni Survey

- For all respondents, of those who graduated from Cerritos College in 2010 or earlier, 91.7% are currently employed, with 83% of the 2016 graduates currently employed.
- For the respondents currently employed and responding for the 2016 cohort, 60% are employed in a position not related to Mass Communications. However, for those employed in 2010 or earlier, 80% are working in a position either “directly related” or “somewhat related” to Mass Communication.
- For the students who transferred from Cerritos College, 81% of the respondents had the major of Journalism, with 53% of the respondents maintaining a major of Journalism at their new institution.
- For transfer institutions, 50% of the respondents transferred to CSU Long Beach, with CSU Fullerton having the second highest percentage at 16%.
- 82% of the transfer respondents agreed that Cerritos College prepared them well for the academic requirements at their transfer institution.
- Based on respondents who transferred, Newswriting, Critical Thinking, and Social Media are the top 3 skills most needed for future graduates of the program who plan to transfer. Critical thinking was consistently mentioned for transfer and employed cohorts.

[1] Waits, Jennifer. "Radio in U.S. Growing - FCC Counts 15,358 Licensed Stations." *Radio Survivor*. Radio Survivor, 11 Jan. 2014. Web. 18 Mar. 2017. (www.radiosurvivor.com/2014/01/11/radio-in-u-s-still-growing-15358-total-stations-at-end-of-2013/)

[2] Becker, Lee B., and Gerald M. Kosicki. "Broadcast Journalism." *Broadcast Journalism Education Trends and Comparisons* (1996): n. page. *Annual Surveys: Pauley Report 01*. Grady College of Journalism and Mass Communications: University of Georgia, 23 Aug. 1996. Web. (www.grady.uga.edu/annualsurveys/Supplemental_Reports/PauleyReport01.pdf)

[3] Jennifer Lee. "The Rise of Radio Streaming." *Tier10lab*. Tier10lab, 7 Sept. 2016. (lab.tier10.com/2016/09/07/the-rise-of-radio-streaming/)

[4] Ibid.

[5] Waits.

[6] Vogt, Nancy. "Audio: Fact Sheet." *Pew Research Center's Journalism Project*. Pew Research Center, 15 June 2016. Web. 18 Mar. 2017. (www.journalism.org/2016/06/15/audio-fact-sheet/)

[7] Stevenson, Seth. "Podcasts Are Great, But Don't Count AM/FM Radio Out Just Yet." *Slate Magazine*. *Slate Magazine*, 14 Dec. 2014. Web.

(www.slate.com/articles/arts/ten_years_in_your_ears/2014/12/the_future_of_terrestrial_radio_in_the_age_of_podcasts.html)

[8] Vogt, Nancy. "Podcasting: Fact Sheet." *Pew Research Center's Journalism Project*. Pew Research Center, 15 June 2016. Web. (www.journalism.org/2016/06/15/podcasting-fact-sheet/)

[9] Stulberg, Ariel. "Podcasting Is Getting Huge. Here's Why." *Vox*. *Vox*, 15 Dec. 2015. Web.

(www.vox.com/business-and-finance/2015/12/15/10126144/serial-podcast-huge-hit)

G. INSTITUTIONAL DATA

(The worksheet for this chart is available in the Excel Program review worksheet. 2015-16 data should eventually be available on CalPassPlus and CalState sites. 2016-17 may be available officially on Cerritos research site.

College Institutional Standards

JOURNALISM	Target for 2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Certificates Awarded	0	--	--	--	--	--	--	--
Degrees Awarded	7	19	13	5	5	5	1	3
CSU Transfers	8	--	16	7	12	3	3	4
UC Transfers	--	--	--	--	--	--	--	--
Course Comp. Rate	87.8%	--	--	85.0%	85.0%	86.0%	90.0%	93.0%
Persistence	14.0%	--	--	16.0%	14.0%	11.0%	12.0%	17.0%
Clg Comp. Rte	70.0%		70.0%	83.0%	83.0%	83.0%	84.6%	82.9%
Clg Persistence	74.9%		77.8%	76.9%	73.0%	73.3%	69.8%	70.2%

