

DEPARTMENT/PROGRAM REVIEW ACADEMIC PROGRAM REVIEW

Spring Semester 2017

by

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Submitted by:

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2017 PROGRAM REVIEW
DEPARTMENT OF MEDIA COMMUNICATIONS
Grossmont Community College

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DEPARTMENT/PROGRAM REVIEW ACADEMIC PROGRAM REVIEW

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

SECTION 1 – OVERVIEW.

DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 1.1: To help the committee understand the history of the department, what your department does, what population you serve, and your overall place in the college. Include any information that helps the reader understand your department, such as programs added, new degrees, certifications, where your students come from, where they go, and a description of your faculty (the role of FT, PT and staff). Student population specifics (transfer, basic skills, CTE, etc.) are useful as well.

1.1 Program Description and History

OVERVIEW

The Media Communications Department offers degrees in Cross-Media Journalism, Video Production, and two areas of Audio—Broadcast and Production. Media Communications also offers two general education courses. The number of course offerings have varied from semester to semester to aid student success in graduation, university transfer or updating their skills. These courses include Introductions to Audio Production, Digital Video Production, Media News Writing and Media Communications. The department recently aligned with the California Identification system (C-ID) to aid students to seamlessly transfer into CSU schools. During the past three semesters, Media Communications has undergone extensive curriculum adjustments, added and deleted courses, and mapped pathways toward degree completion and transfer.

The Media Communications department is unique among departments at Grossmont College in that the various media industries' statuses drive our program status. This isn't true for many English, math, arts and technical programs. For example, prior to 2003 media communications processes were growing, but were essentially stable and predictable. It was fairly straightforward to track and introduce changes into our curriculum as the need arose, and we did so regularly. However, the pace of change created many challenges. For example, the department had been commended for an innovative teleconferencing program in 1996, which by 2003 had been replaced by the capabilities of the internet.

Since 2003, the pace of change in the media industry has accelerated more radically. Fundamental changes have occurred in how the media is captured, processed and delivered. Prior to 2003, media was still a living-room staple, via television, broadcast radio, portable recordings and newspapers. Now people consume media via the internet through various apps, social media like Facebook, YouTube, Twitter, websites, and alternative streaming networks like Hulu and Netflix. Media are no longer just hardcopy newspapers, TV programs, cassette tapes, compact disks or radio shows, but are also accessed on tablets, e-books readers and smart phones. Cable networks have demonstrated a shift from reporting the news to a consumer-based model of “info-tainment.”

Ostensibly, blogs, wikis and podcasts can be written and produced by anyone with a computer and supposed content to share. However, while some in other departments may be able to teach the technical aspects of certain media-based computer programs, Media Communications teaches not only the technical, but also the creative aspects of scripts, journalism, video and audio—all with a storytelling paradigm in mind that is creative for the student to produce and pleasing to an audience as well.

A myriad of new technologies and processes have been introduced in the areas of voice, music recording, information, news data and video. There is a vast and growing network of communication and information technology devices. Wireless transmission and communications have become the standard. Our department strives to monitor such changes, and to adjust both curriculum and production processes to match the changing needs of the industry, the students and the college.

Our student body has changed as well. Social media didn't exist in 2003; now it is widespread. Our students share information in text, video and blogs. Their venues include Facebook, Twitter, Snap(chat), Instagram, Tumblr, Google Docs and other media applications used on portable devices. They listen to the music and other audio content on iPods or smart phones, generally through streaming applications like Pandora, Spotify, iHeartRadio and TuneIn. They follow news they agree with on cable network news programs, or on Facebook, and read only their favorite blogs on the subjects that interest them. Movies and television programming can be watched on smartphones, tablets and laptops, and delivered wirelessly to TV sets on demand. Many students complain when instructors contact them via email because “no one does email anymore.”

To instructors in other disciplines, this is may just be some interesting information. But these changes in media communication areas are based in media content, the heart and soul of what we teach, and not only require the rapt attention

of the Media Communications faculty, but compel us to continually reform courses to integrate new or changing digital media technologies. It is imperative that students understand the relationship of these technologies in the professional media industries. Amateurs can create social media, but so can professionals, and it is our responsibility to teach students the differences in quality of technical abilities, ethics, responsibilities, legal obligations, storytelling, content and presentation between the amateur and professional areas.

New technologies are demanding in other ways. They change the way we create, consume, learn and interact. Our incoming freshmen will likely be working in media industries and professions *that have not yet been thought of*. All of this requires that we be flexible and adapt constantly to a rapidly changing universe of Media Communications. It demands constant changes and updates in how and what we teach. Yet, we operate in an environment that is *increasingly inflexible*. Additionally, because of the prevalence of social media in the current paradigm, other departments are encroaching on our department's area of expertise, perhaps believing they are the media content instructors or departments on campus. This has led not only MCOM, but other departments in the ALC and other divisions as well, to have a Memo of Understanding with some departments, while others still encroach on teaching media.

Since 2008, an unprecedented decline in college funding has driven debilitating budgetary reductions that have affected us all. It is extremely difficult to extend ever-changing media program's blueprints into the future without any assurance there will be funding foundations to build them on. The reality of today's media environment is we are training students for positions and opportunities that have yet to be devised or discovered. For example, no one would have thought of courses like "Studies in Social Media" since the last Program Review Cycle, yet social media is a driving factor of today's society. Infrastructure must be established and maintained for situations that have yet to be established in today's breakneck technological and information-driven culture. Yet, we operate in an environment that is *increasingly inflexible*.

From 2009-2016, MCOM had to cope with the elimination and rearrangement of 40 percent-less sections and courses. This came with the elimination of a talented adjunct pool that offered students diverse and eclectic classroom experiences. We were told that not only is such contraction necessary, but that it was the "new normal", even after the fiscal crisis is over. While administrators have come and gone, policies are slow to change. Unfortunately, due to these administrative fiats and mandates, enrollments have fallen as students who could not get class through our programs decided to go elsewhere. Once there and established, despite what some administrators believed, those students did *not* return.

Media Communications is a specialized department. Like the health professions, we require small classes to allow students to learn on intricate equipment. This is a norm we're seeing across the board in Media Communications departments at other colleges and universities.

HISTORY

The Media Communications Department has been in existence on the Grossmont College campus by one name or another since 1969. The name "Media Communications" was devised in 1997 with the unification of the Journalism and Telecommunications programs. The hiring of three full-time faculty to replace previous full-time faculty occurred at that time. The department has had a campus news publication and radio facility since its inception. 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. And others have gone on to allied fields of management for cinemas, production houses, sports networks, video games and consumer marketing.

MISSION

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, which will lay the foundation for university transfer and/or meaningful careers.

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 enables them opportunities to work with industry professionals;
- Train with equipment that emulates the changing and converging world of media communications, which is updated or replaced regularly, to help students adapt to recent practical developments in the media communication fields;
- Be enriched by faculty who are involved in professional and academic activities that contribute in providing students with current information, trends and practices found in media communication professions.

FACULTY

Prior to 2012, Media Communications consisted of five full-time faculty and 2-5 part-time faculty. On July 1, 2012, MCOM lost three full-time faculty members: Michael Grant, William Snead and Michael Emami. As of Spring Semester 2017, there are three full-time faculty members: Jeanette Calo (hired in 2014 as an emergency hire to comply with Accreditation), Jim Papageorge (hired in 1997) and Dr. Evan C. Wirig (hired in 1997). Despite repeated requests and attempts for replacement faculty to stabilize our programs, only one has been replaced. As of Spring Semester 2017, there are six part-time faculty members. It should be noted that at the end of the semester, both Professor Papageorge and Dr. Wirig will have served 20-years as full-time faculty in MCOM at Grossmont College.

Full-time faculty have taken on other leadership roles on campus. Jeanette Calo currently serves as chair of the Faculty Professional Development Committee, and is the faculty-at-large member for The Student Success and Equity Council. She also serves on the Technology for Teaching and Learning (TTLC) and the Wellness Committees, and is a member of the Social Justice and Equity Team. Dr. Evan Wirig currently serves as the ALC Division representative on the Planning and Resources Committee and has served as Chair of Chairs and Coordinators from 2014-2016 as well as several years as Chair of the Academic Rank Committee and 10 years as Co-Chair of the Recruitment and Marketing Committee. Both Jeanette Calo and Evan Wirig also regularly attend Academic Senate. Professor Jim Papageorge has done numerous audio events, including graduation, for many years. He also served with the Science Festival and other extracurricular events on campus.

1.2 Program Changes from Prior Recommendations

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. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

Due to a variety of circumstances, MCOM did not receive any recommendations from the 2011/12 Program Review Committee. These circumstances are too complicated to iterate in this document, but the current committee should understand that all recommendations from the Program Review Committee are from the 2003 Program Review. Since that time, MCOM has moved into a new facility, redone all curriculum offerings and undergone extensive changes in transfer degrees, academic requirements, as well as adapting to changes in the industries involving internet and digital operations.

However, since this section is required, the recommendations from 2003 will be used with additional information since the previous Program Review was evaluated. MCOM anxiously await recommendations from the current 2017 committee.

2003: “It is recommended that Media Com develop more knowledge of outside funding sources to obtain new technology and equipment as required.”

Since 2003, several MCOM faculty members have solicited information for grants and other philanthropic donations. We were successful in meeting some program needs through grant writing. This includes video cameras, a new digital operation system for the radio station, new production software, and the canopy for the radio station. The Optimist Club of El Cajon made a grant to the department in memory of Tom Black, and it was specified that an item of video production be purchased. The department purchased a high-definition video field camera for use by the second-year video production students.

MCOM has received numerous grants from ASGC since the last program review in 2003. These grants have provided equipment for students to use in meeting the assignments given in class. Other items for student use have also been purchased with grant funds from ASGC. MCOM faculty have applied for numerous internal and outside grants. A majority of these grant applications were completed by Dr. Evan Wirig. Some private individuals have donated funds and equipment to the program. Mostly, MCOM has relied on trust funds, Perkins Grants and general budget to attain and maintain technological and other equipment needs. MCOM has re-established the community and professional advisory council to aid the department in finding new streams of funding. New opportunities for new revenue generation by advertising through student media outlets are being explored.

2003: “It is recommended that a part-time engineering technician be hired to allow night and weekend use of the facilities.”

This recommendation is not possible unless staffing committees comply with Program Review recommendations. MCOM has made several attempts through proper channels to place on the committees’ rubrics the need for a part-time engineer. Since 2011, as technology continues its stampede forward, student accessibility becomes paramount and the need for a supervising engineer becomes ever greater. Yet, apparently, the need for a part-time engineer for MCOM was denied for other campus needs by the staffing committees. Due to the recent financial crisis and previous hiring freeze, it was highly unlikely that this recommendation would be realized. Additionally, the only avenue to get a hire is to ask for one and have it approved through the various processes; if it

was left only to the department, this recommendation would have been fulfilled. It is essential that a supervisor of student tutors be hired to aid students in completing their individual and team assignments, as well as gain a working knowledge of the Digital Arts complex. It should be noted that once requested, the decision is out of the department's control.

At this writing, MCOM's Engineer, Bill Duncan, is retiring in July 2017. MCOM has petitioned for an Emergency Hire to replace Mr. Duncan, and as of this writing is held up in process. It is unlikely that a full-time hire will be in place by the beginning of the 2017/2018 school year. Again, we are operating in an environment that is increasingly inflexible, usually bogged down in ever changing processes.

2003: "It is recommended that discussions on retaining many of the existing facilities (Old MCOM Building) commence and that the faculty stance favoring retention be given serious consideration."

Although requested many times through proper channels and various processes, it was determined by the Facilities Committee that other needs of the campus superseded the specific needs of the MCOM department, despite promises from previous administrators including presidents, vice presidents and deans. Several of MCOM's classes are being met outside of the immediate Digital Arts area, again despite promises made by administrators, of their return to the 200 areas. MCOM also expanded the workspaces in existing labs when we moved to building 20. The need still exists for a lecture space with the adequate A/V equipment in the immediate Digital Arts area. MCOM will continue to ask the Facilities Committee to address these issues, but it should be noted that once requested, the decision and outcomes are out of the department's control.

2003: "It is recommended that the department undertake additional outreach and marketing programs to inform students and the community of the potential of the Cross-Media Journalism track, in order to increase enrollment in MCOM 122 and MCOM 132"

Despite vigilant efforts of (1) sending area high schools posters and information, (2) placing notices in the campus catalogs and schedules, (3) placing posters around campus, and (4) doing individual classroom visits imploring potential students to enroll, with the exception of two semesters, enrollments for these classes have been low. MCOM has been active in promoting these classes through various means. Perhaps now that *The Summit*, our student news publication, is online and using other media – as well as the

publication recently winning awards – enrollments will rise. Distributing links to the online edition provides an effective outreach tool to high schools, other colleges, and the industry, from which MC132 students may be recruited. MCOM 122 is no longer taught. Journalism's entire curriculum will change to include more social and convergent media and provide a more streamlined path for completion of the program, provided that the curriculum committee endorses the changes and that courses are not encroached upon from other departments.

2003: “It is recommended that the department, college and district work on providing improved ADA access for Media Communications courses and facilities.”

Since moving into the new Digital Arts Building (Building 20), with an elevator between floors, most of MCOM's facilities should meet current ADA standards. MCOM has been in contact several times with A/V services and the LRC, as well as 3C Media Solutions, to complete closed captioning of materials. It should be noted that new federal regulations state that all video materials that appear on the web must include Closed Captioning options in accordance to ADA law. MCOM is looking for CC software to purchase for student productions. As for physical accommodations, MCOM believes that the District is responsible for providing and maintaining ADA issues. MCOM faculty and staff will adjust to meet the academic accommodations, but the District should make the physical and other resources available so that instruction can occur.

2003: “It is recommended that the department be allowed to clarify its audio emphasis track by separating audio emphasis majors into Broadcast Radio majors and Audio Production majors.”

Under the leadership of Jim Papageorge and Dr. Evan Wirig, separation of the program was attained via the vote of the department and the Curriculum Committee. Both audio areas have had high enrollments, but due to budget cuts, elimination of sections, and some toxic circumstances, enrollments have plateaued. We are exploring other methods for recruitment.

2003: “It is recommended that the department explore additional sections and other G.E. courses to increase FTES.”

In better economic times, it was commonly agreed, promoted and emphasized in writing by the MCOM faculty Hiring Committees of 1997, by the then-dean(s) and -president(s) of the college, that MCOM's lower enrolled production-based lab courses were balanced by the higher enrolled MCOM G.E. courses. This balance in enrollment was confirmed by Pam Deegan and other

CA State CCC Officials a few years ago. Many times, these courses met in rooms that held 75 or more students. Several sections that met in Room 220 had as many as 100 students. MCOM added several sections of MCOM 110-Mass Media and Society, and an evening course of MCOM 111-Film Analysis, utilizing both full-time and adjunct faculty. In Fall 2009, five sections of MCOM 110 were offered; since then, all that changed. Due to the economic crisis, MCOM was forced by administrative decree to cut about 40 percent of its courses from 2008 levels. The cuts were more severe moving into Fall 2011, when no adjuncts (aside from *The Summit* Adviser and Internship Coordinator) were employed. Recently, due to the budget situations, MCOM has been told that all lecture courses will be capped at 50 students.

For the Spring of 2017 MCOM offered: 5 Sections of MCOM 110 and 3 sections of MCOM 111 now titled Media Aesthetics/Cinematic Art.

Thanks to Jeanette Calo, MCOM now offers online classes in MCOM 110, MCOM 112. MCOM will be offering our new approved course MCOM 210: Introduction to Social Media, which should transfer to the CSU systems as well as being a part of BOT's program.

2003: "It is recommended that an additional full-time faculty member be hired upon completion of the new Digital Arts Building. It is further recommended that a part-time secretary be re-instated to the Media Com Department with the completion of the new building to handle clerical duties."

MCOM has lost almost 80 percent of its full-time faculty to retirements. From our understanding of the rubric of the Faculty Staffing Committee, MCOM did not qualify for an additional faculty member prior to the retirements. One retired faculty member (Michael Grant) was replaced in 2014 with an emergency hire (Jeanette Calo) to comply with Accreditation. MCOM will continue to request additional faculty members. With the increasing complex routines and new implications of hardware and software standards, faculty with new media skill sets are desperately needed. Additionally, the need for a full-time faculty member in video/cinematic arts is crucial for maintaining the quality and consistency of the program. Yet, we operate in an environment that is increasingly inflexible, arguing every year in front of a staffing committee with no result to accomplish this recommendation.

It should be noted and recognized by the Program Review Committee that once requested, the decision to hire new or replacement faculty is out of the department's control. Anything outside of the control of the department does not

present opportunities to accomplish such recommendations, and MCOM strongly urges the current Program Review Committee to keep such in mind when making recommendations.

2003: “It is recommended that secure storage for engineering parts and maintenance be established for Media Communications”

Since moving into the new building, engineering has generally had a safe and secure facility. We did suffer a major theft of electronic materials due to what we believe as someone having a master key to Building 20. Since then, the MCOM equipment storage area has been re-keyed with only a few people having such keys. However, many ancillaries are stored in cabinets around the building, including hallways and in the radio station. It is unlikely that space will be provided to include the cabinets, which hold such equipment. As for digital storage, MCOM has been attempting to work with District IS to expand cloud-based student storage. This is a necessary item to provide adequate storage for student work and portfolios, which are needed for transfer into the CSU and UC systems.

2003: “It is recommended that holdings for books, periodicals and other media materials in the field of professional audio, video and journalism be updated and increased here at Grossmont College.”

During the recent review, MCOM has been told that many of the periodical holdings have been transferred to digital format. MCOM is working with the library to include new magazines, periodicals and other academic journals to aid students. For this report, we have new information attached in the appendices concerning MCOM holdings in the library. However, it should be noted that most MCOM students refer more to online sources than hard copy library holdings. This may be an opportunity for Program Review Committee to suggest to the library to conduct research as to how students conduct research.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

To answer these questions, refer to your department's catalog descriptions from the most recent college catalog (see “Courses of Instruction” section. This is the blue section).

If your program has an Associate Degree or Certificate program, refer to the relevant pages from the catalog (see “Associate Degree” section. This is the yellow section).

PURPOSE OF SECTION 2.1: *To describe how curriculum is maintained and/or developed.*

2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

Since the 2003 Program Review, 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 MCOM Department 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 the outlines. Many of the courses include various objectives that require instructor-student engagement and activity. Some courses involve traditional Socratic teaching methods, while other courses use immersive learning, kinesthetic and other techniques, including online courses. Teaching practices are dependent on the specific course objectives and desired outcomes.

MCOM's Audio Degree to permit a pathway into either production or broadcast fields is the only significant change since the 2003 Program Review.

PURPOSE OF SECTION 2.2: To understand your practice for reviewing outlines. For example: when you submit a new course, a modified course, or a course update for submission to the curriculum committee.

2.2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

According to the MCOM Department Policy Handbook, only full-time faculty can initiate and vote on curriculum changes. Input for changes come from several entities including part-time faculty, MCOM's Industry Advisory Committee and the media industry, as well as practices occurring at other colleges and universities. Once the paperwork is completed, the full-time faculty vote on the proposals. Majority vote is the norm. Once passed and signed by the department chair, it is forwarded to the dean for approval and signature before being passed on to Operations and the Curriculum Committee.

PURPOSE OF SECTION 2.3: Explain how you incorporate new material in your courses to maintain relevance and address current issues related to your discipline.

2.3 How does your department use student engagement strategies in the

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

In accordance with the US Constitution, MCOM supports and defends free speech. While some topics may be controversial and even offensive to some, the free and open marketplace of ideas should **never be censored or impeded**. Everyone has a right to their opinion, but Constitutionally, no one has the right to not be offended. However, the classroom is not a pulpit for an instructor's personal views if they fall outside of the prescribed curriculum. Controversy will always occur, especially in media when discussing politics, social issues, current events, mass media ethics and other polarizing topics.

Traditional Q&A methods as well as other exercises to engage students are used in the classrooms. MCOM faculty endeavor to provide a safe environment for opinions and discussion. 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. Since media predominates most of our and our student's lives, it is essential that topics be focused.

Our last new full-time faculty joined the department in 2014. Past and current chairs have made efforts to meet with new adjunct faculty weekly to inform them of the following: District and college policies, Title 5 (Ed. Code), Title 9 (Federal law enacted in 1972 prohibiting educational discrimination or the interruption of educational activities based on disability, gender, etc., in educational settings and **RE-EMPHASIZED after the 1992 Hill/Thomas hearings and 2016 Court cases involving sexual assaults on U.S. college campus**), classroom management, grade and SLO assessments, syllabi development, lesson plan development, student engagement and problem solving. Title 9 is important due to the increase of women entering the media industries. Additionally, Title 9 is a law that all faculty should know concerning the educational equality of all students regardless of disability, gender, religion, etc. New faculty should be aware of the federal standard. Title 9 issues are an important focus in the areas of broadcasting.

The chair has encouraged other faculty members to lend their academic experiences and expertise to new faculty. Additionally, we receive recommendations from our MCOM industry Community Advising Committee, which consists of media professionals throughout the Southern California area.