RADIO-TV	Target for 2016-17	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Certificates Awarded	0	--	--	--	--	--	--	--
Degrees Awarded	0	--	--	--	1	--	--	--
CSU Transfers	5	--	3	1	6	4	5	8
UC Transfers	--	--	--	--	--	--	--	--
Course Comp. Rate	84.2%	--	--	90.0%	87.0%	85.0%	86.0%	73.0%
Persistence	0.03%	n/a	n/a	n/a	n/a	n/a	n/a	0.03%
Clg Comp. Rte	70.0%		70.0%	83.0%	83.0%	83.0%	84.6%	82.9%
Clg Persistence	74.9%		77.8%	76.9%	73.0%	73.3%	69.8%	70.2%

CalPass Plus LaunchBoard CSU Transfer info from www.asd.calstate.edu/ccct (JOUR CIP = 09.0401 RTV CIP = 09.07)
No UC statistics available. Completion and Persistence targets based on averages.

Journalism

Despite having two certificate program awards available –journalism and public relations— no students have earned certificates in the years reviewed. The program has discussed the possibility of discontinuing the awards, but student input from feedback surveys indicates that there is interest in them. The program is looking into restructuring the certificates to make them easier to earn.

The program issued an increasing number of degree awards during the period studied.

The program has also produced a steady stream of transfers to CSU and other universities. The most frequent transfer university is CSU, Long Beach, where nearly 50.07 percent of transfers choose.

The program maintains a course completion rate higher than campus averages.

RTV

The Radio-TV program currently does not offer any program awards, but generates a modest stream of transfers to CSU and other universities. Course completion rates exceed college averages.

III. STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

Strengths

S1 -- The Mass Communications Department, comprised of Journalism and Radio-TV, measure SLOs in all courses each semester (except summers).

S2 -- The student newspaper (Talon Marks), online publication (talonmarks.com), digital edition, social media platforms, occasional feature magazine (Wings), and the Internet-based radio radio station (wmpd.org):

- o Engage students who write and edit news and entertainment media, feature, sports, and opinion stories; take photographs; design newspaper pages; and create multimedia stories (audio, video, interactive, and web design, CMS)
- o Develop social media and personal branding skills
- o Produce more stories each week than most California community college publications, giving students more opportunities to hone skills.

S3 -- The Mass Communications Department continues to participate in professional and collegiate press organizations and receives national/state recognition annually.

S4 -- The Journalism Advisory Board is regularly comprised of area college representatives, working professionals, and current and former students.

S5 -- Associate Degree for Transfer in Journalism (AA-T) has increased student completion rate alongside the existing associate degree in Journalism and Certificates of Achievement in Journalism and Public Relations.

S6 -- A Journalism Program Philosophy statement provides students with an overview of teaching goals and guides instructors in the program to focus on common themes across the curriculum that align with industry-standard publication practices.

S7 -- The program has new facility designed to meet current needs of a journalism program allowed the department's Multimedia Reporting class (JOUR 121) to create a project-oriented, grant-funded partnership with Commercial Music.

Weaknesses

W1 -- Associate degree in Journalism and Certificates of Achievement in Journalism and Public Relations out of date.

W2 -- The Mass Communications Department has had trouble filling Radio core classes and Journalism non-core courses (Public Relations, Photojournalism, Audio News Production and Editing).

W3 -- The Department has exhausted its available part-time pool and often has to fill courses with emergency hires.

W4 -- Student success rates in courses trending down; most severe in JOUR 100 general education course.

Opportunities

O1 -- Technology changes allow today's broadcast journalists to create their own audio/video products and self-brand opportunities on laptop computers via podcasting skills.

O2 -- Program funding from ASCC has remained steady. ASCC has shown support for radio station with increased financial support.

O3 -- Industry and federal regulation trends lean to more locally-focused radio content.

O4 -- There are fewer and fewer dedicated converged media facilities present in colleges surrounding our service area, indeed within the state.

O5 -- Several RTV courses remain in curriculum to meet the needs of the new Film, Television and Electronic Media AA-T degree.

Threats

T1 -- The increase of students seeking the new AA-T degree has resulted in fewer students taking second, third and fourth semester newspaper courses.

T2 -- A steep decrease in advertising revenues from Talon Marks has hampered the program's extra-curricular student services and community engagement activities.

T3 -- With plans to merge radio and journalism into a larger MCOM media center, the department lacks instructional aides to assist students with projects/shows and media operations.

T4 -- With the existing RTV instructor (Craig Breit) retiring this academic year, the department will have only one full-time instructor and no one dedicated to the RTV program or its courses.

IV. GOALS

REF	Goals	Actions to be taken	Completion Date	Person(s) assign
S1	Ensure Mass Communications Department measures SLOs and optimizes usage of assessments and action plans	Develop strategic plan to optimize and update SLOs to measure industry and academic standards	Feb. 2019	Brown
S2	Expand existing multimedia Talon Marks and WPMD entities through professional skill sets in mobile and social media platforms	Provide students with a hands-on experience in developing products, i.e., a converged media app.	May 2023	Brown
		Attend workshops, conferences and networking events to build a variety of skills	Oct. 2020	Brown
		Develop concepts for courses to equip students for user-engagement opportunities on the web, mobile and social media audiences	Oct. 2020	Brown
S3	Host campus career workshops and increase participation in professional and collegiate MCOM organizations to ensure student success	Attend ONA conference to build skill sets for online/social media news coverage	Oct. 2019	Brown
		Establish /schedule workshop sessions that develop student achievement in the major	Oct. 2018	Brown
		Create a Mass Communications alumni database	May 2023	Brown, Edquist
		Reestablish networking with local area journalism programs	May 2019	Brown, Breit

		Attend a national collegiate journalism conference with competition opportunities	March 2023	Brown
S4	Establish a Mass Communications Advisory Board comprised of area college representatives, working professionals and alumni	Create a Mass Communications Advisory Board	May 2018	Brown, Breit
		Select industry and educational professionals with diverse backgrounds, radio, TV, journalism	May 2018	Brown, Breit
S5	Increase completion rates by 10 % from 2018 class numbers for AA-T degrees & other degree/certificates	Provide more one-on-one counseling sessions for students	Oct. 2020	Brown, Edquist
		Maintain Journalism Majors Conference to provide direct pathway to graduation success	Oct. 2018	Brown, Edquist
S6	Develop MCOM philosophy statement to provide focus on common themes across curriculum	Research Best Practices in each area of industry	Jan. 2019	Brown
		Develop Best Practices for Mass Communications students	Jan. 2019	Brown
		Review curriculum to focus on themes in Mass Communications Philosophy Statement	Jun. 2019	Brown
S7	Explore interdisciplinary, grant-funded partnership with other programs on campus	Seek grant opportunities with foundation for JOUR 121	Feb. 2019	Brown, Edquist
		Develop partnerships with other programs like Film, Theatre, Commercial Music	Feb. 2019	Brown, Edquist
		Seek outside grants that would increase skill-building opportunities.	Feb. 2019	Brown, Edquist

		Reach out to Guided Pathways program		
W1	Update out-of-date AA degree in Journalism and certificates in Journalism and Public Relations	Research data on AA degree and certificates	Jan. 2020	Brown
		Analyze data to see if degrees and certificates are still viable	Jan. 2020	Brown
		Make changes to existing degree	Jan. 2021	Brown
W2	Increase enrollment by 10% over 2018 class numbers in department's core and non-core courses	Create partnerships with other programs to boost enrollment	Oct. 2019	Brown, Breit
		Research data on course times that do not carry strong enrollments	Jan. 2019	Brown
		Make sure non-core courses (JOUR 157, JOUR 130) are offered at least once a year	Jan. 2020	Brown
		Adjust course times to better serve student populations/majors	Jan. 2019	Brown
		Establish a recruiting plan and partner with programs that share field related courses.Reach out to current list of students.	June 2019	Brown
W3	Re-populate department's part-time pool of adjuncts	Create list of skills/expertise desired for part-time faculty	Dec. 2018	Brown
		Update MCOM job description/criteria for journalism, radio, and broadcasting	Dec. 2019	Brown
		Talk with HR to re-open pool	Dec. 2018	Brown
W4	Increase student success rates to 70% or better in GE Jour 100 course	Evaluate course testing and assess assignments in syllabus	Oct. 2019	Brown