Using information gleaned from SLO assessments, common standards for each area are being developed. However, MCOM faculty are **not** statisticians, nor does MCOM faculty constantly engage in quantitative or qualitative data

analysis. The department can draw some conclusions, but for definitive analysis, it needs someone outside of the department to interpret the data.

Again, media communications content is part ages-old, proven principles of creation and storage, and part new-as-tomorrow delivery and production technology.

Examples, for video and audio faculty, in keeping content current include attendance at the Broadcast Education Association and National Association of Broadcasters 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 us 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 of current and relevant syllabi, again being used and implemented by various higher educational institutions.

The National Association of Broadcasters affords the opportunities to examine and network with more than 90,000 media and entertainment professionals from more than 150 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 focused on cutting-edge technologies and industry innovations. We can learn more about the current and future practices of our industry (such as the recording and production of audio) in the two days we spend at the National Association of Broadcasters Convention, than in the rest of the year.

Faculty representation is also present with The Bi-National Communications Organization (BINACOM), which has a monthly meeting of college and university faculty from throughout San Diego County and Baja California, to discuss issues of instruction, materials and facilities for teaching various communication subjects. Included in this organization are faculty from UCSD, USD, City College, SDSU and Southwestern College.

The faculty is also represented at the Broadcast Educators Association, the Asian American Journalists Association, College Media Association, Associated Collegiate Press, the Society of Professional Journalists, the San Diego Black Journalists Association, the National Association of Hispanic Journalists and others to discuss the career opportunities and skills required for employment in the media communications industry.

Utilizing the broadcast industry professionals as to what they are expecting our students to learn has been invaluable in modifying curriculum. The need of a Community Advisory Board is paramount, and in the past, it has aided us in technological and pedagogical changes. Additionally, faculty subscribe to various professional (both media and instruction) journals and magazines which discuss academic and career preparation for media jobs.

Additional uses of technology – including PowerPoint, multimedia storytelling options and applications, and social network pages, including a Media Communications YouTube channel – have helped to keep students engaged. Cross-Media Journalism particularly looks for online content resources to give students a true hands-on experience and exposure to the content at the same time—a true double-dip opportunity. These are being explored.

In the Cross-Media Journalism area, constant reference is provided to journalism students about changes occurring in print, broadcast and online journalism. Students are assigned to look at all three versions, and the relationships among the three are discussed and incorporated into assignments. The integral role of video and other digital skills is strongly emphasized in the journalism program. Likewise, the difference between Incast (digital media) and Broadcast (traditional media) has been taught since 2000, and across the program, a clear emphasis is placed on the differences between traditional and emerging media.

With the “Arab Spring” of 2011 came the reality that social media has become a strategic and integral part of society, beginning with the wave of revolution sweeping the Middle East and continuing through to the current U.S. presidential election. Social media has permanently altered media communications, and has become a focus of the department’s instruction.

2.4 What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

MCOM lost almost 80 percent of its full-time faculty to retirements. From our understanding of the rubric of the Faculty Staffing Committee, MCOM did not qualify for an additional faculty member prior to the retirements. As an emergency hire to comply with Accreditation, one retired faculty member was replaced in 2014. MCOM will continue to request additional faculty members. With the increasing complex routines and new implications of hardware/software standards, faculty with new media skill sets are desperately needed. Additionally, the need for a full-time faculty member in video/cinematic arts is also desperately needed to maintain quality and consistency of the program.

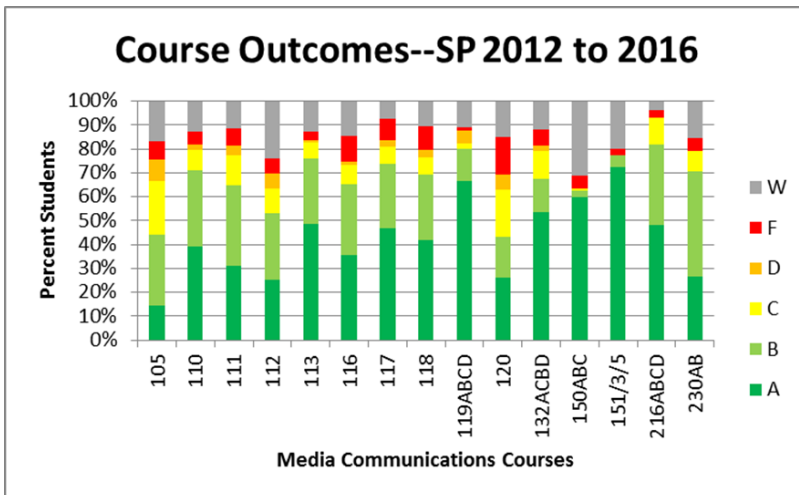
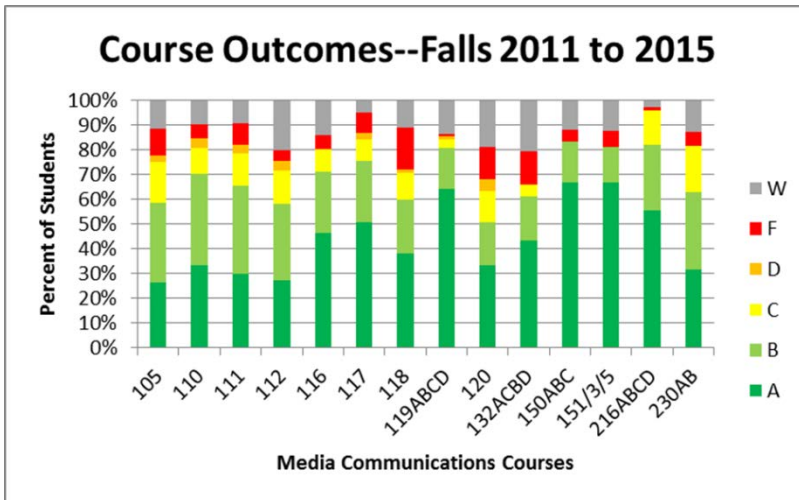
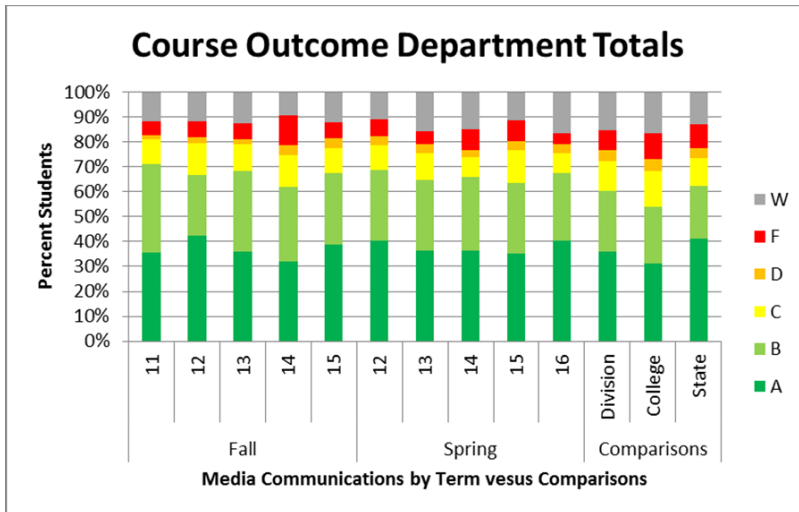
With new part-time and our full-time hire, the Chair(s) have met with each of them weekly during their first semester at Grossmont. These meetings include answering any questions the new hire may have, issues concerning course expectations, going over the course outlines, developing syllabi, classroom management, teaching skills, understanding the "Grossmont Environment" concerning policies, procedures, etc.

Using student retention data, MCOM retains 86.3 percent of its students across all sections. Using the data provided, there is no unusual grading or retention variances based on the information. Retention ratios between ages, genders and other populations only vary by less than 3 percent on average.

MCOM is in the process of developing common rubrics to guard against grade inflation, as well as maintain SLOs.

2.5 Referring to the Grade Distribution Summary (see Appendix 1), fill in the table that lists the percentages of A, B, C, D, F, P, NP, and W grades for your entire department on a year-to-year basis. You may also wish to do this analysis for major courses and non-majors or first year versus second year or basic skill versus transfer. Compare department to division; compare department to state (optional); compare department to GE package; compare distributions within department (individual courses with multiple sections). Discuss your results and indicate how the department handles any unusual grading patterns. The Program Review Data Liaison can help you with this matter and will be providing you with additional data as well.

Grade Distribution Summaries (Added in Appendix 1)



Looking at the graphs/data, MCOM is fairly consistent with the ALC Division and the state regarding student success and a passing grade. There are some anomalies which can be attributed to the re-arranging of faculty after the 2011

retirements and the hiring of our new journalism faculty member. Most classes have a success rate of 70 percent or better. MCOM will be addressing issues of classes that fall under a 70 percent student success rate.

2.6 *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)? Please describe the strategies you have in place to ensure consistency.*

MCOM has and is continuing to develop SLOs and consistent rubrics for multiple sections and all other courses. Rubrics for term papers and other written assignments have been implemented for MCOM 105, 110 and 112.

MCOM 116 uses a checklist of skills to determine a successive progression of students to achieve a specific skill set.

Most multiple-section courses – such as MCOM 110, 111 and 116 – apply similar reading assignments, essay writing and paper presentation. Some course materials overlap from different courses to ensure continuity, along with smooth transition from lower-tier to upper-tier courses. This practice has helped to sustain consistency of course content in Media Communications program.

In audio production, we require increasingly more sophisticated recording productions and mixes, and work with the radio and video production classes to achieve broadcast-quality work by the end of multi-section courses.

Similarly, MCOM-132 and MCOM–119 employs increasingly more advanced methods of writing and editing to achieve press-quality work by the end of multi-section courses.

2.7 *If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert here).*

MCOM has only had two courses that are being taught online, and those have only been instituted in the past three semesters. We do not have enough data to provide a sustainable comparison, so 2.7 is not applicable presently.

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

According to the GCCCD Career and Technical Prep Office **MCOM 120-Basic Video Cinematography** is formally articulated between Media Communications and schools in the Grossmont Union High School District. The schools that are articulated with MCOM 120 are: El Cajon Valley, Granite Hills, Helix and Santana. This agreement was just reviewed and renewed in 2016.

As high school-level media programs grow in size and sophistication, it is vital that our department seek out ways to collaborate with those programs and make their students aware of our department's excellence. We have been meeting twice a year with faculty from the Grossmont Union High School District to discuss programs, facilities and courses of instruction. Some discussion has been generated about collaboration on projects, but none has been undertaken to this point because of the uncertainty of resources.

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

Most Media Communication courses are transferable to the California State University system. Dr. Wirig has worked with the California State Course Identification Descriptors (C-ID) to help establish transferable courses in the transfer degree model for CSU statewide. Most of MCOM production and basic courses follow the C-ID criteria, including the use of C-ID course names, descriptors, SLOs, Objectives and Course Descriptions.

A major concern is trying to keep up with changes in programs and courses that happen at the four-year institutions, and the fact that they have so many different descriptions and titles for courses. It can be hard to identify which classes should articulate. All of this requires that we be flexible and adapt constantly to a rapidly changing universe of Media Communications. It demands constant changes and updates are made to align with the UC/CSU systems. Yet, we operate in an environment that is increasingly inflexible and time-consuming in passing curriculum.

Any problem with articulation to a four-year institution is addressed with the assistance of the articulation officer at Grossmont College. Usually either they or a student who is trying to qualify for an institution will bring to our attention any

discrepancies or concerns which need to be addressed. Faculty members have visited several CSU campuses to discuss courses and the ability to articulate with them.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

PURPOSE OF SECTION 3: To show how SLO assessments were used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning.

3.1 How does your department manage and follow the 6-year SLO Assessment Plan?

MCOM has been following the college's SLO Committee recommendations and calendar as to when each course is to be assessed. All courses have SLOs in their official documents. Each instructor fills out the required sheets to indicate the success of the SLOs, and returns the sheets to the department chair. However, instructions concerning the procedures have been inconsistent from coordinator to coordinator. This was admitted by the current coordinator, Joan Ahrens, who has directed us to yet another procedure to manage and report MCOM's SLOs.

3.2 How does your department use SLO assessments to discuss teaching and learning in your program and your courses?

MCOM personnel are experts in media, not statistics or determining statistical analyses. We can make some assumptions related to the SLOs, and MCOM is dedicated to do our best to meet requirements. MCOM continues to reach the necessary developments and assessments for all course SLOs. The department would welcome an assigned analyst or statistician from the district who is qualified to assist us in fulfilling these requirements. In the meantime, the department is moving forward the best that it can to assess SLOs.

3.3 How is the information from those discussions communicated to faculty in the department?

MCOM passes ideas and suggestions to the faculty via department meetings, emails and personal discussions with the department chair.

3.4 Has your department used assessment results to guide funding requests through activity proposals? If so, provide an example.

To the best of our knowledge, MCOM has never been asked to provide SLO data when applying for funding through activity proposals.

3.5 What assistance is needed from the College to remove barriers to SLOs being an effective and important component of your department planning (from writing SLOs to assessments to communicating action plans)?

The department would welcome an assigned analyst or statistician from the district who is qualified to assist us in fulfilling these requirements. In the meantime, the department is moving forward the best that it can to assess SLOs.

SECTION 4 - FACILITIES AND SCHEDULING

PURPOSE OF SECTION 4.1 – 4.4: To determine how departments utilize various campus services and the impact on student access (consider facilities, scheduling, campus resources and technology).

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

Most MCOM courses are taught in buildings 20 and 21, with other sections scattered across the other areas of campus. MCOM moved into building 20, the Digital Arts building, in 2007. Our facilities are designed to meet the laboratory requirements for our production-based courses—for example: a video studio, radio station, audio production studio, audio production computer editing lab, video production editing lab, script writing lab and journalism lab. Many of these lab facilities also double as classrooms. However, the seating maximums in each room in building 20 are different and hold less than 30 seats.

MCOM does not have a dedicated lecture space. However, the department purchased and provided the Audio/Visual equipment for 21-235, a 49-seat classroom, where there is priority scheduling for MCOM 111: Introduction to Media Aesthetics and Cinematic Arts classes.

As for online access, Jeanette Calo has spearheaded our efforts for online offerings. She has been praised by deans for her expertise in management of this virtual space.

Finally, MCOM is in desperate need of more hard drive space and internet access in classrooms for student projects, dossiers and streaming, student classroom assessments, etc.

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

Yes (For Production Courses) No (For Lecture Courses)

- o ***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.***
- o ***If you checked 'no', please explain how your department/program is not meeting its facility space needs, in order 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 by.***

YES: MCOM's needs are being met for most of our production-based courses. Space for different equipment, computers, etc. are adequate for the following courses and rationale:

MCOM 112: Max 30. Due to the limited number of workstations and available classroom space.

MCOM 116: Max 18. Due to limited space in Audio Studio and number of workstations available in the Audio Lab.

MCOM 117: Max 25: Due to the limited space in the studio and control room, as well as the number of different equipment stations.

MCOM 119: Max 25: Due to the number of hours during the week for students to be on the air, as well as to fulfill their other lab assignments.

MCOM 120: Max 22: Due to the limited number of workstations and available video equipment.

MCOM 132: Max 15: Due to the amount of available classroom space.

MCOM 216: Max 18. Due to limited space in Audio Studio and number of workstations available in the Audio Lab.

MCOM 230: Max 22: Due to the limited number of workstations and available video equipment.

NO: MCOM does not have a large, 35-seat-plus dedicated lecture space to balance the lower enrolled production courses. In the past, MCOM 110 has used 21-220 and has had as many as 130 students in such sections. Due to the various construction projects for the past 12 years, MCOM was “asked” to move to other classrooms across campus to accommodate other departments for “swing space,” with the promise that MCOM courses would be restored to their classrooms once construction was completed. Despite these promises and numerous requests to return to the original classrooms, MCOM’s requests have generally been denied. While we can accommodate up to 50 in some sections, those classrooms are of great distance from MCOM’s immediate area, creating some hardship for some who must walk across campus and does not allow MCOM to promote or provide outreach to students in our GE lecture courses.

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?*

MCOM has asked deans, VPs and scheduling to help us return to classrooms given up for “swing space” during construction projects.

The department has worked with current and previous administrators and planning personnel to remodel different rooms and make accommodations for a better learning environment. Unfortunately, a lot of people get reassigned, retire or move on to other opportunities. These circumstances, which are out of MCOM control, require that many projects have to start at point “0” several times to bring people up to speed. As a case in point, we are currently trying to remodel the newspaper facility, and have for almost two years have had to start over due to the aforementioned circumstances. This is not the fault of MCOM, but of the system in which we work.

Additionally, the overworked personnel of Instructional Computing Services have tried to accommodate us; however, it has taken almost a year to replace computers that have arrived to be modified, cloned and installed in our Audio Lab. MCOM paid a year’s license for computer programs that could not be used due to the wait of installation by ICS. MCOM recommends that the Program Review Committee strongly urge the Staffing Committees to hire 2-3 more ICS personnel to accommodate the growing need for computers, troubleshooting and installation.

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

As stated earlier, MCOM students will probably be working in fields that have not been thought of yet. Currently, we have been working with different entities on and off campus to ensure that our technology is up to industry standards. MCOM has been undergoing a very lengthy process to upgrade the Video Studio to full High Definition-production quality, so that students can present portfolios for transfer and employment to those respective areas. Again, we are working within a system that is very difficult to get things accomplished in an expedient time frame.

Currently, we could use updated computer systems in both the PC and Apple platforms, as well as updated software.

PURPOSE OF SECTION 4.5: To have departments determine, based on their review of waitlist data and student feedback, if their program be able to serve more students if it had more facility resources available

4.5 *Are students trying to access your program impacted by the facility spaces listed in 4.1?*

Yes_ No

- o 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.
- o 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.

No data has been provided concerning waitlisted students in any section or course in the Media Communications area. However, depending on the semester, some courses have waitlists and some do not. Generally, as of the last 5 semesters, MCOM's production courses have not had a significant amount of students (more than 3-5) on any waitlist. Other GE courses, such as MCOM 111 (depending on the section and schedule) have had as many at 8-10 on a waitlist.

4.6 *If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above.*

With various changes in the industries in which we teach, MCOM attempts to modify our facilities to emulate those which are in the media marketplace. This means renovation and modifications of existing spaces may need to occur. For example, when building 20 was planned and built 10-years ago, video was the hot ticket and we supported three video labs. Since then, MCOM assigned one of the labs to the Cross-Media Journalism program. While the rooms were structured well for video and computer editing, as currently existing, the room is poor for instruction, production and layout for the Journalism program. MCOM faculty have met with several people to arrange and modify these rooms. However, with the loss, replacement and transfer of personnel, this process has had to be re-started three times. Again, we are working within a system that makes it very difficult to get necessary items accomplished in an expedient time frame.