-		Add embedded tutor(s) to course to help organize study sessions and review class materials	May 2018	Brown
O1	Integrate entrepreneurial media skills/theory into curriculum, i.e., web design, app design, podcasting	Evaluate areas of curriculum that need updating in self-branding capabilities .Use Strong Workforce Labor data	May 2020	Brown
		Add audio/editing assignments to JOUR 107	Aug. 2018	Brown, Edquist
		Add Social Media Communication GE course to the curriculum	Aug. 2020	Brown
		Explore app design to host student content	May 2019	Brown
O2	Seek increased ASCC funding for MCOM's academic and club activities	Request travel funds for ONA and other national collegiate journalism conference	Oct. 2019	Brown, Edquist
O3	Establish partnerships with locally-focused radio stations in the area to promote student content/talent	Reach out to commercial and collegiate radio stations KBEACH, West-22 at Cal State Long Beach, Titan Radio at Cal State Fullerton, and KDHR at Cal State Dominguez Hills	May 2018	Breit
O4	Merge online-based radio station into existing journalism facility to create MCOM converged media center	Begin conversation with administration about logistics of move for radio station	Aug. 2020	Brown
-	-	Host WPMD live radio stream on TalonMarks.com	Aug. 2019	Brown, Edquist
-	-	Research student interest in and lay groundwork for degree in Broadcast Journalism-Digital Media	Jan. 2020	Brown
-	-	Increase inter-club activities between Press Club and Radio Club to spearhead convergence	Aug. 2019	Brown, Edquist

O5	Utilize remaining RTV courses and recapture other courses to establish a new Film, Television and Electronic Media AA-T degree	Research AA-T core indicator for degree	May 2018	Breit
		Research student interest in AA-T	May 2019	Brown
		Research possibility of bringing RTV 155 (Radio Production) course	Dec. 2019	Brown
		Research what type of schedule, instructors and staff support needed	May 2019	Brown
		Begin process of requesting degree be added	May 2021	Brown
T1	Increase student enrollments by 10% over 2018 class numbers for Jour 107abcd	Recruit from photography, art, design, and commercial music programs for interdiscipline coursework	Dec. 2018	Brown
		Develop high school outreach campaign for potential journalism students	Jan. 2019	Brown, Edquist
		Execute campaign to visit local high schools	May 2019	Brown
T2	Develop advertising campaign for Talon Marks and TalonMarks.com to bolster sagging revenues	Talk with local newspaper outlets to garner advice on successful advertising plans	May 2019	Brown
		Recruit local businesses to advertise via one-on-one visits	May 2019	Brown
		Create digital analytics plan to promote higher digital sales	June 2018	Brown
		Research other colleges for their media kits	May 2018	Brown, Edquist
T3	Seek restoration of hourly support for radio station production as a larger MCOM mediacenter	Petition ASCC for hourly support of lab supervision	May 2022	Brown, Edquist

		Explore possible internship offerings for Cal State students interested in hourly lab tech positions	June 2021	Brown, Edquist
T4	Prioritize request for replacement for retiring RTV instructor with broadcast media instructor	Draft criteria for desired professor with experience in broadcast/video media	May 2018	Brown, Edquist
		Submit position through faculty hiring process/protocol	Dec. 2018	Brown

V. REVIEW OF PREVIOUS GOALS

The goals presented in the last Mass Communications program review in 2012 revolved around four values:

1. Strengthen student engagement
2. Increase program visibility
3. Provide up-to-date curriculum
4. Utilize relevant technology

Here is a summary of the results:

1. Strengthen Student Engagements

A. Increase efficient use of the radio lab

- The department did not establish benchmarks for scheduling of adult hourly and the classified lab aide in the journalism and radio labs. In fact, the adult hourly positions for the radio lab were discontinued completely.
- The department did not establish benchmarks for student use of the journalism and radio lab.
- The department did not match scheduling of adult hourly and the classified aide with student use.
- The department developed a plan for greater leveraging of the journalism and radio lab with the new joint facility that was scheduled for 2016. However, that plan was scuttled when the college elected to remove the Radio-TV facility from a joint facility in the new Fine Arts and Communication Building. This left us in the same state that we have been in for years: separated from each other and not able to create a facility that would be for both programs for the department.