SECTION 5 – STUDENT EQUITY AND SUCCESS

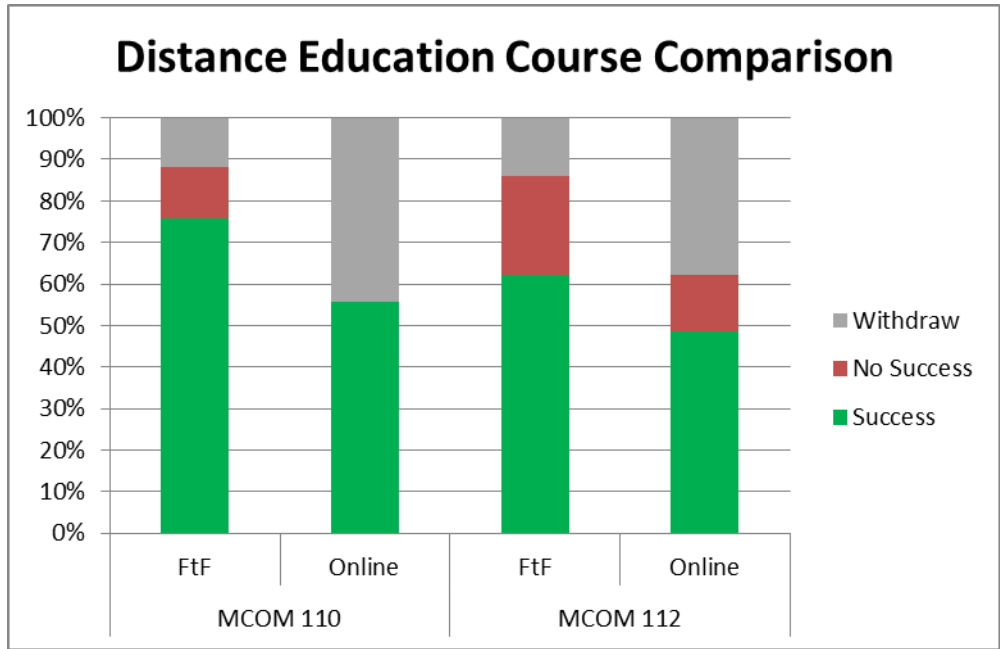
PURPOSE OF SECTION 5:

- ***To determine if students are enrolling in your program in equal representation to the general Grossmont student population.***
- ***To have the department examine student outcomes disaggregated by ethnicity, age, gender, and other special populations.***
- ***To have departments explain what they have done to improve success for all students while maintaining academic rigor.***

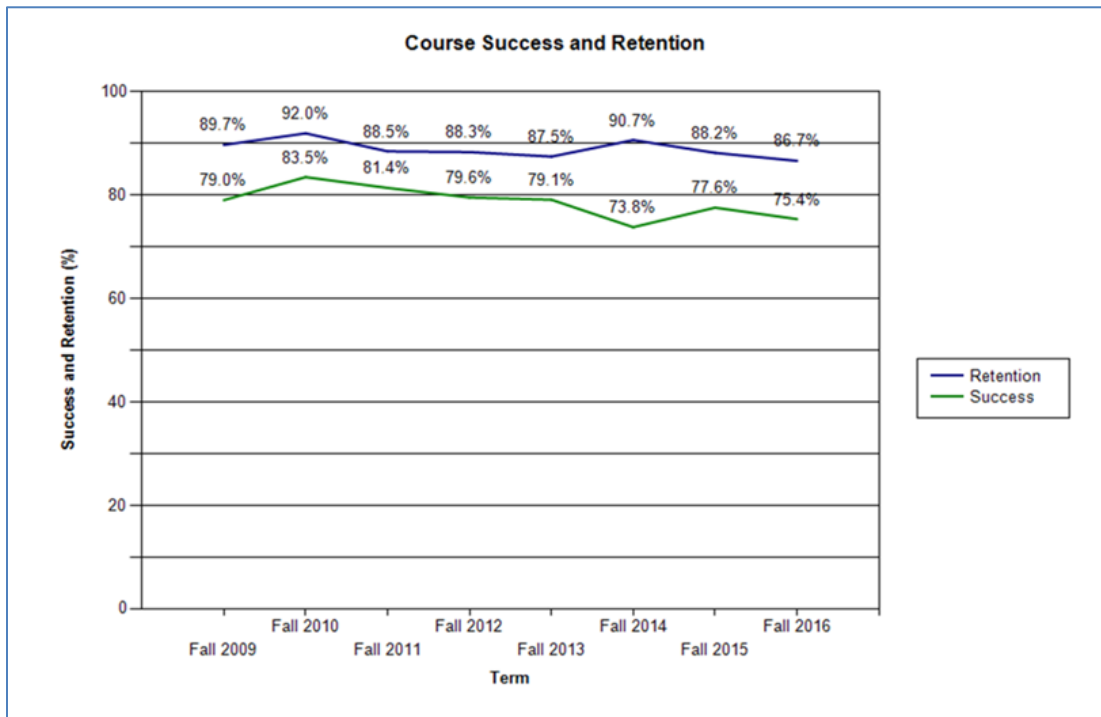
NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

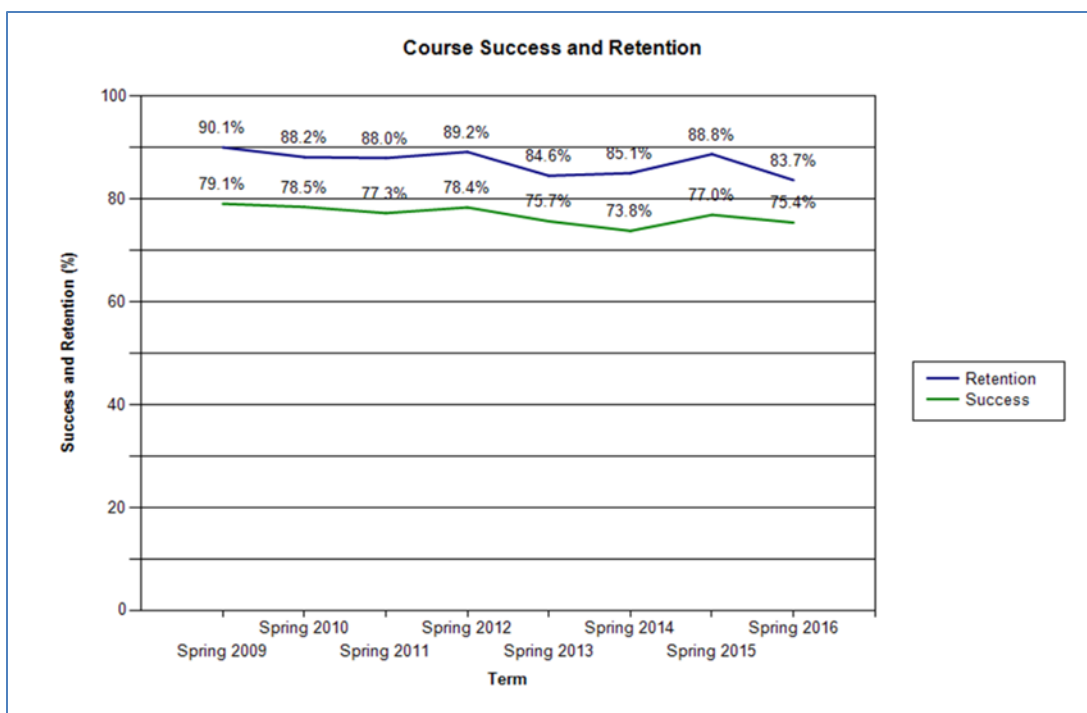
5.1 Discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Please consult the appendix for data that will be provided to you by the Program Review Data Research Liaison. Provide examples of any changes you made to address these trends.

According to the data provided, MCOM's online offerings have a success rate of 69 percent, and retention of 84 percent.



The five-year Fall/Spring semester average for all MCOM courses from 2009-2016 are a success rate of 75.4 percent and a retention rate of 85.2 percent.



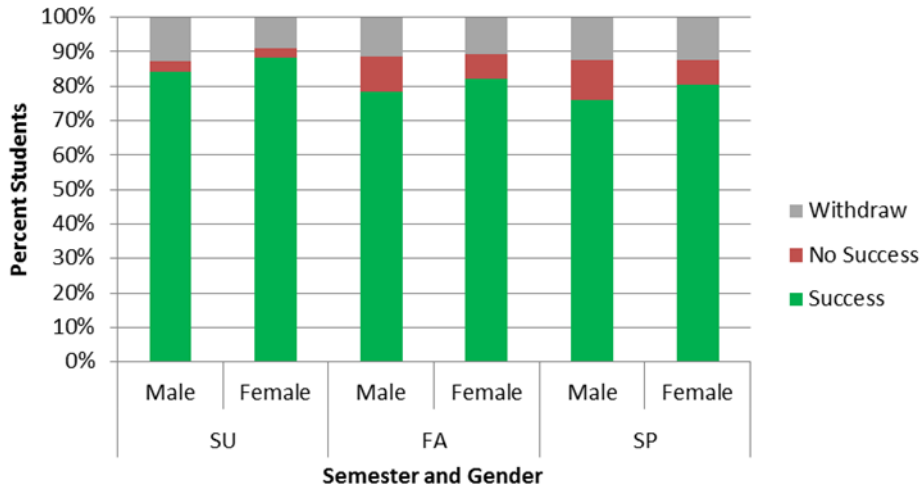


MCOM falls within the college's target range of 75-percent Student Success and 85-percent Retention.

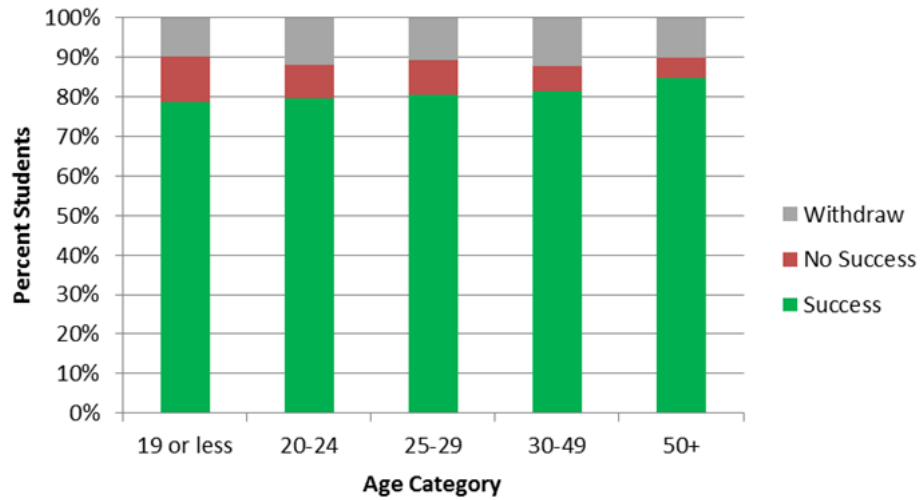
5.2 What specific strategies were utilized to maximize success issues of special populations (e.g. ethnicity, age, and gender). Please consult the appendix for data that will be provided to you by the Program Review Data Research Liaison. (Note as above: Asian, African-American and Hispanic are our three largest ethnic groups outside of White-Non Hispanic and should be included in this discussion. Feel free to include others as well.)

Looking at the data, female students attain a higher rate of success than male students. There is little variation of student success based on their age. However, the AI, AN and Black categories show that these particular ethnicities are not succeeding at the MCOM or college average.

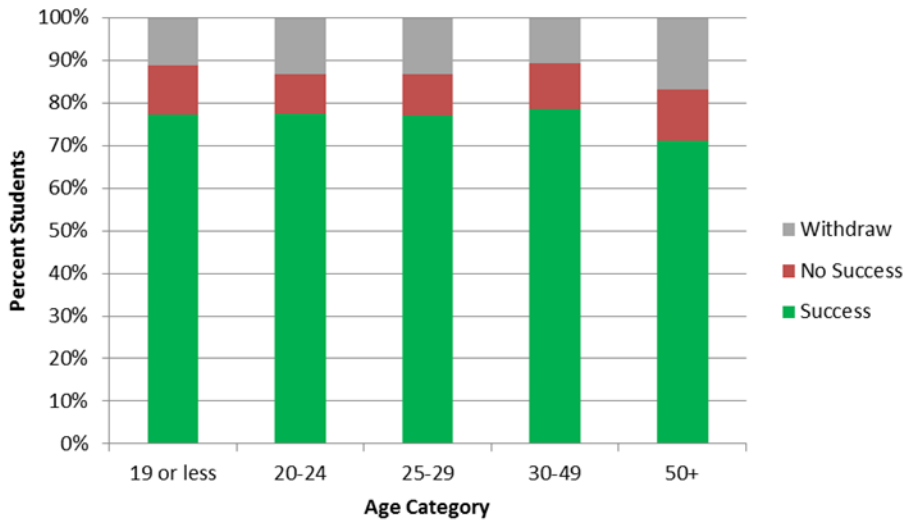
MCOM Success & Retention by Gender



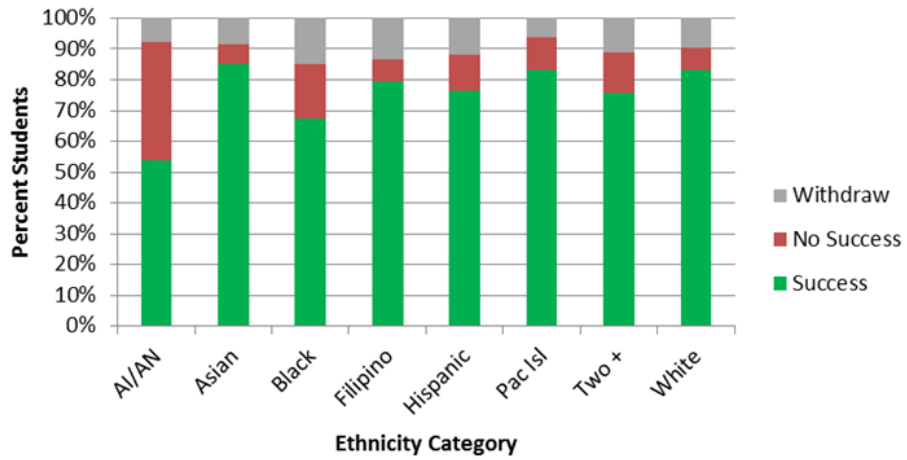
MCOM Success & Retention by Age, Fall

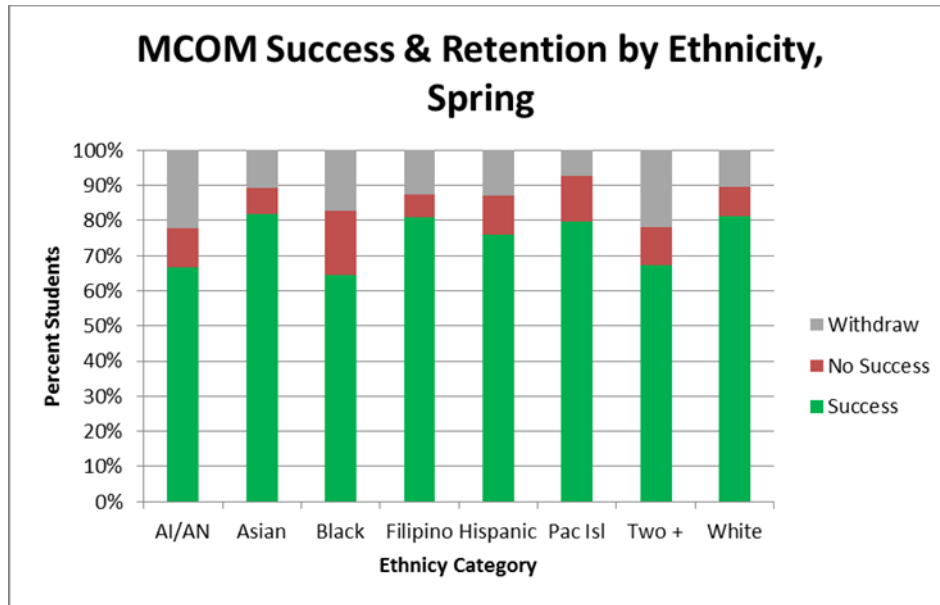


MCOM Success & Retention by Age, Spring



MCOM Success & Retention by Ethnicity, Fall





MCOM faculty uses a variety of teaching methods to reach various ethnicities, ages and genders based on dominant “learning styles” we observe in individual students enrolled in our courses. These include both pedagogical and anagogical methods. Instructors in MCOM communicate with EOPS and DSP&S to assist special populations and underserved populations in achieving success while meeting the normal criteria for all students.

Instructors use anecdotes, new technology and personal demonstrations to better reach some of these populations. Likewise the employment of women, Latino, African American, etc. as instructors in the department serve as role models for minority and other underrepresented students to promote success in order to achieve a career or job in the professional media businesses.

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 inside and outside of the formal classroom.

In MCOM 119, Dr. Wirig has developed leadership training as a part of the learning process of working at radio stations. By teaching the students correct principles, they learn to govern themselves. This method has proved successful in keeping the students engaged during class time and develops critical thinking skills while they prepare and implement their productions and on-air radio programs. Several executives at local radio stations have noted that Grossmont Radio students are a cut above others due to the students’ abilities to be trained

and work independently.

Dr. Wirig also showcases his students' work via the internet and has award ceremonies at the end of the semester courses highlighting students' work. This has proved successful by having students aspire for such awards and add to their professional resume.

Similarly, Jeanette Calo includes leadership development of the editorial staff as part of MCOM 132. Because the student press is free from prior review and restraint, the students learn to govern themselves and take ownership of the media they create, both for print and for the web. Jeanette Calo also conducts a recognition ceremony at the end of the semester in which students are given awards and trophies. She also encourages them to apply to outside contests and attend conferences. Students welcome the competition and the opportunity to be recognized for their work.

The faculty engages students in lab projects which can be showcased or entered in competition, and that does seem to encourage more effort on the part of students. Radio, Video and Journalism students have all entered and won awards in local, regional and national competition. The faculty has recently voted to establish an ongoing fund to assist students to enter competition and showcase their work.

We have recently established a tutoring program for second-year students to assist new students in the labs' learning technology, which may be new to the incoming student. After classroom instruction and demonstration by the faculty, students are encouraged to practice skills in the labs with open lab hours available for work. The tutors are able to assist the faculty with answering individual questions or problems unique to each student.

William Snead has engaged video students in a documentary project for Mission Trails Regional Park to produce short documentaries suitable for grade-school children to learn about the flora, fauna and history of the local park before coming to visit it in person. Having a simple project like this, which has a distinct purpose the students can serve in the community, gives students extra incentive to apply the skills and knowledge gained in the classroom to a real-life video documentary projects.

5.4 Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, and fairs) to enhance student learning inside and outside of the formal classroom.

MCOM has encouraged student participation in production competitions, including the Broadcast Education Association's annual Festival, the San Diego County Fair, 48 Hours of Madness and participation with San Diego Filmmakers.

Most faculty, full- and part-time, have showcased Grossmont student work along with examples of student work from other two-year schools across the nation at the National Broadcast Educators Convention in Las Vegas. Student work from video projects, radio promos, spots and photojournalism will be showcased at the BINACOM Encuentro in an international exhibit.

Radio and Announcing students under Dr. Wirig have participated in announcing the Annual La Mesa Flag Day parade since 2009.

Students from the Media Communications Department have volunteered to apply the skills and knowledge gained in the classroom to help many departments and programs across the campus. Video students make short Public Service Announcements with important health related messages which are then shown to other students at seminars, classes and the annual health fair.

Video students have produced documentaries on student dance performances, forensic speech performances, news broadcasting performances and music performances in order to practice their skills. These videos, in turn, allow subjects to see and hear themselves perform, and encourages them to engage in critiques of their work in order to improve. Video "feedback" can have a significant effect on the improvement of performance.

Video students in the Television Studio learn to operate the studio equipment from top to bottom, but the real "test" of their skill comes in being able to work together as a television team when "clients" come to the studio to tape demonstration tapes, which may help start their career. The Cross-Media Journalism students come to the television studio every semester to have their first real go at television studio broadcasting by making a demo tape of their news stories prepared in the journalism class. This inter-disciplinary collaboration has been helping train both the journalism broadcasters and the TV studio students for several years now, and provides a real "final exam" in both classes.

Video students have been consistent winners in competition at the San Diego County Fair for several years. MCOM students have placed first or second with

almost every entry we have made. Many students have won “Best of Class,” and two years ago, we garnered “Best of Show” for the entire video competition. Not only does this encourage the winners, it also serves as a tremendous outreach tool for thousands of county residents to see high quality work from Grossmont students exhibited at the county fair.

AS for collaborating with other departments, the recently approved MCOM 210 course is being considered to be a part of BOTS major.

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

Not applicable.

5.6 Insert the “Degrees and Certificates” data table for this section. This data table will be provided to you by the Program Review Data Research Liaison. 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.

	09-10		10-11		11-12		12-13		13-14		14-15		15-16		Total	
	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT
Media Comm-Cross-Media Journ	1	1			3	3	1				1	1			6	5
Media Comm-Audio Production	2	2	5	5	6	8	7	9	3	3	6	7	4	7	33	41
Media Comm-Video Production	2	2	2	4	4	6	5	1	2	4	9	9	2	3	26	29
Total	5	5	7	9	13	17	13	10	5	7	16	17	6	10	65	75

Using the provided data, the awarding of degrees and certificates are constant between each MCOM major. Audio Production continues to be the most popular in the awarding of degrees and certificates, followed by Video Production and then Cross-Media Journalism.

The number of students earning degrees or certificates has been modest but steady for the last six years. We recently made some adjustment to the number of units required to obtain a degree or certificate, and are looking at a further reduction in the required units. We are discussing the establishment of 12- to 18-unit certificates of proficiency to grant in selected areas of Video, Audio and Cross-Media Journalism.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

PURPOSE OF SECTION 6: To determine how departments utilize various campus services.

6.1 Are college student support services adequate to meet your program's needs? Please elaborate on your answer.

Students use these services on an individual basis. Most use the Tech Mall for various activities. When necessary, students are provided a referral letter should they need learning assistance. The department faculty, at times, refers students to either the writing clinic or the reading clinic when there is an obvious need for the student to successfully complete the course assignments.

All of our lecture courses have a writing component required for completion. On occasion, faculty members have made referrals to counseling, the Dean of Student Affairs or the Athletics chair for students who are slipping below class standards. Students are referred to DSPS, and such referrals are listed in faculty syllabi. DSPS sends requests out to MCOM faculty when a student tests in need of special services, and the department as a whole works to accommodate all special needs students in our courses. We have, at times, had to work very closely with Student Services to handle severe disabilities in our demanding production classes.

In many ways, the department encourages students to use all support services available at Grossmont. Announcements are prepared by radio students and sent over the air about ASGC and other support group events. Services and special events are highlighted in The Summit newspaper, both online and in print. Events are publicized once again in reports on successful events and the support groups that benefit from these events. Faculty has used the library resource center to orient students to locating library resources. The library offers to teach a one-class orientation to library services and research methods that we've found very useful to new college students.

6.2 What services do students in your department/program use specifically? Can you provide any examples that have improved student retention and success?

MCOM faculty members have referred students to both the "Reading Clinic" and the "Writing Clinic" for help in completing course assignments such as research papers. On several occasions, the department has had students who needed frequent medical attention, and we worked with the school nurse to support those students.