B. Provide workshop and conference activities for students

- The department has successfully scheduled "What's Next?" workshops in the fall semester of each year. We have decided that our students are better served when we had the event only in the fall, which helped students adjust and plan for spring and possible graduation. We moved the scheduling of the event earlier in the fall semester due to feedback we received from participants that said that students realize they would be graduating in spring and that they would need to apply in the fall for universities.
- The Journalism program has continued to take students to journalism conferences sponsored by JACC each semester and to take groups of students to the regional conferences in the fall as well as the state conferences that are held in the spring.
- The Radio-TV program has taken students to national conferences in radio sponsored by the Intercollegiate Broadcast System and WPMD students have won national awards.

C. Provide field trip and other extra-curricular opportunities for students

- The department has not been able to schedule a minimum of two editor exchanges per semester.
- The Journalism program took a group of students to the OC Register in spring of 2013 as part of visiting media outlets each school year, but we have not been able to take any since.
- The Radio-TV program took 20 students in December 2014 to a radio station for a visit and continues to take students to tapings of television game shows.
- The department scheduled Brown Bags events at least eight times per year --- that was happening until we stopped due to low attendance and the need to further evaluate what we were trying to accomplish by having them. February of 2014 was the last documented Brown Bag event.
- The department has successfully scheduled Media Awards Night every semester to celebrate the success of students. However, Radio-TV stopped participating due to financial problems and the program losing its production course in fall of 2013.

D. Identify characteristics of competing nearby community college programs and identify/incorporate best practices

- The two programs have not been able to visit at least one other area community college for the journalism and radio programs each semester.
- The Journalism program did, however, visit USC Annenberg new building and facilities in February of 2015.
- Radio-TV was able to visit LBCC in 2012, where the college has even less of a facility than Cerritos does.

2. Increase Program Visibility

- Rather than receive more support and promotion from the college in official publications the administration withdrew support for the Radio-TV program.
- The college relinquished the Federal Communications Commission license for the AM radio station when its license expired.
- The Radio-TV program has met with campus police to discuss using the radio station as a vehicle of communication in times of emergency, but the college has decided to use a texting tool instead.
- The college has not resumed radio content as part of the cable TV access channel.
- The college has not added additional speaker installations on campus to steam radio programming.
- The department has not developed a department website. The Journalism program does have a website. The Radio-TV program does not have a website after it was summarily removed by the college. The radio program can't be found on the division page and is not included in student media on the division page. Both programs have outside websites as their main access points for campus media.
- The Journalism program has emphasized the use of online and social media tools as reporting tools in some of our courses such as Mass Media and Society, Beginning Newswriting, College Newspaper, and Multimedia Reporting.
- The Radio-TV program maintains a Twitter feed, an Instagram account and a Facebook page, as well as an iTunes account to help distribute the WPMD stream and news.

Long-term goal

- The Journalism program has not developed mobile apps/publications for campus radio and campus news through the college.
- Readers can save the Talon Marks website to their home screen on phone and tablets.
- Listeners can follow WPMD with the TuneIn Radio app.

3. Increase Completion, Transfer and Success Rates

- Journalism has created a new transfer degrees required by SB1440 legislation.
- The anticipated Radio-TV transfer degree from the state was instead refocused on television, film and electronic media. Radio-TV courses meet needs for that degree
- The Journalism program has reviewed and revised current certificates and degrees to accommodate restricted schedules. However, many of these changes were rejected by the California Community College Chancellor's Office after it redefined some limits to such degrees and certificates. New solutions are being sought. The program also evaluated course outlines and made changes.
- The Radio-TV degree was discontinued when a key course could not be offered in accordance with administrative demands.
- The department has successfully scheduled "What's Next?" workshops in the fall semester of each year. It was decided that students are better served when the events are held in the fall, which helped them adjust and plan for spring and possible graduation. The scheduling of the event was moved earlier in the fall semester due to feedback received that helped student realize they would be graduating in spring and that they would need to apply in the fall for universities.
- The department has not met regularly with the Fine Arts counselor.

4. Maintain functionality of newspaper and radio labs/equipment

- The department assisted in the design of the new Fine Arts and Communications Building with the dean and architects. During the process, however, the college eliminated Radio-TV from the joint Mass Communications facility.

Appendices

1. Journalism Philosophy Statement

Journalism Program Philosophy Statement

The mission of the Cerritos College Mass Communications Department is to:

- Instill an appreciation for the mass media and First Amendment speech/press freedoms, both as consumers and as potential practitioners;
- Train students as potential practitioners using hands-on laboratories, terminating in certificates, associate degrees and/or transfer to university programs; and
- Provide the campus with student news outlets.



The Journalism Program goals are to introduce students to the major mass media, both as consumers and as potential practitioners. Students will be introduced to the communication tools of the media and trained in objective, accurate communication.

An appreciation for First Amendment rights and responsibilities—legalities and ethics—and varied cultural perspectives will be emphasized in all journalism courses.

Students at large will benefit from the program by gaining a greater insight and historical perspective of how the media currently operate and affect our lives.

Reporting students will be taught to gather information from a variety of sources, synthesize that information and prepare it for dissemination in a variety of media formats. The emphasis will be on written, audio and visual communication.

Multimedia journalism, the melding of print, broadcast, visual and online journalism, is becoming increasingly important in the field. As such, all journalism courses should include multimedia or online journalism elements/modules. Recognizing the need to introduce journalism students to change and requirements of the industry, all journalism courses should also include blogging assignments, coding concepts, math concepts for journalists, and the development of personal digital portfolios.

Journalism majors will have the opportunity to fulfill lower division major requirements for preparation of transfer to a four-year university program and should be guided into successfully completing general education requirements for transfer.

Recognizing that some students will seek merely to improve skills for immediate employment or re-employment, journalism students will be given the opportunity to hone writing, photography, multimedia, and production skills for entry-level work in the mass media. The journalism certificate is designed to give these students a well-rounded exposure to a variety of media in preparation for possible employment in the communication industry.

Work submitted in journalism classes is expected to be the students' own and should represent their abilities. Plagiarism, fabrication of information and quotes, work done by others, cheating, etc. will not be tolerated and may incur appropriate penalties. Collaboration and study groups are encouraged as long as final work represents individual effort.

Revised May 2014

2. Student Demographics – Journalism

The chart worksheet for this is in the Excel Mass Comm worksheet. Columns have been set up for 2015-16 to fill in as soon as the data is available. We likely WON'T have 2016-17 data available on time.

Student Demographics - Journalism

Cerritos program -- Discipline Statewide -- College

	2014-15			2013-14			2012-13		
	JOUR	DISCIPLINE	COLLEGE	JOUR	DISCIPLINE	COLLEGE	JOUR	DISCIPLINE	COLLEGE
Male	42%	44%	45%	51%	45%	45%	52%	45%	45%
Female	55%	56%	53%	46%	64%	54%	47%	56%	54%
Other	4%	1%	2%	20%	1%	2%	1%	1%	2%
African-American	13%	10%	5%	0%	11%	8%	0%	11%	8%
American Indian/Alaskan	0%	0%	3%	0%	0%	0%	0%	0%	0%
Asian	0%	8%	9%	0%	6%	7%	0%	6%	8%
Filipono/a	0%	0%	0%	0%	2%	3%	0%	3%	3%
Hispanic	82%	43%	67%	71%	41%	64%	64%	41%	61%
Other	18%	3%	6%	15%	3%	5%	36%	3%	7%
Pacific Islander	0%	0%	1%	0%	0%	0%	0%	1%	0%
White	0%	29%	8%	0%	30%	11%	0%	31%	11%
Two or more races	0%	6%	1%	0%	6%	2%	0%	5%	1%
19 or less	31%	35%	24%	34%	35%	25%	28%	37%	26%
20-24	56%	43%	36%	45%	43%	36%	54%	43%	36%
25-29	0%	10%	15%	12%	10%	14%	0%	10%	14%
30-34	0%	4%	7%	0%	4%	7%	0%	4%	7%
35-39	0%	2%	5%	0%	2%	5%	0%	2%	4%
40 and older	0%	5%	13%	0%	5%	13%	0%	5%	13%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%
First generation	34%	15%	38%	29%	11%	34%	17%	6%	28%
Full time status	26%	29%	14%	27%	28%	14%	16%	27%	15%
Part-time status	74%	71%	86%	73%	72%	85%	84%	73%	86%

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3. Student Demographics – RTV

The chart worksheet for this is in the Excel Mass Comm worksheet. Columns have been set up for 2015-16 to fill in as soon as the data is available. We likely WON'T have 2016-17 data available on time.