Until the retirement of Nancy Davis, MCOM collaboratively worked with the Career Center. Dr. Wirig acted as the MCOM liaison with Nancy Davis on CTE

Careers. However, many students have related to us that the Counseling office tended to steer students away from MCOM for classes in English or math, or those that have GE Transfer preference to UC and CSU schools. The cause of this should be addressed.

MCOM has no empirical data to suggest that utilization of any student service improves student retention or success. However, there have been related individual success stories that imply using DSPS services, the clinics and other student services has improved individual student success.

6.1 *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.*

This is really a mixed bag depending on the situation and operation of the services and the needs of the department.

For example, for years MCOM has asked that additional hard drive space be made available for student work on the District's servers. Additionally, wireless bandwidth and storage must be increased to showcase student work, such as videos, podcasts, audio productions and print news stories. MCOM has had to use outside-of-district services to operate in a manner consistent with other California Community Colleges and the media industries. For example, MCOM had to have an account with WordPress and later GoDaddy to ensure that the digital publication of the student newspaper was viable and accessible. District IT refused to increase server space, so departmental funds must be utilized to digitally publish the newspaper. Additionally, MCOM is using YouTube as its platform for showcasing other student work, as IT refused numerous requests to increase bandwidth for streaming and increase hard drive space for student portfolios. In efforts to use other web technologies in the classroom for assessments, SLOs and other student activities, wireless "hot spots" on campus are spotty at best, and non-existent in some classroom areas. Despite repeated attempts to remedy the situation, MCOM has been met with passive aggressive behavior or silence, supposedly in the hopes that we will go away. IT and internet access in the media fields in today's digital age are essential for student success, but our pleas go unheeded.

For printing, generally speaking, MCOM has had adequate support. However, since the printing of the student newspaper has gone to Printing Services, MCOM has experienced a lack of flexibility.

MCOM believes that most other supporting services provide an adequate job

and support to the MCOM programs.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

PURPOSE OF SECTION 7: *The purpose of this section is for your department to show meaningful outreach, engagement and retention, both on and off campus. Consider the impact on students, faculty, department/program, community/professional groups, or the college in general.*

Examples of content are shown in the table below, for both off-campus and on-campus activities. List the specific activities for both “off campus” and “on campus”.

The first table you see in this section is INFORMATIONAL ONLY, so you can understand what type of information you should be providing for this section. The second table you will see is the suggested table format you should use to display your information for this section.

TABLE ONE

OFF CAMPUS	ON CAMPUS
<p><u>Marketing</u> Flyers, brochures, booths, radio</p> <p><i>MCOM has created and distributed departmental brochures for distribution at local high schools, career fairs and other events. The radio students have operated a booth for 18 years at the San Diego Chargers Blood Drive.</i></p>	<p><u>Marketing</u> Flyers, brochures, booths, Summit newspaper</p> <p><i>MCOM has created brochures, websites and other marketing items for on campus promulgation of our program. We utilize The Summit newspaper and Griffin Radio to promote our programs, as well as attend several on-campus events such as Career Fairs, Transfer Fairs, ASGC Clubs, etc.</i></p>
<p><u>Discipline Specific activities</u> Conferences, Clubs/Organizations, Department Events, Licensing Meetings, Technical Reviews/peer reviewing manuscripts/textbooks and other discipline-specific volunteer activities, regional and state task forces</p> <p><i>MCOM has been a member of the Broadcast Education Association and the National Association of Broadcasters for over 25 years. Dr.</i></p>	<p><u>Campus Volunteerism</u> Involvement in college and other department’s activities (campus open houses, science fair, water project, helping out as a theater usher or at a sports team event)</p> <p><i>All MCOM faculty have participated in various Open House events.</i></p> <p><i>Professor Papageorge continues his participation at Commencement by providing the sound system.</i></p>

Evan Wirig was an officer in the BEA from 2004-2007 as the Chair of the Two-Year/Small College Division. Professor Papageorge attends and has participated in the BEA and NAB conventions.

MCOM is a member of the College Media Advisors—Professor Calo and Dr. Wirig have attended conventions and sessions with the CMA. Professor Calo also volunteers as a graphic designer for the organization.

MCOM is a member of the Associated Collegiate Press, and Professor Calo has attended several conferences.

Dr. Wirig has reviewed numerous textbooks for Cengage, Focal and Rutledge publishing companies.

The radio and announcing students have participated in announcing the La Mesa Flag Day Parade, being recognized by the State Senate for our Volunteerism.

Dr. Wirig was an active participant in the C-ID program between the CA Community Colleges and the UC/CSU systems to provide a better transfer pathway for media students.

Additionally, he has participated in the Science Fair and The CA Shake Out Earthquake drills.

Dr. Wirig is the advisor for the Future Broadcasters Club, and Professor Calo is the advisor for the Sustainability Club.

Dr. Wirig was a campus liaison with Nancy Davis for the Career Center and participated with the radio station in providing the sound system and information for Career Fairs, Transfer Fairs, ASGC events, etc.

Professor Calo serves on the Social Justice & Equity Team, and is a Safe Zone Ally.

Interdisciplinary Collaboration

Collaborating on shared events, cross-listed courses, working with campus student services, linked courses (sharing of expertise/resources between departments to benefit student success, such as guest lectures, shared lab activities, simulation or other special events)

MCOM has shared its resources and labs with different departments, including ASL, Music, Communication and Counselling.

Each semester, The Summit works with the ART department to display student work in illustration and layout. Additionally, Professor Calo works with entities (Career Center, OPT) to advertise events in The Summit.

Members of MCOM faculty have volunteered services and expertise to different entities and administrators; most of the time, these entities have refused the expertise or volunteerism of MCOM personnel.

<p>Professional Development Attendance, creation/presentation, grants, Sabbaticals</p> <p><i>Aside from the aforementioned activities, Dr. Wirig has written and applied for several grants to improve the equipment in the MCOM department. Several awards have been given from different public and private entities.</i></p> <p><i>Dr. Wirig has presented at the BEA/NAB conventions, the National Communications Convention and has promoted the need for more assessments and resources for the disabled as a protected yet underrepresented class of students in determining student success.</i></p> <p><i>Professor Calo completed the CMA New Adviser Certification Program in 2015, and regularly participates in discipline-specific webinars, earning a certificate in news design from the Knight Center for Journalism in the Americas in 2016. She also attends OTC (Online Teaching Conferences).</i></p>	<p>Professional Development Workshop Attendance, creation/presentation of professional development activities, grant-writing and sabbatical projects</p> <p><i>As of this writing, no MCOM faculty member has ever applied for or attained a sabbatical in the past 20-years.</i></p> <p><i>Professor Calo is the chair of the Faculty Professional Development Committee, and she also serves on the Wellness Committee.</i></p> <p><i>MCOM has created and met with different departments as to our mission and goals.</i></p>
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TABLE TWO

Faculty	Activity/Committee	ON Campus	OFF Campus	Years	Results
Jeanette Calo	Faculty Professional Development Committee	X		2015 - present	Voted committee chair in 2016
	Student Equity and Success Council	X		2017 - present	Faculty Member at Large
	Social Justice and Equity Team	X		2017 - present	
	Technology for	X		2016 -	

	Teaching and Learning Committee (TTLC)			present	
	Wellness Committee	X		2016 - present	
	Academic Senate	X		2014 - present	
	Sustainability Club	X		2017 - present	Co-adviser
	College Media Association		X	2015 - present	Graphic designer
	North Coast Church		X	2013 - present	House Manager
Jim Papageorge	Graduation Committee	X		1998-Pres	Sound Engineer
	Filmmakers Forum	X		1997-2015	Faculty Adviser
	Science Festival	X		2012	Producer
	Great Pumpkin Charity Event		X	1968 to pres	Producer
Dr. Evan C. Wirig	Chair of Chairs/ Coordinators	X		2014-2016	
	Planning & Resources	X		2014-2016 & 2017-Pres	
	Enrollment Strategies	X		2000-2008 & 2014-2016	
	Curriculum Committee	X		2010-2012	
	Student Equity & Inclusion	X		2016	
	Academic Rank	X		1999-2015	
	Broadcast Education Association		X	1993-Pres	Chair of 2-year small college division
	LDS Deaf Choir		X	2000-Pres	Music Director/Coordinator
	Granite Hills Glen Homeowners Assn		X	1990-2007 & 2011-Pres	Officer/Vice President
*	Community Industry Advisory Committee	X		On Going to Pres	Our advisory council recommends

					different types of student preparations including techniques, abilities and mastery of computer based programs that enable many of our students to enter the workforce.
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7.1 Please provide an overall reflection on your department’s activity displayed in your table.

We are actively participating on several committees as well as different external organizations.

**7.2 Are your overall faculty professional development needs being met?
Yes ___ No X**

If no, please describe what needs are not being met.

While there are general sessions during Flex Week, none reflect the needs for retraining on media platforms, the necessities for teaching MCOM-specific courses or best practices. While we can attempt to attend various off-campus conventions and forums, Flex Week is of little value to MCOM full- and part-time faculty when it comes to discipline-specific training. Additional resources, including the reestablishment of budget-line item 5210 for travel and conferences, need to be reestablished and expanded for MCOM to maintain current industry standards of operations.

7.3 Reviewing your results data in the above table, what activities provided the most value?

Community Advisory Committee

7.4 If your department has Advisory Committee activity, please include those results in the ‘results’ column for table 2.

Please See * in Table 2.

SECTION 8 – FISCAL & HUMAN RESOURCES

PURPOSE OF SECTION 8: Please assess if the college is meeting the resource needs of your department and if your department is using those resources efficiently.

NOTE: All required data tables and graphs will be compiled and delivered to you by the Program Review Data Liaison.

Fiscal Resources

8.1: Please refer to the % Fill and FTES sections of Table 1 & 2 in the appendix to answer the questions in this section.

Media Communication							
	FA09*	FA10*	FA11	FA12	FA13	FA14	FA15
Earned Enroll	673	670	679	582	543	600	484
Max Enroll	686	687	677	615	613	711	650
% Fill	98.10	97.53	100.30	94.63	88.58	84.39	74.46
Earned WSCH	2792.00	2808.00	2606.00	2284.00	2116.60	2346.38	1857.98
Total FTEF	6.17	6.25	5.41	5.09	4.83	5.46	5.07
Earned WSCH/FTEF	452.59	449.64	481.36	449.11	438.13	429.98	366.38
	SP10*	SP11	SP12	SP13	SP14	SP15	SP16
Earned Enroll	746	676	593	642	593	506	450
Max Enroll	729	724	625	671	702	650	635
% Fill	102.33	93.37	94.88	95.68	84.47	77.85	70.87
Earned WSCH	3086.00	2673.00	2276.26	2461.49	2344.29	2031.66	1757.40
Total FTEF	6.95	6.75	5.80	5.40	5.64	5.44	5.04
Earned WSCH/FTEF	444.22	396.19	392.46	455.66	415.58	373.47	348.93
	SU09*	SU10*	SU11	SU12	SU13	SU14	SU15
Earned Enroll	71	86	19	--	31	71	18
Max Enroll	107	109	27	--	46	123	50
% Fill	66.36	78.90	70.37		67.39	57.72	36.00
Earned WSCH	248.50	312.50	36.43	--	50.89	103.11	51.00
Total FTEF	0.92	0.60	0.13	--	0.33	0.53	0.20
Earned WSCH/FTEF	270.70	522.58	277.87		153.69	193.57	255.00
*From WSCH Analysis--All other years from EMA							

8.1.1 Describe any patterns in enrollment and section trends for the courses in the program since the last program review. Include fulltime equivalent students (FTEs), enrollments at census and % Fill.

From 2009-2015, the numbers are fairly consistent despite having to eliminate a number of sections due to administrative mandates. There is a dip in the fall numbers starting in Fall 2013 and in Spring 2014, with significant drop in 2015. Summer remained fairly consistent, until cuts occurred. Factors contributing to the drop in enrollment include: Low high school graduation rates, decline in the number of births for that period, and the college turning away

students, instead of adding additional sections during the economic crisis.

8.1.2 Include in your commentary the number of sections offered of different courses and section capacity.

MCOM teaches both lecture- and lecture/lab-based courses. During the semester, MCOM has endeavored to work with scheduling to have all lecture courses in rooms with a maximum of 50 students. These courses would include MCOM 110 and MCOM 111, which are GE courses.

For our lecture/lab-based courses, enrollments are determined by the number of available workstations or the number of hours that must be completed in courses that have presentation elements, like the newspaper and radio station. For example, in MCOM 116-Audio Production, we have a limited number of workstations students can use in a limited and set space. In order for students to complete lab assignments, the number of students has to be limited. However, MCOM has been told, numerous times by different administrators for nearly two decades, that our higher-enrolled GE courses “balance” our lower-enrolled lecture/lab-based courses.

As for the number of sections offered, MCOM is offering considerably fewer sections since our last Program Review. Many course had multiple sections in the past, but due the administrative mandates for cuts, many production/lab-based courses only have one section available to students.

8.1.3 Describe how the department has changed course offerings in response to changes in enrollments, if applicable, and the results of these changes.

The initial change in the number of sections was not due to lack of enrollments, but to cost-cutting measures imposed by the administration fiat during the economic crisis. In fact, between 2010 and 2011, MCOM was given insufficient LED to accommodate load for the then five full-time faculty. Ten LED was the minimum for the academic year, but MCOM was administratively allocated 9.2 LED, including Chair release time. It took significant time and service away from students to deal with the inequity of faculty load mandated by the administration. Courses had to be cut and students turned away from waitlisted classes and programs necessary for complete training, transfer and graduation. Students left Grossmont for a more student-friendly environment, despite administration’s reassurance that when things got better, the students would return. But while the economy has improved, the students went elsewhere, completed their studies, and never came back to Grossmont.

Even though hiring has declined and remained low for the past couple of

years, our industry remains strong and new students continue to see a future in media communications. Changes in the industry have also dictated that many in our profession must upgrade their skills, so we have also see an uptick in re-entry students and ex-military who want to learn new technology and processes.

8.2: Please refer to the Earned WSCH/FTEF sections of Table 1 & 2 in the appendix to answer the questions in this section.

8.2.1 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review

From 2009 to 2015, the numbers are fairly consistent despite having to eliminate a number of sections due to administrative mandates. There is a dip in the fall numbers starting in the 2013-2014 school year, with significant drop in 2015. Summer remained fairly consistent, until cuts occurred.

8.2.2 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. Where section sizes are limited by fixed resources and/or external constraints, please explain.

As stated in previous paragraphs, MCOM offers both lecture- and lecture/lab-based courses. We have good fill rates and efficiency, but are limited in the number of students we can teach by the number of workstations or available equipment in our labs.

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 in order to operate your department? If it is not, please explain how additional funds would be used to improve student learning.

Despite budget constraints, we have creatively kept pace with the software technology and programs most used and required in the professional industry and on which we train our students. We have provided access to these facilities for all students, and established a checkout and tracking system that allows students a great deal of freedom to explore the use of the production mediums.

Currently, the funds MCOM receives for most items are adequate. Dr. Wirig, with the aid of different deans, has successfully written grants to obtain other funding to ensure student-operated equipment is available and functioning properly. In 2003, the line item for Travel 5210 was eliminated from most of the budget lines on campus. Since most of MCOM's professional development

opportunities are out of state, it is necessary to travel and train in our ever-changing world of media communications. MCOM would appreciate the Program Review Committee's recommendation to the administration to restore and augment the line item 5210 in all departmental and program budgets.

PURPOSE OF SECTION 8.4: The committee is looking to recognize program/department efforts for outside funding.

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.

MCOM has received one-time donations from different entities and people. For example, the parents of a radio station student donated our EZ-UP canopy, listed at \$1,200. MCOM also received scholarships from the Optimists Club and funds from the El Cajon Police Department. These were also one-time funds.

Human Resources

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the questions in sections 8.5 and 8.6.

PURPOSE OF SECTION 8.5 & 8.6: The committee is interested in knowing about the people in your department and what they do. The committee also wants to understand your department/programs staffing needs.

	FA09	FA10	FA11	FA12	FA13	FA14	FA15
FT Faculty Count	5	5	5	2	2	3	3
PT Faculty Count	4	6	1	8	7	7	7
Full-Time FTEF	4.82	4.53	4.92	1.77	1.77	2.70	2.60
X-Pay FTEF	0.00	0.15	0.13	0.20	0.40	0.35	0.37
Part-Time FTEF	1.35	1.56	0.37	3.12	2.66	2.41	2.10
Total FTEF	6.17	6.25	5.41	5.09	4.83	5.46	5.07
FT Percent	78.07%	74.99%	93.22%	38.68%	44.86%	55.86%	58.50%
Permanent RT	0.34	0.34	0.34	0.34	0.34	0.34	0.42
Temporary RT		0.10				0.20	0.20

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

Full- and part-time faculty adhere to the negotiated contract of the CBA between the AFT and the District. Our primary mission is to **educate** our students. MCOM encourages all faculty, full- and part-time, to serve on committees and perform with other campus functions. Also, most production courses need to be filled by personnel with expertise in specific media: Journalism to journalism, audio to audio, video to video. While our survey and lecture courses do not have such specific expertise needs, our production courses do. However, due to the nature of other obligations, most part-time faculty are limited in their time to serve on campus committees and functions.

MCOM has developed a Policies and Procedures Manual which is included in the appendixes of this report. The manual describes the different responsibilities and duties of full- and part-time faculty.

8. 5.2 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).

In 2011, MCOM lost three of its five full-time faculty to retirements. For two years, as noted in the above table, MCOM existed with two full-time faculty in the same interest area, with Dr. Wirig also resuming chair duties. Impact on the program, especially in Journalism and Video, was inconsistent. Due to the Accreditation visits, MCOM was “granted” an “Emergency Hire.” It was decided that a replacement for MCOM’s Journalism area be hired instead of a faculty member for Video. Jeanette Calo was hired in 2014, and has served as the lead faculty in the Cross-Media Journalism area.

MCOM has made requests and presentations for replacement faculty to restore consistency in the Video major. These requests have been denied or assigned less priority, as opposed to new or replacement Basic Skills positions, by the staffing committees. Again, we are working within a system that is very difficult to get things accomplished in an expedient time frame.

8.6.1 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.

The MCOM faculty believes consistency is a foundation of any academic program. The WHCH and FTES numbers suggest that prior to the retirements in 2011, MCOM had a steady flow of students and fill rates. Since then, numbers have decreased. The data suggests lack of consistent personnel has led to the

slide in enrollments. As such, the Media Communications Department is formally asking the Program Review Committee to officially recommend to the Staffing Committees to prioritize the hire of *at least one* replacement full-time faculty member to lead the Video program. We believe having a full-time and consistent faculty member in this area would increase success and retention, and would engage more students in the program previously decimated by administrative mandates and lack of hiring priority by the staffing committee.

In March 2017, we learned that the department's full-time engineer is retiring after 40 years of service to Grossmont. MCOM is petitioned the Administration for an "Emergency Hire" to fill this vacancy prior to the beginning of the 2017-2018 academic year. Without this position, MCOM production courses, purchasing and equipment maintenance would not be able to function. Faculty, unless fairly compensated, will not complete the duties of a CSEA Employee and will file action with the AFT against the district and any person to suggest such.

8.6.2 How do these positions contribute to basic department function and/or the success of students in the program?

Please see previous section.

8.7 In the table on the next page, list the positions (by title rather than by individual name) of Classified staff, work study and student workers who are directly responsible to the program and indicate the FTE/hours, where funding comes from for these positions. You can add or delete rows to the table as needed. If you have questions on how to complete this table, please contact the Program Review Data Research Liaison.

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.

MCOM has one full-time classified staff person assigned to the department:

ELECTRONICS TECHNICIAN, SENIOR

SUMMARY:

Under the direction of an assigned supervisor, perform a variety of skilled and technical duties relating to the installation, repair and maintenance of sophisticated electronics equipment including computers and peripherals and radio and television broadcasting equipment; operate a variety of specialized hand and power tools and testing and measuring devices utilized in electronics repair and maintenance.

ESSENTIAL FUNCTIONS:

- *Install, service and perform complex repairs on a variety of sophisticated equipment such as computers, peripherals, television cameras, recorders, radio transmitters and other related equipment.*
- *Install, service, build, design, maintain and perform complex repairs on a variety of sophisticated equipment such as computers, peripherals, television cameras, records, radio transmitters, 2-way radio communications, CCTV, CATV, Fire alarm Security alarm, Access Control, Building Automation, Computerized Lighting, Computerized environmental, Communication networking systems and other related equipment for campus and district.*
- *Localize, isolate and diagnose system malfunctions and determine appropriate repair procedures; replace defective parts and restore proper operation of equipment.*
- *Design and recommend electronic system improvements and enhancements; modify existing equipment to improve performance and reliability.*
- *Prepare Federal Communications Commission applications to obtain construction permits and operating licenses for transmitting equipment as needed.*
- *Operate a variety of hand and power tools, testing and measurement devices and other technical instruments used in the repair and maintenance of electronics equipment.*
- *Provide assistance, information and technical expertise to faculty and students regarding the safe and proper operation and maintenance of assigned equipment.*
- *Communicate with vendors and manufacturers regarding parts, pricing, purchases and product information.*
- *Maintain current knowledge of technological advancements and developments in the field of electronics; recommend the purchase of new equipment and the retirement of damaged or obsolete items.*
- *Research the cost, technical specifications and compatibility of electronics equipment.*
- *Prepare and maintain a variety of records related to equipment maintenance and repair, inventory control, service manuals and wiring diagrams.*

SECONDARY FUNCTIONS:

- *Train and provide work direction and guidance to student assistants and others as assigned.*
- *Assist as needed in the preparation of the annual budget*
- *Perform related duties as assigned.*

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- *Electronic and electrical theory and practices.*
- *Safety practices and precautions used in working with high voltage.*
- *Methods, equipment and materials used in the maintenance and repair of electronic equipment.*
- *Principles and practices of providing work direction to others.*
- *Basic principles of budget preparation and control.*
- *Proper methods of storing equipment, materials and supplies.*
- *Technical aspects of field of specialty.*
- *Theory of operation for computers and peripheral equipment.*
- *Recordkeeping techniques.*
- *Oral and written communication skills.*

- *FCC licensing regulations and rules of operation.*

ABILITY TO:

- *Perform skilled work in the repair, maintenance and installation of a wide variety of sophisticated electronic equipment.*
- *Analyze and interpret equipment specifications.*
- *Research and pricing, availability and compatibility of electronics parts and equipment.*
- *Operate electronic measuring instruments and test equipment.*
- *Operate hand and power tools in a safe and correct manner.*
- *Maintain inventory and order supplies and equipment.*
- *Maintain records and prepare reports.*
- *Establish and maintain cooperative and effective working relationships with others.*
- *Analyze situations accurately and adopt an effective course of action.*
- *Meet schedules and time lines.*
- *Work independently with little direction.*
- *Plan and organize work.*
- *Train and provide work direction to others.*
- *Use service manuals and schematic diagrams to repair assigned electronics equipment.*

EDUCATION AND EXPERIENCE:

Any combination equivalent to: two years of college course work in electronics and three years of skilled electronic maintenance and repair experience, including one year at the level of Electronic Technician.

WORKING CONDITIONS:

Work includes indoor and outdoor environment; subject to fumes, high voltage and other hazards related to electronic and electric repair such as lifting and climbing.

The duties of the MCOM classified staff are listed in the back of this review. The Engineer/Technician is a vital part of the MCOM program to ensure that safety, equipment procedures, repair, purchasing and other necessary functions to ensure that the equipment available and in good working order to allow the instructors to teach students. No changes have occurred since the last program review; however, it was recommended that an evening engineer be hired to allow greater access to labs and equipment.

Student workers have been used for a long time to assist the department senior engineer with duties that interface with students. Workers have helped students' checkout equipment and check-in lab space to complete project assignments. Student workers 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 Media Communications program for the past ten years. Many of these activities would not have been possible without student participation.

Student workers today have a great deal of technical knowledge, especially about computer programs and social media. Some faculty and staff find it useful to discuss technical matters with capable and bright students when making decisions within the department. Student workers in Media Communications often have purchased their own equipment and built facilities to undertake professional work, even while still in college. In general, many student workers we use are students who are ready to enter the job market as soon as they complete their studies at Grossmont.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

PURPOSE OF SECTION 9: The purpose of this section is to demonstrate how your department/programs ties in to the college's 2017 – 2022 Strategic Plan targeted goals of Outreach, Engagement and Retention.

9.1 Summarize program strengths in terms of:

- **Outreach**

MCOM has excelled in various outreach efforts, including partnering with various schools. The department hosted an Open House with Santana High School on March 24. MCOM also has articulation agreements with area high schools.

The websites for the student newspaper, radio station and the department's You Tube page have also helped our outreach efforts.

- **Engagement**

MCOM created a department brand and developed multimedia outreach around the brand to attract students into our programs.

- **Retention**

The department developed a "pathway forward" for our students, with multimedia and personal outreach to four-year schools and industry job providers.

9.2 Summarize program weaknesses in terms of:

- **Outreach**

Insufficient personnel to help carry the load of doing outreach efforts.

- **Engagement**

None.

- **Retention**

None.

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, funding issues etc.

It is possible that only one of the three current full-time faculty will still be employed in the Media Communications department by the next review period. Jim Papageorge and Evan Wirig are both completing their 20th years as full-time faculty at Grossmont. Dr. Wirig has career aspirations outside of the classroom, and Professor Papageorge is 67 years old. Professor Calo will in all likelihood receive tenure after the Spring 2018 semester. Full-time hires will need to be considered should Dr. Wirig leave for another position or Professor Papageorge decides to retire within the next six years.

The Cross-Media Journalism program, under the direction of Jeanette Calo, is undergoing many different changes in scope and focus to align with the marketplace and training needed for students to transfer or gain employment. Courses in Social Media, Public Relations and Backpack Journalism are being constructed to go before the Curriculum Committee. This may necessitate an additional faculty member in the Cross-Media Journalism area, or a specific full-time Classified Staff employee to oversee the media labs.

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. Develop strategies to extend lab access to students. These could include a shared (with the Arts Department) computer technician, student tutors, or creation of an Assistant Engineer position.
2. Create a department brand and develop multi-media outreach around the brand to attract students into our programs.

3. Establish and provide more training for faculty and adjuncts in new technologies.
4. Provide attendance at conventions, conferences and training sessions.
5. Streamline our curriculum. For example:
 - Eliminate extraneous or obsolete courses.
 - Establish clusters of courses leading to certificates of proficiency or completion, and of professional certifications.
 - Position new course offerings for inclusion into the curriculum when budget realities improve. These would include courses with specific skill sets leading to such careers as "sports reporting" or "photojournalist."
6. Develop strategies to extend lab access to students. These could include a shared (with the other ALC Departments) computer technician, student tutors, or creation of an Assistant Engineer position.
7. Create a department brand and develop multimedia outreach around the brand to attract students into our programs.
8. Establish and provide more training for faculty and adjuncts in new technologies. Provide attendance at conventions, conferences and training sessions.
9. Develop and sustain a "pathway forward" for our students, with multimedia and personal outreach to four-year schools and industry job providers.
10. Establish physical department integrity by scheduling all Media Com classes and labs in Buildings 20 and 21.
11. Develop additional collaboration outreach, producing media with and for other programs and activities on campus and in the regional community. Develop more knowledge of outside funding sources and establish fund-raising strategies including events, grants and Summit advertising.

MCOM's greatest strength has always been the professional experience and knowledge the faculty, both full- and part-time, bring to the classroom. This has been enhanced in recent times by a great diversity in both the experiences and the talents of our faculty.

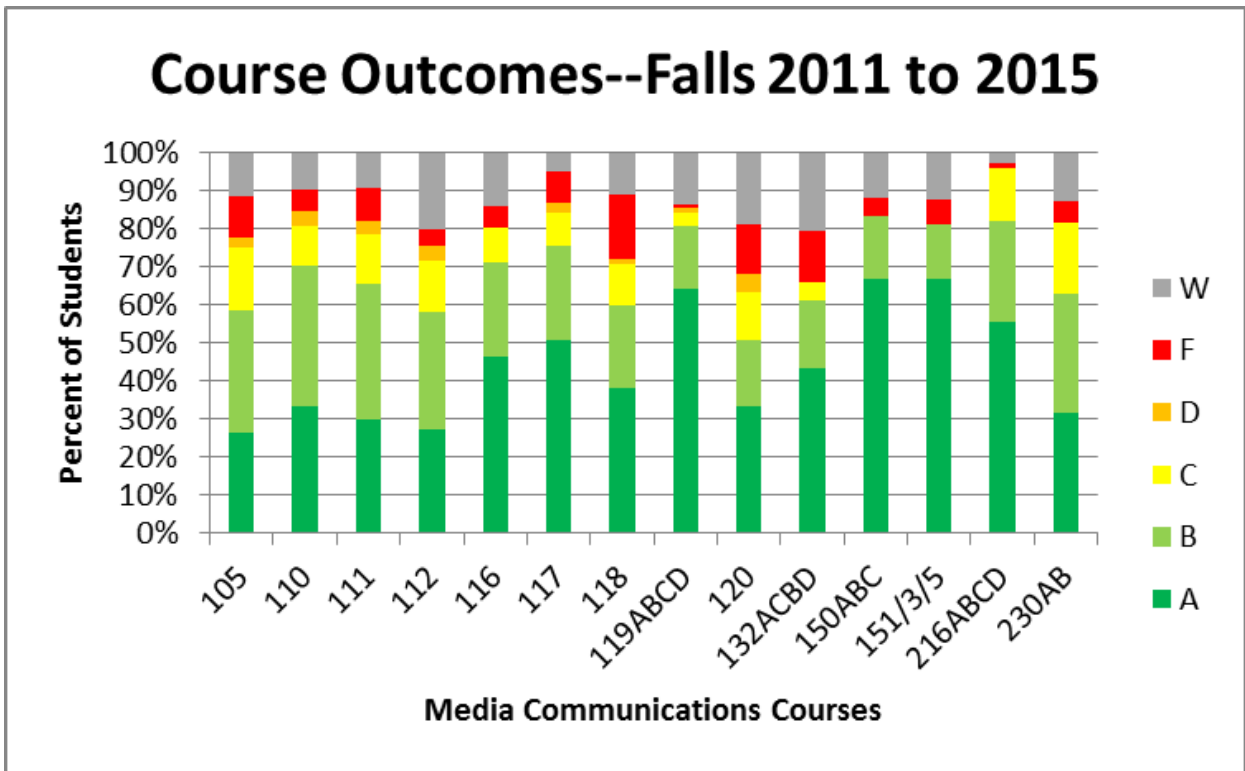
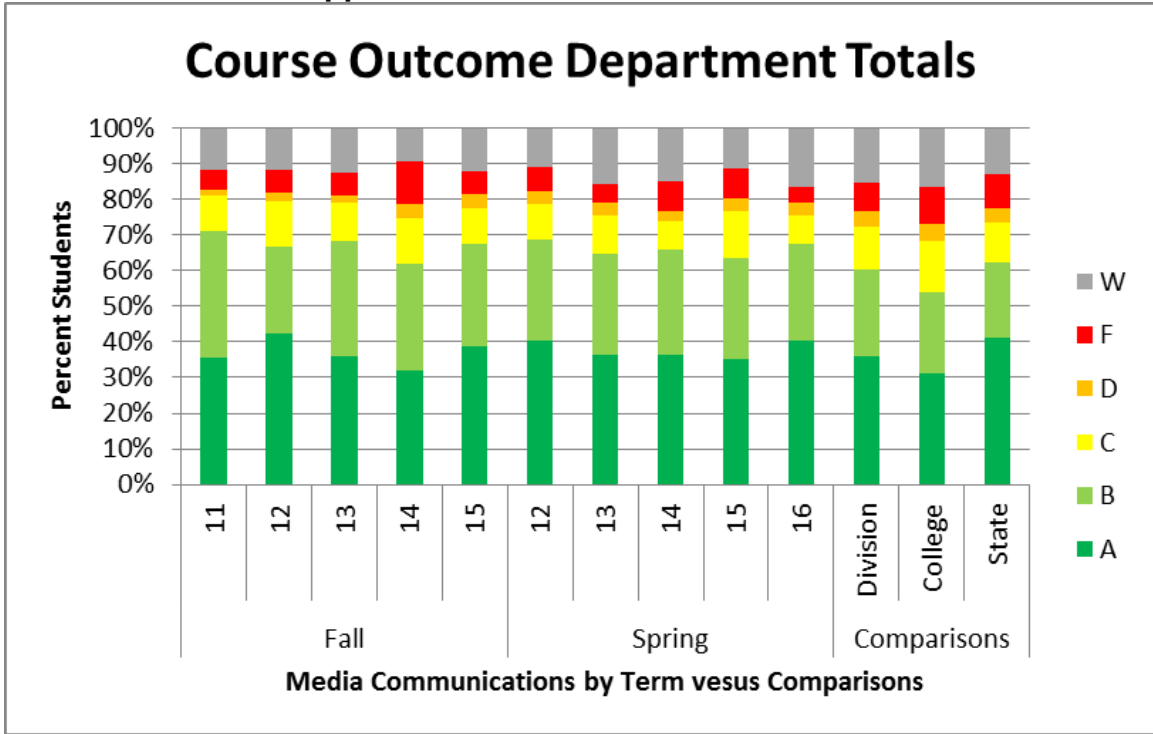
The department's mission statement was renewed and replaced to reflect changes in the media industries and what we teach. It reads:

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, which will lay the foundation for university transfer and/or meaningful careers.

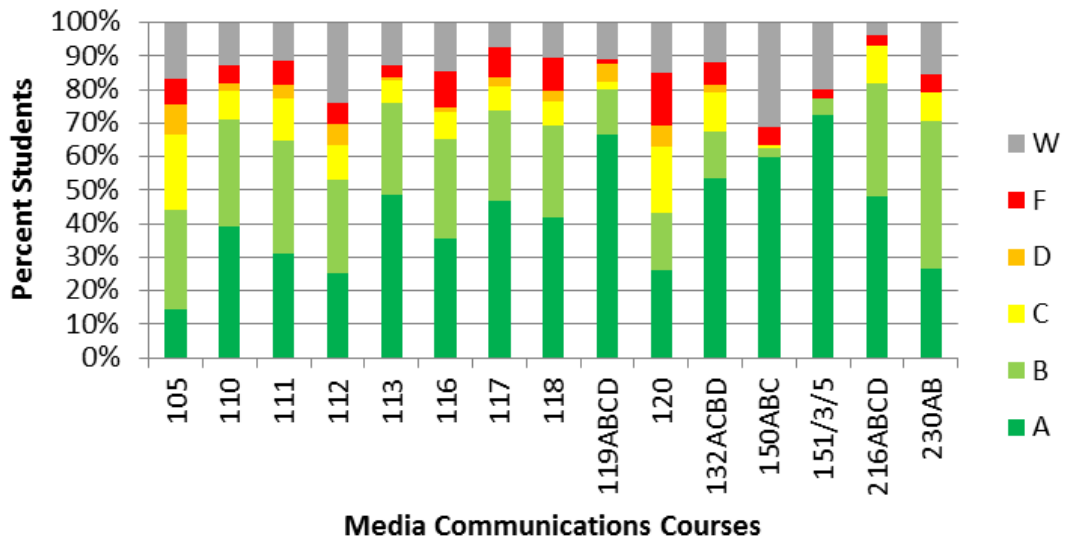
Students in the program will:

- *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 enables opportunities to work with industry professionals;*
- *Train with equipment that emulates the changing and converging world of media communications, which are updated or replaced regularly, to help students adapt to recent practical developments in the media communication fields;*
- *Be enriched by faculty who are involved in professional and academic activities, which contributes in providing students with current information, trends and practices found in media communication professions.*

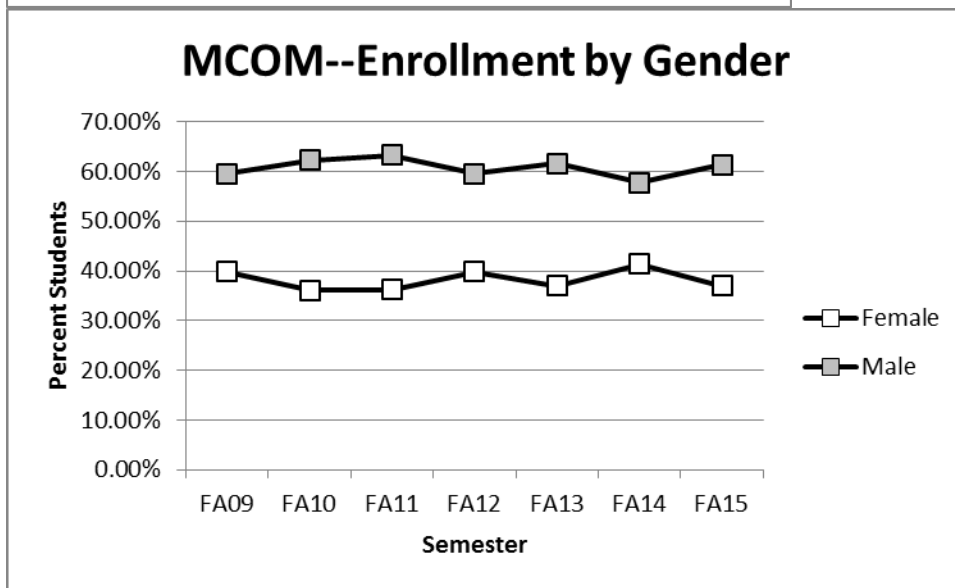
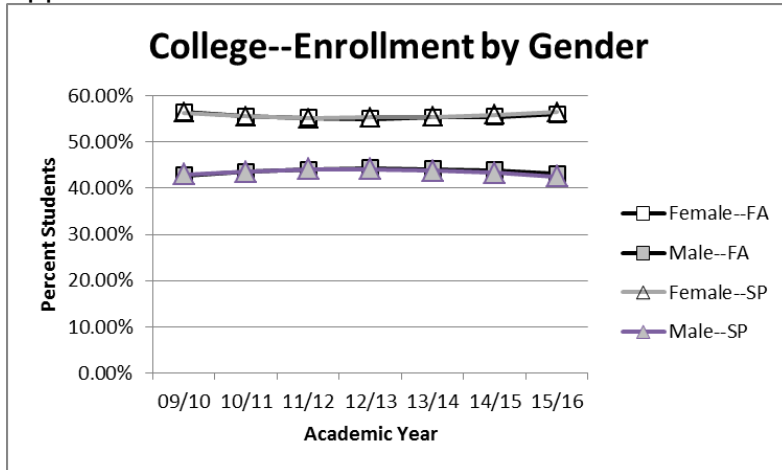
Appendix 1. Grade Distribution Summaries

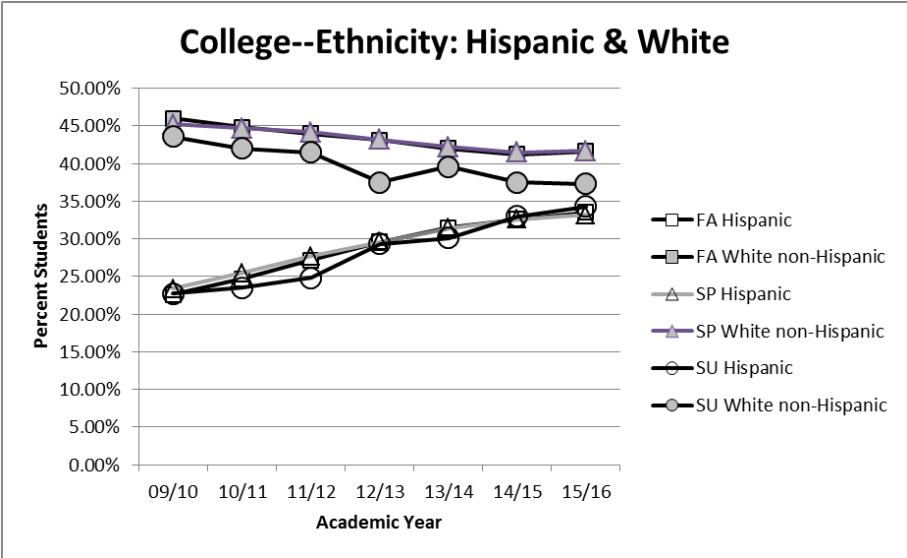
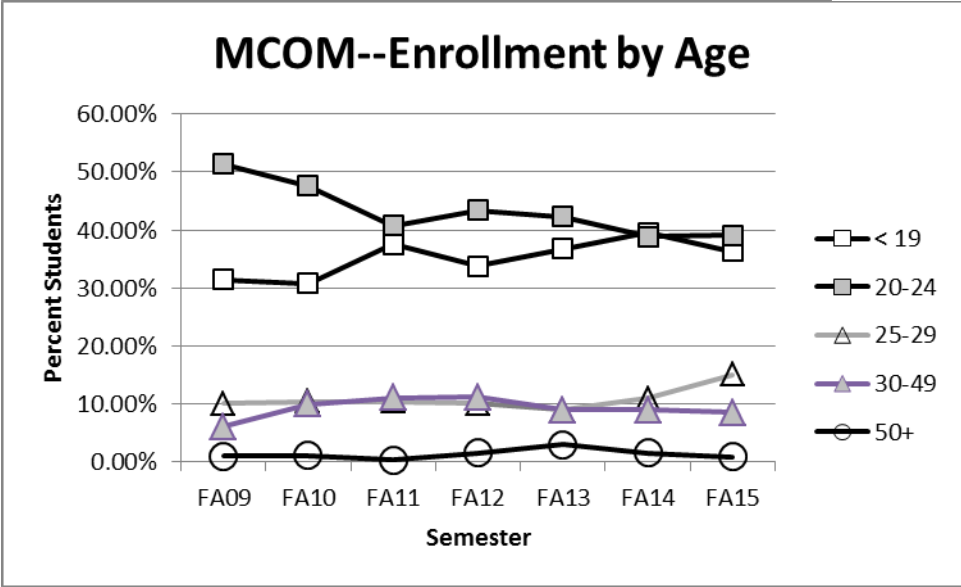
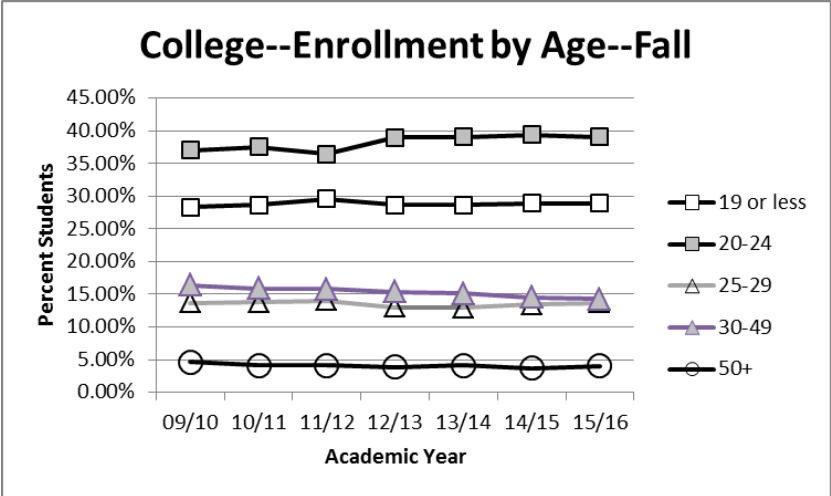