Student Demographics - Radio-TV

Cerritos program -- Discipline Statewide -- College

	2014-15			2013-14			2012-13		
	RTV	DISCIPLINE	COLLEGE	RTV	DISCIPLINE	COLLEGE	RTV	DISCIPLINE	COLLEGE
Male	44%	69%	45%	62%	69%	45%	56%	66%	45%
Female	55%	30%	53%	36%	30%	54%	33%	33%	54%
Other	1%	1%	2%	2%	1%	2%	2%	2%	2%
African-American	***	15%	5%	15%	16%	8%	***	15%	8%
American Indian/Alaskan	***	0%	3%	***	0%	0%	***	0%	0%
Asian	***	8%	9%	***	6%	7%	***	6%	8%
Filipono/a	***	0%	0%	***	3%	3%	***	3%	3%
Hispanic	73%	37%	67%	65%	36%	64%	69%	35%	61%
Other	27%	3%	6%	19%	4%	5%	31%	3%	7%
Pacific Islander	***	0%	1%	***	0%	0%	***	2%	0%
White	***	30%	8%	***	29%	11%	***	30%	11%
Two or more races	***	7%	1%	***	7%	2%	***	6%	1%
19 or less	31%	24%	24%	48%	28%	25%	43%	28%	26%
20-24	48%	41%	36%	35%	41%	36%	40%	40%	36%
25-29	***	13%	15%	***	15%	14%	11%	13%	14%
30-34	***	7%	7%	***	7%	7%	***	7%	7%
35-39	***	5%	5%	***	3%	5%	***	3%	4%
40 and older	***	10%	13%	***	10%	13%	***	9%	13%
Other	***	0%	0%	***	0%	0%	***	0%	0%
Students w/Disabilities	***	9%	6%	***	9%	5%	***	7%	5%
First generation	34%	9%	38%	25%	9%	34%	18%	7%	28%
Full time status	29%	23%	14%	30%	22%	14%	31%	26%	15%
Part-time status	71%	77%	86%	69%	78%	85%	69%	74%	86%

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*** Percentages not available because program had fewer than 10 students

4. Completion/Success Rates + Awards – Journalism

The chart worksheet for this is in the Excel Mass Comm worksheet. Columns have been set up for 2015-16 to fill in as soon as the data is available. We likely WON'T have 2016-17 data available on time.

Completion/Success Rates - Journalism

Cerritos program -- Discipline Los Angeles County -- College

	2014-15			2013-14			2012-13		
	JOUR	LA County	COLLEGE	JOUR	LA County	COLLEGE	JOUR	LA County	COLLEGE
Course Retention Rate	85%	83%	82%	85%	85%	83%	86%	83%	82%
Course Success Rates	73%	68%	69%	69%	67%	72%	73%	67%	71%

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Program Awards - Journalism

LA County region includes 17 colleges (15 with Journalism programs)

	2014-15			2013-14			2012-13		
	JOUR	LA County	COLLEGE	JOUR	LA County	COLLEGE	JOUR	LA County	COLLEGE
Certificates issued	0	7	773	0	9	771	0	13	745
Degrees issued	5	40	1356	5	33	1121	5	38	1209
Pct of LA County Degrees	12.5%			15.2%			13.2%		
Transfers to four-year	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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5. Completion/Success Rates + Awards – RTV

Completion/Success Rates - Radio-TV

Cerritos program -- Discipline Los Angeles County -- College

	2014-15			2013-14			2012-13		
	RTV	LA County	COLLEGE	RTV	LA County	COLLEGE	RTV	LA County	COLLEGE
Course Retention Rate	90%	90%	82%	87%	89%	83%	87%	89%	82%
Course Success Rates	70%	79%	69%	72%	79%	72%	78%	78%	71%

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Program Awards - Radio-TV

LA County region includes 17 colleges (15 with Journalism programs)

	2014-15			2013-14			2012-13		
	RTV	LA County	COLLEGE	RTV	LA County	COLLEGE	RTV	LA County	COLLEGE
Certificates issued	0	13	773	0	20	771	0	9	745
Degrees issued	0	13	1356	1	29	1121	0	30	1209
Transfers to four-year	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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