Course Outcomes--SP 2012 to 2016

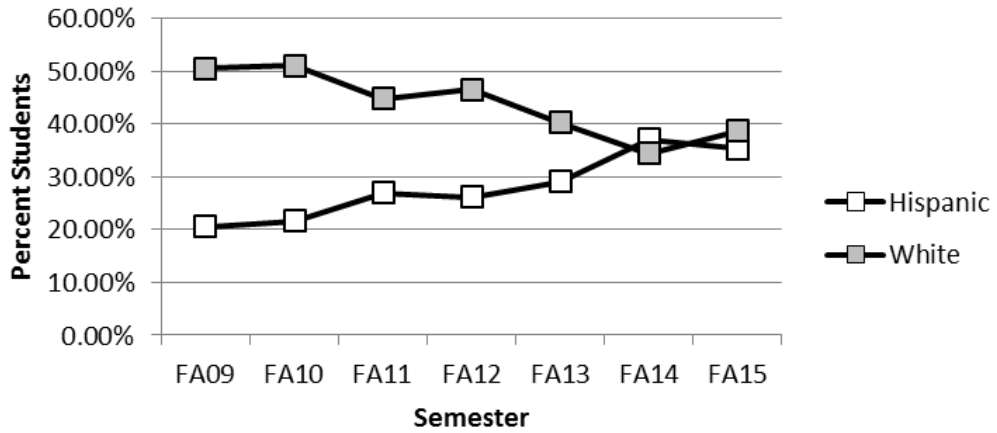


Appendix 2. Enrollment Data

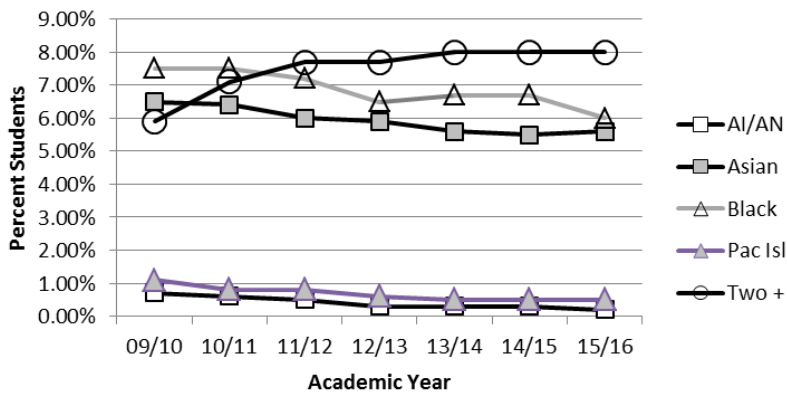


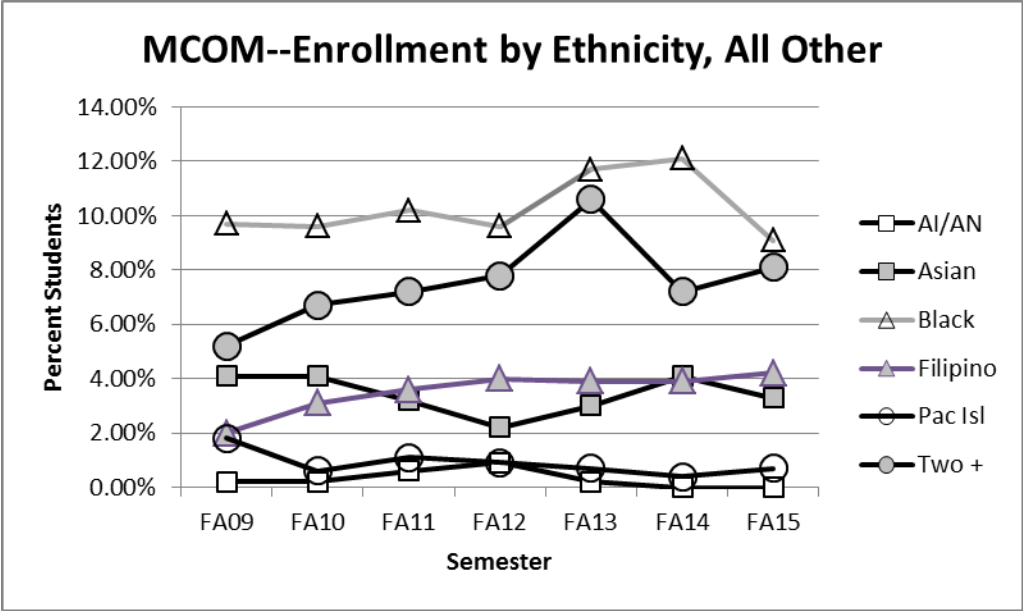


MCOM--Enrollment by Ethnicity, White & Hispanic



College--Ethnicity, Other--Fall





Appendix 3. Student Retention and Success Data

College 5-YR Averages: Success 69% and Retention 84%
College Targets: Success 75% and Retention 85%

Appendix 4

EMAILS

Jessica Owens
MCOM Library Holdings

Grossmont College Library Collections in Media Communications

Most of the Grossmont College Library periodicals are available through subscription databases such as EBSCOhost and ProQuest, which provide primary databases that cover many academic topics. Some of the periodicals in these databases are available full text, while others may just have abstracts and bibliographic information. In addition to our online databases, the library subscribes to print periodicals. The following are the number of titles which we subscribe to or have access to via the online databases by topic related to your subject:

<u>Subject</u>	<u>Number of periodicals</u>
Media Communications	175 periodicals
Journalism	166 periodicals
Broadcasting	92 periodicals
Mass Media	37 periodicals

The following are the number of books by subject in the library's collection:

<u>Subject</u>	<u>Call Number Range</u>	<u>Number of Books</u>
Communication – Mass Media	P 87 – P 96	281 books
Journalism	PN 4699 – PN 5650	394 books

Unfortunately, our collection is dated with about one-third of the books being purchased prior to 2000. Spending in this area is based on FTE formula. The following depicts book spending totals for the last three years:

Media Communication \$ 1268.47

The library also has a substantial streaming video collection through databases such as Films on Demand and Swank which have videos related to your subject. Additionally the library has a physical DVD and video collection with about 20 titles related to Media Communications.

Bonnie Ripley
Summer Data

Hi Evan,

I re-checked your summer data and the reasons why it's going all over the place have to do with which courses you offered and what their max enrollments were, which have changed from summer to summer.

Part 1.

The two internships you offer in the summer 150A and 151 have had different max enrollments. In SU 09 it was 20 with only 9 students enrolled in each, in SU 10 the max was 14 with 11 enrolled in each then for SU11 it was reduced to 12, where it has stayed. In SU14 there were only 3 students enrolled in each section, which is a large part of the low % fill for that term.

Part 2.

Sometimes the course maxes for 110 and 111 are 50 (or 49) and sometimes they are 22. In SU09 you offered both of these with the larger class sizes which were mostly full, but also offered 118 which did not fill. In SU10 110 and 111 were mostly full but you did not offer either in SU11 which is why the Earned WSCH is so low (only the internships were offered). In SU13 you offered one small section of 110 and two sections of the internships. In SU15 only one large section of 110 was offered and it only had 18 students.

So hopefully this if this clears up why you are seeing what you are seeing in the table. I could send you the term by term data if you wish.

My thoughts on this pattern are: 1) it is a good thing you reduced the max on the internships over time but that you could work to recruit more students to these (internships are a High Impact Practice and an effective student engagement practice). 2) It is also great for students to offer GE courses/major/certificate courses over the summer so offering at least one section of the 110 or 111 on an ongoing basis would serve students well if your department has someone who wants to teach it, just try to match offerings to student enrollments going forward.

Let me know if there is any other way I can help!

Cheers,
Bonnie

Bonnie J. Ripley, Ph. D.
Program Review Data Liaison and Associate Professor of Biology
Grossmont College
8800 Grossmont College Dr.
El Cajon CA 92020
email: bonnie.ripley@gcccd.edu
phone: 619-644-7045

Thu 3/16/2017 12:37 PM

Joan Ahrens Joan.Ahrens@gcccd.edu

SLO MCOM Update

Hi Evan,

I have to say that your voicemail message made me laugh ☺ . I completely understand your perspective. We are now asking departments to input their SLO data using Trac Dat, which you are doing, but you are uploading the old forms in the document repository feature on Trac Dat. Now, the data needs to be entered using the “Course SLO Assessment Results/Analyses” function on Trac Dat. You will find it in the menu on the left side of your home page (SLO ALC – Media Comm). This way, we can run reports, etc. Also, you need to enter your data annually or better yet as soon as you have results from an assessment. In other words, if you complete an assessment this semester, then you would want to enter your data before the end of the semester, or at the very latest, the start of the fall semester.

Currency is important. When a department is up for program review, I'll check for two things: a) your assessment info from the previous cycle is updated; and b) you are current in your updates for the current cycle (if that makes sense). Given that you are up for program review now, I tried to run a report and it came up blank because you are putting everything into the document repository. Finally, I am asking departments to make sure that they have uploaded a matrix indicating how the course SLOs map to the PSLOs.

I'm here to help, so if I can be of assistance with anything, please let me know.

Thanks, Joan

Mon 2/13/2017 12:17 PM

MARSHA RAYBOURN

Hi Evan -- I don't have information handy right now but will check when I return. I do remember that there were some revisions the Curriculum Committee asked for when you were doing all the modifications and I remember that you sent in some items. I need to check with Kathleen Aylward to see what both of us have as a result of your revisions and what the committee wanted. I think some entrance and exit forms were not completed but we'll get an answer to you before the end of March at the very latest.

Marsha

From: Evan Wirig

Sent: Monday, February 13, 2017 10:25 AM

To: Marsha Raybourn

Subject: Pgm Rev.

Hi Marsha,

I need verification that MCOM is up to date with all of our outlines.

Thanks

Evan

Thu 4/20/2017 2:03 PM

Marsha Raybourn Marsha.Raybourn@gccd.edu

Subject: Pgm Rev.

Here's the list as of 12/16:

MCOM 105	May 2016
MCOM 110	May 2015
MCOM 111	May 2016
MCOM 112	May 2016
MCOM 113	May 2015
MCOM 116	May 2016
MCOM 117	May 2016
MCOM 118	May 2016
MCOM 119 ABC	May 2015
MCOM 120	May 2016
MCOM 132 A	May 2015
MCOM 132 B	May 2015
MCOM 132 C	May 2015
MCOM 151	May 2015
MCOM 153	May 2015
MCOM 155	May 2015
MCOM 189	April 2002
MCOM 212	May 2015

MCOM 216 ABC	May 2015
MCOM 217	April 2006
MCOM 226	April 2003
MCOM 230	May 2016
MCOM 231	May 2015

Marsha

619-644-7153

Thu 4/20/2017 10:19 AM

Leslie Blanchard Leslie.Blanchard@gcccd.edu

RE: Program Review

Greetings Evan,

Yes, the articulation agreements for MCOM 120 are mostly finished! I say mostly because I think there is just one more I'm expecting from Granite Hills that you and your dean will need to sign off on (I'm just waiting for the original copy to come from GUHSD and they are currently on spring break). I believe that will be the last one until it's time to renew in fall of 2019.

Thanks for all of your help!

Regards,

Leslie

Leslie Blanchard

CTE Support Specialist

Career Technical Education (CTE)

Career Resource Center 60-140

619-644-7647

MariaDenise Aceves <MariaDenise.Aceves@gcccd.edu>
Articulation Information for Program Review

Hello Evan & Jeanette,

Great meeting with you both today! Below are the articulation agreements for Grossmont College to local CSUs in MCOM related majors. As discussed, courses that list a “No Comparable Course” in the Grossmont College column would be where we would want to pursue course to course articulation.

Additionally, I would like to note that the MCOM department has developed MCOM 210 for course to course articulation with SDSUs JMS 210. While it does not have course to course articulation, MCOM faculty have been proactive and are working toward approval.

SDSU – Possible articulation to JMS 210

Articulation Agreement by Major					
Effective During the 16-17 Academic Year					
To: San Diego State			From: Grossmont College		
Semester			Semester		
http://arweb.sdsu.edu/es/admissions/transfers/index.html					
For additional information regarding admission to specific majors, please visit the SDSU Transfer Admission Planner (TAP) site:					
https://sunspot.sdsu.edu/pubred/!tap.disp?p_action=list_majors					
JMS 200	Introduction to Contemporary Media	(3)	MCOM 110	Mass Media and Society	(3)
JMS 210	Social Media in the Digital Age	(3)	No Comparable Course		
JMS 220	Writing for the Mass Media	(3)	MCOM 112	Introduction to Reporting and Newswriting	(3)
ECON 101	Principles of Economics	(3)	ECON 120	Principles of Macroeconomics	(3)

CSUSM – Possible Articulation to COMM 100

Articulation Agreement by Major
Effective During the 16-17 Academic Year

To: CSU San Marcos	From: Grossmont College	
16-17 General Catalog	Semester	16-17 General Catalog
		Semester

Articulation Agreement by Major
Effective during the 16-17 Academic Year

====Mass Media====

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better.

COMM 100	Introduction to Communication	(3)	No Equivalent	
COMM 200	Argument and Dialogue	(3)	COMM 145	Argumentation (3)
PSYC 220	Introductory Statistics in Psychology	(3)	PSY 215	Statistics for the Behavioral Sciences (4)
			Same as: ANTH 215, SOC 215	
	OR		OR	
SOC 201	Introductory Statistics for the Social Sciences	(3)	SOC 215	Statistics for the Behavioral Sciences (4)
			Same as: ANTH 215, PSY 215	

END OF MAJOR

CSUN – Possible Articulation to JOURN 210 & 210L

Effective During the 16-17 Academic Year

To: CSU Northridge	From: Grossmont College	
	Semester	Semester

upper-division courses are also necessary for completion of this degree.

THE LOWER DIVISION REQUIREMENTS FOR THIS MAJOR ARE AS FOLLOWS:

CSU Northridge is an impacted campus. Refer to Transfer Impaction at:
www.csun.edu/admissions-records/transfer-impaction

JOUR 100	Mass Communication	(3)	MCOM 110	Mass Media and Society (3)
JOUR 110 &	Writing, Reporting and Ethics I	(2)	MCOM 112	Introduction to Reporting and Newswriting (3)
JOUR 110L	Writing, Reporting and Ethics I Lab	(1)		
JOUR 210 &	Writing, Reporting and Ethics II	(2)	No Course Articulated	
JOUR 210L	Writing, Reporting and Ethics II Lab	(1)		
JOUR 250	Visual Communication	(2)	No Course Articulated	

Best regards,
Dee

M. Denise Aceves, MA Ed, MSW
Counselor & Interim Articulation Officer
Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020
Mariadenise.aceves@gcccd.edu

APPENDIX 5

ACADEMIC PROGRAM REVIEW FOLLOW UP QUESTIONS

Media Communications

9/14/17

QUESTIONS 1.1 Please provide specific examples how the department's curriculum, course offerings, and pedagogy have been adapted or reformed to address the "myriad of new technologies" that have been introduced in the areas of voice, music recording, information, news data, and video (p. 5, 6).

The use of platforms like Skype, Snapchat and other IPP devices has inculcated society, placing new paradigms on the media industries in a short amount of time. Unfortunately, quality is sacrificed for speed—most people think all they need is a phone or computer to produce movies or other content. Numerous examples of raw video sent out through social media show that's not the case. The quality, composition and overall aspects of understanding shot sequencing, voiceovers and accurate news data has become more emotion-driven than quality-driven.

The department has adapted to this in many ways, including the following: Curriculum based on new technologies such as digital audio and video platforms/hardware and software; the use of the web as a viable medium, which was scoffed by several professional media organizations (SMPTE, BEA, NAB, AEJMC) until 2009/2011; the use of smart phones as recording sources; DSLRs and using camera video/audio in our productions; and graphics, titles and other digital assets included in our programs. In addition to the current political climate of "fake news," the department has added a "Social Media in the Digital Age" course and included more information about media literacy in our core courses. We have increased ethics teaching in "Media News Writing," and are also in the process of adding a photojournalism class to emphasize the ethical collection and distribution of information.

In order for the committee to provide a more tangible recommendation, can you be more specific as to which departments are "encroaching on your area of expertise", what specifically is being done and, if possible, include some suggestions as to how this concern can be addressed? For example, given that social media "is a driving force of today's society" how do you foresee working with other departments who also utilize and teach these tools, to avoid redundancies? (p. 6).

As the "Media" in our department title suggests, we would like to protect our areas of expertise. Over the years, we have seen encroachment from CSIS and BOT. CSIS offered a course in Desktop Video Production, while BOT offers courses in social media and "Art in Media Design." Title

ACADEMIC PROGRAM REVIEW FOLLOW UP QUESTIONS V is specific on encroachment on topics, titles and areas; however, MCOM seems to be left out of the communication loop, allowing other departments to believe they can incorporate titles, names and classes specific to our area without repercussions.

While there can be subject-specific uses of media, the foundations and theories of media belong with us. In addition, in alignment with San Diego State University and other institutions, we feel strongly that topics like social media belong in the journalism and media production milieu. As such, we would like MCOM to have a seat at the table in the addition of courses that may encroach on our areas, and would like it to be clear in the titles of such courses that they are discipline-specific.

2.1 Please provide some specific examples of how you changed your course outlines to reflect developments and advancements in the field.

For MCOM 117: Television Studio Operations, we have been in the process of upgrading the TV Studio to full High Definition recording instead of just digital recording, to ensure that student portfolios sent to

CSUs meet transfer and evaluative standards. For MCOM 119: Fundamentals of Radio Broadcasting, we have incorporated more digital aspects and the use of MP3s, as well as incorporated a \$10,000 Digital Audio Database (DAD), which is being used at about a third of all radio stations across the country. New practices, nomenclature, procedures and instruction have taken place. In MCOM 120: Single Camera Video Cinematography we have implemented Adobe software and moved away from the Apple platforms, as well as using non-tape video cameras and editors. In MCOM-132: Student News Practicum, students must now write for the website as well as the print edition, and must incorporate multimedia and social aspects into their coverage. In addition, students are required to maintain an online portfolio of their work for ease in showing potential employers.

Is the Audio Degree the only degree/course that you have revised since your 2003 review? Have there been any new or deleted courses?

MCOM has revamped every area of emphasis in alignment with the C-ID system for transfer. In Cross-Media Journalism, we have added MCOM-210: Social Media in the Digital Age and MCOM-212: Multimedia Reporting. A photojournalism class has been presented to the Curriculum Committee and a public relations course is in the works. In our Video Production, we cut down on non-transferrable classes. In all three areas, we have eliminated many extra offerings to ensure a student could get through our program in two years.

2 C:\Users\Nate.Scharff\Desktop\Dropbox\PR Committee Folder\COMMITTEE DOCUMENTS\Templates\Template QCR.docx
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ACADEMIC PROGRAM REVIEW FOLLOW UP QUESTIONS 2.2

How do you incorporate student input into the process of deciding which new courses to offer?

Most of our decisions are based on transfer requirements and the suggestions of our Advisory Council. While we continue to get feedback from our students who are doing internships, most of their suggestions concern training in established courses here and at universities, not generally the implementation of new courses. However, student input is taken into account in the addition of new courses. For example, the recent edition of a photojournalism class was the result of multiple student requests (among other factors).

2.3 We are trying to understand your answer to Q 2.3. Can you please revisit this question.

MCOM faculty regularly uses student engagement strategies in the classroom. In addition to providing a safe and open environment for all students to express their opinions, faculty members use exercises such as group projects, gamification, e-learning, social media scavenger hunts, films, transmedia, multi-media storytelling, debates and gallery walks to encourage student engagement. In addition, many MCOM classes involve hands-on participation with equipment in order to learn necessary techniques.

As far as including current events, media is a dynamic subject. As such, our faculty regularly includes current events in course content, specifically discussing trends in the industry. For example, all journalism classes begin with a student update on current events, and students are expected to know the headlines from the day. In the current societal and political climate of “fake news,” students are encouraged to evaluate and fact-check their news sources and approach all media content with a healthy dose of skepticism. In addition, the units on ethics in many courses have been beefed up and are regularly updated to include the current political and environmental climate.

Media technology moves at a breakneck speed; what’s trending today may be gone tomorrow. To keep up-to-date in our course content, our faculty regularly attends discipline-specific conference and webinars, and get input from our Advisory Council.

We believe your department is doing some good work with regards to student engagement. Please provide examples of skills instructors learned (what specific skills were learned at conferences, etc.) that have translated into classroom experiences where students are learning current issues?

Conferences have provided both technological and classroom exercises to which students can relate. For example, Jeanette Calo attended the (Associated Collegiate Press) summer conference and took an intensive course on multimedia storytelling; she is directly sharing the skills and

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ACADEMIC PROGRAM REVIEW FOLLOW UP QUESTIONS programs she learned during this week-long training with her newspaper students. Similarly, she is using information from a “Slow Storytelling in the Digital Age Educator Workshop” with a veteran National Geographic writer to teach students the importance of slowing down and observing their environments, and she uses examples of virtual reality news stories gained from CMA (College Media Association) workshops to teach virtual and augmented reality news-telling options to her students.

Similarly, Dr. Wirig has learned digital editing techniques and the use of various software programs at the conventions he attended. He also learned what four-years expect from our transfer students, various in-class exercises for announcing, video and audio productions, as well as effectively training radio students in the areas of leadership. Additionally, when Dr. Wirig was forced to teach the Newspaper Production courses, he went to a print journalism base camp which helped him effectively run the student publication. The department would love to answer any other questions regarding other classroom exercises we have learned from many conferences, including NAB (National Association of Broadcasters) and (Broadcast Education Association) conferences, in a face-to-face meeting, as many are germane specifically to our nomenclature.

2.5 We noticed that MCOM 120 has a lower grade distribution vs. other MCOM courses. Why do you think this is?

We are unsure why this course has a lower grade distribution.

What is your action plan for addressing classes that fall below a 70% success rate?

We will look at the instructor’s processes, and evaluate his or her methods of classroom management, assignments and SLOs.

2.7 Referring to your graph on page 28, is there anything in this graph warranting changes in DE vs. FTF?

While the withdrawal rate is higher for the online courses, it seems consistent with the high drop-off rate of all online classes. Many students believe an online course will be easier than a face-to-face one, and drop it when they realize it’s the same amount of work. However, Jeanette Calo, the instructor of these online classes, is looking into best practices for online class retention.

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ACADEMIC PROGRAM REVIEW FOLLOW UP QUESTIONS 2.9 We believe you may have missed contacting your Articulation Officer with regards to your four-year agreements. Please contact the Articulation Officer (Maria Dee Aceves) for this information.

We met with Dee Aceves on September 14, and her e-mail will be included in the appendices of the final report.

3.2 Student learning outcomes assessment do not have to be quantitative. In the future, how do you plan to use SLO assessment results to improve

your courses, course sequence, overall program, as well as teaching in general?

It seemed that since SLOs were incorporated, the emphasis has been on quantitative data, and the term “qualitative” has not been used until Dr. Wirig’s latest meeting with Joan Ahrens in September 2017. From notes of SLO meetings from Devon and Tina Pitt, to the other coordinators, rubrics were the

primary push. The epistemology and suggestions for using qualitative data is still lacking in the SLO training. Dr. Wirig's research expertise is in the methods and use of qualitative data, and he has offered to help people understand the practical functions and use of qualitative data, and asks again for a seat at the table.

MCOM has looked at trends in the SLOs, and have made some alignments with course instruction, particularly in developing courses for transfer.

4.1 How does your department decide which classes to teach online? How have you used DE options to manage facility use challenges?

To teach a course online, the course must meet with the approval of the DE Coordinator and be submitted to the Curriculum Committee for approval, and the instructor must be trained to teach online. Our department only has three full-time faculty members, and only Dr. Wirig and Jeanette Calo, have completed the training to teach online. The third full-time faculty member has no interest or desire to teach online, and contractually, we cannot force it upon him. MCOM has two adjunct faculty members that have completed the training, on their own time, in order to teach possible online courses. In fact, one of these adjunct instructors taught an online session of MCOM-110 in Summer 2017.

The only online offerings MCOM currently offers are MCOM 110: Mass Media and Society and MCOM 112: Media News Writing. Many other MCOM courses require practical, hands-on labs, requiring specific equipment for the students to work on. These include pieces of broadcast and other media equipment that can cost more than \$5,000 per unit. It would be difficult to teach a TV Studio class if a student cannot have access to studio equipment and work with a live team. For example, it takes more than 75 people at the network and 10 people at each of the affiliated

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ACADEMIC PROGRAM REVIEW FOLLOW UP QUESTIONS stations to broadcast one NFL game. Students cannot learn those necessary techniques by themselves on computers in their living rooms.

However, the department is open to adding online classes depending on practicality and need. For example, there have been discussions about adding online sections of MCOM-118: Media Script Writing and MCOM-210: Social Media in the Digital Age.

Please help the committee understand the specific storage space needs of MCOM. Why does your department need more 'hard drive' space, given the move towards cloud storage for many departments (p. 24)

While our department has no objections to cloud storage, MCOM objects having to purchase it. Many students have complained that they run out of space on our server, and that they need to develop high-definition productions to send to their transfer institutions via electronic means. The lack of resources and the opportunities of presenting student work online to not only promote our department, but to help students attain work and transfer, has been a sore spot for a very long time.

4.3 How specifically have the facility issues you refer to in this section impacted the student experience in your program? Specific examples would

help the committee understand your needs here.

We'd like to give you a commendation for the student engagement that comes with the production of The Summit. What do you need (resources, etc.) to continue to sustain The Summit? Can you tell us some statistics with regards to circulation, number of advertisers, etc.?

We have the same question as above for Griffin Radio.

The lack of a consistent, large lecture room has made it difficult to recruit students into our production classes, because our 110 classes are isolated from the rest of the department.

Thank you for the commendations regarding our student media. The Summit circulates about 800 copies of each monthly edition. We generally have a couple advertisers per issue. We do not actively seek advertisers; instead, most contact us. There has been a slight uptick in advertising in this school year, most likely due to the improving economy. To move The Summit forward, Jeanette Calo, the adviser, would like to continue to build bridges to other departments on campus – from photography and art to business advertising and IT – to give students the ability to practice

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ACADEMIC PROGRAM REVIEW FOLLOW UP QUESTIONS their craft and add published works to their portfolios. To sustain The Summit, we need facilities created more for the digital product than for the print one—simple, open space and dependable, quick wireless internet access for collaboration and multimedia production.

Under several different licensing agreements, Griffin Radio is not permitted to advertise. However, Griffin Radio, during the semester, generally gets 2,000 to 4,000 hits on our website per week. It took a lot of cajoling to get the bandwidth necessary to stream the signal, and the station will need additional bandwidth in the future as we look at other digital assets other stations are using, but we currently cannot, due to the limits of the district's access to the internet.

In order for the committee to better understand your needs, can you be more specific as to what type of waitlist data you need (beyond the standard practice of Chair's monitoring waitlist data for their department)?

We do not understand this question and will need further clarification.

5.1 5.1 calls for some analysis and reflection. Your retention rates for your online courses are above the college average. Your commentary is brief here. Can you elaborate on what strategies your 110 and 112 are pursuing to maintain high retention? Specific examples are helpful.

Since online courses have only been in MCOM for four semesters, we have no empirical data to impart. However, Jeanette Calo, who teaches the majority of our online classes, focuses on highly-organized, intuitive courses (more labor-intensive in the older Blackboard LMS than Canvas). She regularly posts weekly video announcements and offers individual video feedback on large projects. These best practices have contributed to the retention rates, although she is always looking to increase these rates. Her practices have been praised by various deans and have been used as a model for other DE instructors to follow.

5.2 Beyond the general activities listed in this section, are there any other specific strategies the department employs to assist with student success and equity?

No.

5.3 In paragraph one, sentence two (p. 32), the committee would like some clarification on what is meant by "correct principles".

Paraphrasing Plato, correct principles are principles that students should master in order to become self-reliant in their chosen field of study. Such principles are specific to the nature of the application in which they are needed. For example, in media production, critical thinking skills are necessary in just about every situation. Many broadcast outlets have praised our program in that very little training is needed for students who come from our programs, and that they are able to think and problem-solve without a lot of supervision. Students who transferred to four-year schools have related that their instructors are impressed with their amount of practical knowledge and terminology. Our students, generally, are self-starters and finishers. They are able to work without too much supervision and hold themselves accountable for their actions. These skills are a direct result of the principles of self-mastery in attaining knowledge working

with different equipment, working in groups, and understanding what will be required of them when they reach the marketplace. Hence when we teach students correct principles, they learn to govern themselves.

Can you provide more specifics as to students working at radio stations? For example, which stations? Are these internship or paid positions? What type of work are students doing? How many hours and how many students have had this opportunity? Do you have specifics on the types of student projects in competitions where awards were given?

MCOM has attained a status of placing our interns into paying positions. In 2009, MCOM placed 83 percent of our interns, a number no other local community college can claim. Students have worked or are working at: 91X, KOGO, KNX, KFMB, KSON, KCBQ and KPRZ, as well as stations in Atlantic City, New Jersey; Olympia, Washington, Salt Lake City, Denver, and several others. Additionally, MCOM students have worked as employees, not interns, at all local San Diego TV stations, including NBC, CBS, ABC, FOX and Univision. Others have worked on TV series like “Dawson’s Creek” and “Everwood”. One MCOM student attained a coveted CNN internship while a student in our radio program. She transferred to Kennesaw State in Atlanta, and went on to work for the BBC in London, ABC Network Radio, and several other radio and television affiliates including Channel 10 here in San Diego. A former student is the head camera operator for The Today Show in New York. Another student was hired at Audible Books. Other students have gained employment designing audio for video games. One could say our program “suffers from success” in that many of our students directly enter the workforce, most without attaining their AAS degree.

As for the competitions, many students have entered and achieved awards in many different competitions, local, state and national. The Broadcast Education Association has awarded 23 Grossmont students in audio, radio and video. Students have won awards from the San Diego

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| Grossmont-Cuyamaca Community College District

ACADEMIC PROGRAM REVIEW FOLLOW UP QUESTIONS County Fair, 48-Hours of Madness Film Competitions, the Red Cross Public Service Campaigns, 3CCC, etc.

5.3 Students are “working” at which radio stations? Is this an internship? Is it paid? How many hours and how many students have had this

opportunity? How can these special projects be more visible to the campus i.e. the competitions where awards are given?

See above for answer to first part of question. As far as visibility, MCOM makes a point of disseminating the achievements of our students to the appropriate information/marketing resource personnel at Grossmont and at the district. The committee would need to ask those sources why MCOM’s visibility is limited. However, outside of our student media platforms, very few, if any, of our student’s awards seem to get mentioned in official campus notifications. MCOM would be open to increasing the visibility of our students’ successes; in fact, the department already shares work on its own YouTube channel. Additionally, more HD space on our servers, with a specific area for student projects, would greatly improve visibility.

5.4 We believe your activities here are worthy of a possible commendation. To help the committee, can you please provide more specifics on:

numbers of students that participated in these events and which specific awards were earned.

Since 2000, 30 students have entered in the BEA national competitions with 26 winning awards. These students competed against four-year university students, and were able to win or place over many prominent media programs. Categories included: Best Newscast, Best News Story, Best On-Air Personality, Best On-Air Check, Best Public Service Announcement, Best Entertaining Radio Play, Best

On-Air Liner, Best On Air Sweeper, Best on-Air Promotion, Best Multi-Track Production, Best Narrative Video and Best Editing.

Additionally, The Summit has received multiple awards, including two first-place awards in the American Scholastic Press Association. One newspaper student is currently a 2017 Photo Excellence Finalist for the “General News Photo” category of the ACP (Associated Collegiate Press), a national competition in which he is the only finalist in the category from a community college.

Other awards come from the San Diego County Fair, The San Diego Film Commission and the 48-Hours of Madness Competitions. MCOM invites committee members to visit our “Wall of Fame” on display in the department.

Which campus programs do you collaborate with to minimize the issue with other departments encroaching into your subject?

We currently collaborate with Digital Art and Photo, and hope to build bridges to other departments, depending on reception.

What is your vision as to how MCOM subjects should be taught campus-wide (in other words, which subjects should be taught by which departments, and how would you collaborate with other departments.)?

MCOM believes those teaching any media based course(s) should meet our minimum qualifications. While we would like to allow more students to collaborate in our student media platforms (photography, advertising, video, etc.), we believe media based subjects should be taught by our department. However, the department is not averse to calling in the expertise of other instructors, if appropriate, nor are we opposed to collaborating with other departments on projects and events.

6.3 Your issues with IT are common for many departments. Many departments use YouTube for students and instructors to post video content.

The committee would like to better understand the specific needs of MCOM to help us shape more tangible recommendations. Why are YouTube and similar free platforms not an adequate solution for your department? In order to help the committee communicate this need to the college, what specific solutions (software platforms, etc.) do you feel IT should invest in to meet your specific department needs (37)

Not everything can -- or should -- be placed on YouTube. We have had examples of student work which incorporates fair use being blocked due to copyright trolls on YouTube. This keeps students from sharing their work with prospective employers. In addition, to promote programs, other colleges and universities have dedicated spaces on their web pages so students don't have to fish for content. While we can link things on the page, and MCOM now has an “unofficial district” YouTube channel. ADA considerations also must be met.

As for student media, MCOM had to purchase WordPress, GoDaddy and other blog-site access because space was denied to put The Summit online through the district server. Clearly, YouTube is not suitable for print and online publications.

As for Griffin Radio, when we first wanted to go on-line in 1999, there was a fight to give up bandwidth. Later in 2011, MCOM, tired of fighting with IT, bought our own server.

Other issues with IT are also the lack of reliable internet accessibility across all of the campus. Regarding student engagement, we would like to use the student's portable devices for instant feedback. However, many places and classrooms cannot not receive a Wi-Fi signal. The radio

station would like to stream live from remote locations across campus via Skype. However, even in the main quad, Wi-Fi is not available. Other engagement issues would be more easily attained if IT was more flexible.

7.1 In review of your table two data (pg 40 - 42), the committee is interested in learning how the activity recorded in this table has impacted

students and faculty (results). Can you reflect on your considerable activity and provide some commentary on the results (impact to students and faculty)?

Our faculty's involvement on- and off-campus has greatly enriched our students. Our organizational involvement prepares us to answer questions about the industry and give advice to our students. By being highly involved on campus and knowledgeable of some of its workings, we are able to answer our students' questions about navigating the campus and community college in general. In addition, we are setting the example that involvement and good citizenship are important in contributing to one's professional success.

7.2 What discipline-specific training would you pursue if the budget allowed for more travel and conferences?

We would pursue using social media as a marketing and recruitment tool, as well as re-training on the new Pro Tools Software and Adobe Creative Suite. Participating in "Best Practices" forums as to what other CC's and Universities are using in their classes/labs always have been beneficial.

Have you approached faculty & adjuncts in your discipline to share ideas, experience, & knowledge in a Flex Week forum?

Yes, Dr. Wirig has done a few Flex Week presentations, all minimally attended. Jeanette Calo has participated in Flex Week in her role as Faculty Professional Development Committee Chair, and has also co-presented with Lorena Ruggero on advertising school events on- and off- campus. Unfortunately, since adjuncts are not paid for preparation for such activities, none have led a presentation. However, while Flex Week has provided very little in our specific discipline for our faculty to be engaged, our full-time and part-time faculty all fulfill their required time.

7.2 The committee would like to support your needs for discipline-specific training. Can you provide specific examples of requests coming from

your advisory committee with regards to computer-based programs that are required for your students to enter the workforce? You also mention this in section 6.3. What specific computer-based programs are you in need of to meet the needs of employers (you can combine this

Each media outlet is unique, with specific equipment and processes. For example, I-Heart Radio (formerly Clear Channel) uses Pro-Tools as its main audio editing platform. However, Salem Communications is dedicated to Adobe Audition and Creative Suite for its editing platform. The same applies to TV stations, and Apple vs PC platforms and software. MCOM does not have the fiscal, physical or facility resources to accommodate all platforms and software. This is where "teaching correct principles so that students can govern themselves" really applies. Just like a driver's ed teacher cannot teach in every type of vehicle, MCOM cannot teach on every type of platform. However, we can teach the practical principles and help student attain critical thinking skills to adapt and go, not matter where they may be employed or end up. Media will always be good when one understands its basis. The tools will constantly change, but quality will always be our goal.

7.3 In what way does the Community Advisory Committee provide the most value to students and/or faculty?

MCOM's Advisory Council is made up of different media professionals from various media outlets. The most valuable information the council provides is the necessary every changing marketplace skill sets the stations or facilities are looking for students to master. These include training on equipment, knowing terminologies, and writing skills for news, productions and PSAs, as well as computer-based programs.

8. The committee acknowledges the campus-wide cuts made in 2010 -2011. What other factors could be contributing enrollment dropping 2013 -

2015 Fall?

Other factors could include low birth rates, school reputation, basic skills course matriculation and poor information from Counseling. Additionally, the poor website – which has gone from an innovative site to a fade-in-the-background, looks-like-everything-else site – is complicated to use and navigate, and WebAdvisor is a non-intuitive enrollment program that students also have difficulty navigating. Other factors could include classroom toxicity of former faculty and students.

8.1. The committee acknowledges the campus-wide cuts in 2010 -2011. Are any of the enrollment reductions due to factors other than 2010-2011

cuts? In other words are there any courses being offered that have low enrollment for reasons other than budget cuts (p. 45)?

For your department, which courses have strong enrollment, and which ones have weak enrollment? Which courses do students have trouble completing due to scheduling limitations (to follow up your earlier commentary about needing larger classrooms for large lecture courses)?

The ‘what if’ table on the following page, prepared by Bonnie, has some analysis of large vs. small class ratios based on different fill rates. Please contact Bonnie to discuss this table if you have any questions.

REFER TO THE TABLE NEXT PAGE BEFORE ANSWERING THIS SECTION

Prior to the cuts, MCOM had several sections in high demand. As a result, we offered many courses with multiple sections:

MCOM 117 Television Studio Operations had three sections— one MW, one TTH and one evening section. Drops in enrollment caused MCOM to eliminate the evening section. With the retirements of Dr. Emami and Mr. Snead, along with the budget crisis, MCOM was compelled to eliminate an additional section of MCOM 117.

MCOM 120 used to be very popular as well. We had two sections of MCOM 120, until the same retirements and budget compelled the department to cut the other section. MCOM believes the loss of all the full-time video faculty, as well as the mandates from the administration, are the reasons for the dropping of the video area of emphasis sections.

It was noted in Bonnie’s email that our GE courses saw a sharp decline in enrollment. This could be due to a former faculty member, a couple of “toxic” students as well as other students not being funneled into those courses from matriculation personnel. Additionally, MCOM 110 is now being taught online and may be contributing to the lower enrollment for the on-campus classes. The department has worked with the Dean of ALC and are working to not overschedule MCOM 110, which had as many as five highly enrolled sections. Marketing is a problem and is out of MCOM’s purview. We have made suggestions to different entities on campus to promote our programs, and have developed literature and brochures— which were met with some people believing MCOM was usurping other areas. Prior to the portage of the websites, MCOM had a very dynamic site with links to our programs. Since the portage, MCOM looks the same as every other department. Additionally, the editing of the former web pages were easier to edit and required less time and expertise to manage than the current system. This could also be a reason for the lower enrollments; we don’t stand out anymore, but are forced to blend in the background. If everyone sings the same note, there is no harmony or diversity.

MCOM’s production courses only have a limited amount of stations for students to use, creating the need for smaller class sizes so students can attain a certain mastery of the production principles. If MCOM was with a Media Accreditation Agency, like AEJMC, all media production courses would have a class max of 18, and media writing courses would have a class max of 25. MCOM has been investigating joining such media accrediting agencies that help in student success as well as the prestige these agencies have in the media world.

Student demand has always driven the development and scheduling of courses. Currently, some demands are less than they have been in the past. MCOM ensures that the necessary courses for graduation, transfer and job skills are offered at least yearly for students to attain their goals.

Capstone courses have and are being developed for each area of emphasis:

MCOM 216 ABC are capstone sequences courses for Audio Production MCOM 119 ABC are capstone sequences courses for Broadcast Radio MCOM 230 is the capstone course for Video Production

We are developing a clearer pathway for the Cross-Media Journalism area of emphasis and trying to articulate those with SDSU.

Full-time faculty choose their schedules relating directly to their area of expertise in the department's areas of emphasis. Times and classroom schedules need to be constantly coordinated to accommodate various student needs as well as the instructor's. Adjunct faculty have been given assignments based on program and student needs. The Chair tries to accommodate the adjuncts' schedules with their other responsibilities outside of the college.

MCOM's production courses lead to jobs! This was pointed out in a different section. The progressive nature of our classes lead to a path-goal experience for the student. It should always be remembered that our courses are a step by step process of learning terms, actions and skill sets, which cannot be mastered or attained by a single course or lab. Much like climbing a ladder, a student cannot safely jump to top, but must follow a rung by rung approach to reach their goal. MCOM's courses are structured in this method. MCOM believes that education is a process, not an event. In the past, MCOM has received notices of commendation from different media outlets, including KUSI, KFMB, KCBQ, KOGO, 91X, KSON, KNX, The Union Tribune, etc., for the training our students have attained while participating in our programs. One former student who has since left the San Diego area, stated that he attained a paid position at a local radio station simply by mentioning the he was one of Dr. Wirig's radio students. According to this student, the Program Director handed him the hiring forms, and stated that since he was one of Wirig's students, he knew the quality of the work ethic at Griffin Radio and how students are trained and that he could start work the next day. We don't mention this as a chance to brag, but to instill in and inform this committee that MCOM produces quality and ready for workforce students.

As stated in section 4, the lack of a consistent, large lecture room has made it difficult to recruit students into our production classes, because our 110 classes are isolated from the rest of the department. In fact, building 20 is classified by the state as a lab facility, not a lecture facility. This designation started in the initial planning and in other documents including the designation of the bond which funded the building. However, we are lecturing in the building. Our largest space, the Video Studio (20-138) can hold up to 30 students. This space was not designed as a lecture space, but as a live sounding TV studio, with a 30-foot ceiling. Due to construction, and the need for "swing space," MCOM was asked by different administrators and chairs/coordinators to leave the larger lecture hall 220 and surrender more time in the remodeled 21-235, which was the old TV studio. 235 holds 50 students. MCOM had been accommodating to other programs' needs, but the promises that were made to the department that we could return to those larger spaces once construction had been completed has yet to occur. MCOM teaches in different buildings across campus, away from our immediate area due to broken promises of people who are no longer accountable to the district. MCOM believes that holding the GE courses closer to our area used to promote students in those classes to change their major to MCOM, since it was easy to guide students to our area when immediately accessible to adjoining classrooms.

MCOM is looking for solutions to help those in the areas of marketing and recruitment, website delivery, promotion and outreach to try to garner more students into our GE and production-based courses so that a balance ratio can be maintained.

8.3 In 7.2 you mention your advisory committee requesting specific computer-based programs that are required for your students to enter the workforce? You also mention this in section 6.3. Here in section 8.3 you mention that you have “creatively kept pace with the software technology and programs most used and required.” (p. 46). Please help the committee understand what your specific needs are with regards to computer-based programs for your department. Are you needs being met or not?

Thankfully, due to MCOM’s participation in Perkins, our needs are currently being met. However, there is a necessity for Windows 10 computers and always faster processing speeds. In addition, needs can change when new technologies occur or when software platforms/programs are abandoned by the industry.

9.0 Recommendation 5. What courses do you consider to be extraneous or obsolete?

Since our alignment is with C-ID courses, nothing in MCOM Curriculum is extraneous or obsolete.

Note: Recommendations 2 and 7 are redundant

Recommendation 7: How specifically would the department ‘brand’ be executed to attract more students? Will the brand alone be the expected driver for more student enrollment, or are their specific brand execution elements that you can elaborate on? For example, is social media part of this brand communication? Is the ‘brand’ a new logo, or is it part of a larger integrated marketing campaign? Please provide more detail on the brand execution strategy.

No, the brand – which includes a new logo and look for our other marketing products – alone would not be the expected driver for more student enrollment. Right now, the department is working on creating brand recognition, so that students and prospective students would be able to know our work at a glance, without digging through the webpages. We also published a new department video and plan to incorporate social media beyond YouTube.

Recommendation 9. Please elaborate on the “pathway forward” referred to under Retention (section 9.1 indicates it is “developed”, but section 9.4 (recommendation 9) recommends to ‘develop’ a “pathway forward”. Please clarify.

Dr. Wirig worked with Beth Smith in her interim position at CPIE to provide the current pathways for an MCOM degree in each area of emphasis. The department is unsure of the status of these pathways, including why they have not been published or disseminated.

It should be noted that Dr. Wirig helped implement the BYU-Idaho Pathways program, which is being emulated by several other colleges (including Queensboro College) as a successful means for students to get their degrees. In the BYU-I Pathways programs, more than 6,000 students graduated last year (Spring 2017) from 26 different countries in several different majors off campus across the world. Dr. Wirig has shared his experiences and expertise constructing pathways to various administrators and at different committee meetings.

9. NOTE: Page 54 - 55, following recommendation 11. Please move this content (paragraph 2 onward) to a different section (strengths and

weaknesses), as this is not recommendation content.

It will be deleted.

9 You state in item 5 of page 57 that “daily staples like social networking and online video were not part of our last Program Review”. How are

you addressing these technologies now, given that they have been in use for quite some time (2005 for youtube and facebook)?

We are in the process of developing courses that will hopefully align and transfer to SDSU. In September 2017, MCOM, along with Dee Aceves and Sarah Moore, met with SDSU’s Journalism department to explore such possibilities. We have been using social media in our student media, and students are taught

how to create and upload online videos. Our faculty needs to stay abreast of technological trends and changes, and have practical marketplace experiences to really put into practice that elements needed for today's media students. Frankly, we would like the committee's recommendation to take to the Faculty Hiring Committee to replace and fill the 2012 retired faculty positions with new full-time faculty with such expertise.

APD X

Your table on pg 70 shows several course outlines that appear to not have been updated for 20 years (MCOM 250 ABC, MCOM 251, MCOM 253, MCOM 255. Also MCOM 217 (11 years old). and MCOM 226 (14 years old). Have you contacted Marsha Raybourne for direction on updating these course outlines?

Yes, and we thought that all of those have been deleted; at least, Dr. Wirig's records show the submission of paper work of such deletions.no longer offers any of those courses, and hasn't for many years. They will be deleted from the final report.

MEDIA COMMUNICATIONS POLICY MANUAL

I. GENERAL

The provisions in this manual have but a single purpose: to ensure an environment supportive of learning, collegiality and teaching to fulfill the Department Goals and Objectives. The department's sole mission is to serve its students, and to that end, the department's primary requirement of faculty and staff is unrelenting professionalism and service. All department activities and decisions will be placed against that mission, and that standard.

This manual will be maintained as a ready reference by faculty and staff for prompt and professional resolution of any situation rising from the ongoing interaction of faculty/staff and students in the department's physical setting, including all classrooms, labs, studios, offices, equipment rooms and common areas. Should the manual not provide a resolution, involved faculty and/or staff will bring the matter to the immediate attention of the department chair or, in the chair's absence or involvement, the division dean.

This manual will be in concurrence with conditions, restrictions, and protections as contained in campus-wide and district-wide policy and procedure manuals, as well as legal contracts and conditions negotiated by the Faculty Union, California School Employees Association and the California Education Code as pertaining to Community Colleges.

The department chair is responsible for obtaining and distributing to faculty and staff district and campus policy changes necessary to keep this manual current.

This manual will be subject to an annual review at the conclusion of each Spring Semester. Comments and/or suggestions from full-time faculty and staff will be received by the last class day of April and distributed to faculty and staff in memo form for individual consideration. Decisions concerning suggestions for revision will be made during the full-time faculty department meeting in association with Staff Development Week before the beginning of the Fall Semester. Approved revisions will be immediately incorporated into the manual and go into effect for that Fall Semester. Deletions, additions, revisions or modifications to this policy manual shall require a majority vote of full-time faculty and staff.

II. DEPARTMENT MISSION & GOALS

MCOM Mission Statement

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, which will lay the foundation for developing a professional media mindset, university transfer and/or meaningful careers.

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 enables them opportunities to work with industry professionals;

Train with equipment that emulates the changing and converging world of media communications, which are updated or replaced regularly, to help students adapt to recent practical developments in the media communication fields;

Be enriched by faculty who are involved in professional and academic activities, which contributes in providing students with current information, trends and practices found in media communication professions.

III. FACULTY AND STAFF

Faculty

Department faculty consists of instructors in the approved areas of instruction as designated by the Human Resources office through the District. Faculty job descriptions and duties are found in Appendix L-1 of the Faculty Union agreement (Appendix G to this manual). Faculty is responsible for providing students with

instruction on care and use of equipment and to require students to have proper authorization to check in and out equipment or schedule facility time.

Faculty will request and supervise all hourly student aids designated as teacher assistants (TA's) or tutors.

Staff

The department employs a Senior Electronic Technician with responsibilities described in the California School Employees Assn. agreement (Appendix H). Staff is responsible for supporting faculty instruction. Faculty and the Senior Technician will work together to provide optimum learning conditions for students by coordinating the following division of duties.

Engineering will request and supervise all hourly student aids designated as engineering or lab assistants.

Adjunct Faculty

Additional adjunct instructors are employed as circumstances require or permit. The department will maintain an adjunct pool in accordance with District Personnel Department policy and directives (Appendix I).

IV. COURSE ASSIGNMENTS AND SCHEDULING

A primary function of the contractual duties of the department chair is: "Work with the appropriate administrators in planning and scheduling personnel and activities of the department for regular semesters and summer inter-session."

The department chair will seek input from MCOM faculty as to the scheduling of courses, labs, classroom and other facilities. Faculty should keep in mind that the chair recommends the schedule to the dean and the scheduling office. The chair will endeavor to meet the requests of the faculty. Faculty should not expect that any or all requests or changes can or will be met. Faculty should remember that Right of Assignment rests solely with the Administration.

All assignments are to coincide with Title 5 regulations as to Minimum Qualifications for subjects taught.

Adjunct faculty may be hired to meet additional course offerings as needed and/or permitted. There are no guarantees that any adjunct will be hired or retained. Should sections be offered, those with assignment preference will be given first opportunities for adjunct employment.

Full-time faculty contractually reserves the right to teach classes or sections before a section or course is offered to an adjunct faculty member.

The department chair will distribute the schedule to the faculty once submitted to the scheduling office and administration.

V. RIGHTS AND RESPONSIBILITIES

Faculty

Rights and responsibilities of faculty, both full-time and adjunct, will be observed and maintained in accordance with the current Union Agreement, Full-time and Adjunct Job Descriptions are found in the appendix.

All requests for classroom or lab instructional assistance from any engineering staff must be submitted through the department chair or the division dean.

Because of its technical demands, the department will actively invoke mandates in Full-Time Faculty Job Description Para. E.2, to “continue to develop professional skills and knowledge” through requests to receive outside training and/or instruction in the proper use and operation of any and all equipment present in the department inventory.

Staff

Rights and responsibilities of classified staff will be observed and maintained in accordance with the current California School Employees Association Agreement on file in the office of the division dean. Staff is responsible to the division dean and operates under the provisions of Para. H of the Department Chair Description, Appendix L-7 of the Union Agreement.

It is the right of the staff to request and receive training, or funding for training, in the operation and/or maintenance of all, but not limited to, equipment in the department inventory.

It is the right of the staff to request attendance at conferences, seminars, and

workshops that are considered part of the Media Communications field and necessary to installation, use and maintenance.

Students

Rights and responsibilities of students will be observed and maintained in accordance with current articles, regulations and procedures specified in the Student Conduct Code (Appendix J to this manual).

VI. FACILITIES

Use

Classrooms, labs and studios in the Media Communications Department are reserved for exclusive use as a learning environment for Media Communications faculty, staff and students. Visitors may be permitted into these areas only with permission of attending faculty or the chief engineer. Campus classroom availability may require the occasional use of rooms by other departments, with approval of the dean or campus scheduler. Engineering will be responsible for equipment scheduling, check-out and tracking, and for studio scheduling and use.

Faculty will be responsible for providing students with instruction on use, care and check-out procedures for all facilities used as part of the educational process.

Engineering staff will be responsible for tracking and coordinating student use of Media Com studio and lab facilities used in the educational process.

Engineering staff has authority over use of facilities in situations related to safety, security, abuse and/or misuse, in the absence of faculty. Specific occurrences will be documented and actions taken will be presented to the department chairperson.

It is the responsibility of the engineer to advise faculty of facilities that have become unusable or unavailable. Engineering support staffs, such as student lab

assistants, do not have this authority.

Only students currently enrolled in MCOM courses which require access to specific/designated MCOM facilities and equipment may reserve and check out the use of the facilities and equipment for their current class. Exceptions to this must have the approval of the Chair and the engineer.

Instructors will allocate proper time in class/labs sessions to making sure all equipment is properly put away and the facilities be kept in proper working condition.

It is the responsibility of faculty to begin and end scheduled classes on time and to observe the 10-minute break between classes in a collegial manner.

Scheduled class/lab areas will be kept free of traffic and unscheduled use of equipment and space.

The noise level during instruction and equipment use will be kept reasonable so as to avoid disturbance in the neighboring class/lab areas. Faculty will give 48 hours' advance notice to other faculty when potentially disturbing activity will occur.

Access

No student or other unauthorized person will be permitted to enter or remain in the Media Communications Department facilities when neither faculty or the chief engineer or his trained designee is not present. The faculty and engineer are equally responsible for enforcing this rule. Secure access to facilities will not be made available to students or any other persons except by established check-out procedures.

Maintenance

Faculty, staff and students will coordinate efforts to keep the facilities clean and undamaged. Faculty are responsible for policing instructional areas, erasing whiteboards and returning chairs to lecture position before departing at the end of the instructional period. Food and drink are not allowed in any classroom, studio or lab area. Any need for immediate maintenance or correction of a safety hazard will be immediately brought to the attention of the engineer or department chair, who will take the necessary action.

Security

All faculty and full-time staff will receive instruction on proper use of security systems and will be provided a valid self-chosen password to control system. It is the

responsibility of faculty and staff to understand and use any district or college approved security systems including but not limited to alarm system, equipment check-out procedures, and locking mechanisms.

It is the responsibility of faculty and staff to ensure that equipment cabinets, equipment storage closets, engineering equipment room, doors to instruction areas and labs, or any facility made accessible by them, are secured after each use.

It is the responsibility of the engineer, or designated engineering staff, to secure the entire facility at the end of their scheduled working day and engage all security measures. Faculty wishing to remain in or use facility may assume this responsibility and become solely responsible for security. In the event that engineering staff are not present during normal working hours, the faculty member accessing the facility will assume control of security.

Security on weekends and off-hours use of facility become the sole responsibility of faculty or staff member accessing facility at that time and engaging or disengaging security system.

The technician shall maintain access to all areas. In case of emergency, campus security can provide access to all areas. Identification may be required. Off-hour access may be provided to authorized individuals.

V. EQUIPMENT

Use

It is one of the department's goals to provide students with the tools and equipment necessary to complete assigned projects on time. Due to the limited inventory of equipment, unexpected equipment failure, availability of supplies, and scheduling constraints, this may not always be possible.

Studios and equipment use will be reserved exclusively for instruction in the Media Communications curriculum.

Access

Access to studios and equipment is limited to students currently enrolled in the appropriate Media Communications classes. No student may check out equipment or be cleared to use in-studio equipment independently until that student has successfully

completed coursework in the use of that equipment. Final authority on equipment access will reside with the department chair and chief engineer.

Students registered in Media Com classes have the right to access, check out, operate and practice with all instructional equipment subject to certain reasonable rules and restrictions as determined by the faculty and staff of the department by consensus.

Normal hours for equipment check-out and studio use are 8 a.m. to 3:30 p.m. Monday through Thursday, and 8 a.m. to 3:00 p.m. on Friday.

Responsibilities

Engineering is responsible for the scheduling and tracking of equipment and studio time. It is the responsibility of faculty to provide students with instruction on care and use of equipment and to require students to have proper authorization to check out equipment and schedule studio time. Tutoring and instruction, either on equipment or in studios, are the responsibility of faculty and/or their aids. All requests for classroom or lab instructional assistance from any engineering staff or designated assistant must be submitted through the department chair or the dean.

Engineering has final authority over use of equipment and studios in situations related to safety.

Engineering has final authority over use of equipment and studios in situations related to operational failure.

Engineering has final authority over use of equipment and studios related to situations of abuse and/or improper use.

It is the responsibility of the engineer to process faculty-approved equipment purchase requests, review the contents for technical requirements, research the cost and availability of equipment, discuss changes or additions that are deemed necessary, and submit the purchase request to the district purchasing department. The technician will track and receive equipment ordered.

It is the responsibility of the department to provide the technician with a budget for necessary maintenance and repair.

Failure to return equipment on the due date and time, or returning damaged equipment, may result in suspension of student check-out privileges.

VI. CURRICULUM

General

All Media Communications courses will be taught according to the approved curriculum and course outlines. The same Student Learning Outcomes will apply to all sections of the same course. Faculty will ensure that their syllabi, schedules and teaching plans follow these guidelines in order to ensure academic continuity throughout course sections.

The guidelines are not intended to discourage innovation. So long as students exit with the same skills, faculty are encouraged to make the journey as creative as imagination and resources permit. Appendix H to this manual is Innovative Pedagogy, an ongoing collection of Media Com faculty ideas that can improve and enrich the learning experience. Contributions to this section are encouraged of all full-time and adjunct faculty.

Course Outlines

Department of Media Communications official course outlines are attached as Appendix B to this manual.

Student Learning Outcomes

SLO's for each course are attached as Appendix C.

Development/Revision

The department must remain constantly aware of the constant changes occurring in professional media and anticipate curriculum development and/or revision to keep curriculum current with outside events. ***This is not an option.*** Faculty and staff are encouraged individually to use or study new classroom techniques, teaching skills, technology, to isolate principles driving the technology, and to bring those principles for discussion to department curriculum meetings that will be called during each semester. The slow pace of curriculum development/revision compels the department to think ahead and then to frame generic curriculum proposals that can be fleshed out as the approval process moves forward.

The department will establish and maintain an advisory panel composed of working professionals in the fields of video, audio, radio, new media, journalism and education. The department will meet with the advisory panel on an annual basis to keep curriculum current and relevant.

The department chair is responsible for maintaining the advisory panel membership.

VII. STUDENT MEDIA OPERATIONS: STUDENT RADIO STATION AND THE STUDENT NEWSPAPER

General

The Department of Media Communications operates a campus radio station, and publishes an online newspaper with limited hard copy editions each semester. Both organizations operate under an instructional faculty member.

Priorities

The first priority of all practical application student media courses is the pursuit of student education toward a professional- media mindset. This will be achieved through the approved educational process and curriculum. The student newspaper and radio station are first and foremost approved curricular courses and labs, to be used in the training and education of enrolled students. The student newspaper and radio station should not be viewed or promoted as commercial or professional enterprises to the college or local communities, but as courses and labs to educate and train students toward a professional media mindset.

The second priority of practical student media courses is to learn to serve their communities. The Grossmont College Community should be the primary service of MCOM Student Media, followed by off-campus communities, and outreach via the Internet and World Wide Web. In serving these communities, the educational process as prescribed by the approved curriculum, district, state, federal and other regulations must and will be followed.

Satisfaction of those two priorities is the sole mission of Student Media Operations. All activities and decisions of those operations will be placed against those standards.

Audience

The primary goal of all student media is to teach students skills toward a professional media mindset. While having an audience to showcase those skills is desirable, an audience is not required for students to succeed in learning and applying their skills and student learning outcomes; nor should an audience be a measure for student success in an educational classroom or lab setting (Title V).

1. Student Print and On-Line Newspaper

The target audience for the student online newspaper is the Grossmont College community. That community includes students, administration, faculty and staff. Though the population is diverse, the prevailing demographic factor (the factor present across the population) is defined in the College Mission Statement (College Catalog): "Grossmont College will provide high quality education and support services to prepare students for success at baccalaureate institutions, to develop their workplace skills, and to enrich their social and cultural awareness so that they might live more productive and responsible lives." Newspaper content will strive to appeal to that demographic while adhering to the educational mission of the school, department and program. Audience participation or readership will never determine the grade of the student enrolled in the newspaper class.

2. Student Radio Station

The target audience for the student radio station is the Grossmont College Community. That community includes students, administration, faculty and staff. Though the population is diverse, the prevailing demographic factor is defined in the College Mission Statement: "Grossmont College will provide high quality education and support services to prepare students for success at baccalaureate institutions, to develop their workplace skills and to enrich their social and cultural awareness so that they might live more productive and responsible lives." The secondary audience of the student radio station is all who can access the station via the World Wide Web. Content for the student radio station will strive to appeal to these audiences while adhering to the educational mission of the school, department and program. Audience participation or listenership will never determine the grade of the student enrolled in the radio station class.

Standard Operating Procedures

Faculty teaching the courses for the student radio station and the student newspaper will maintain a standard operating procedure (SOP) for the respective operations, reviewed and approved by the department chair and the division dean. Copies of the SOP will be on file in the radio station, the newspaper, the advisors' offices, office of the chair and office of the dean.

The SOP will set standards of performance for programming and content in accordance with the requirements of this policy. Tables of organization, facilities usage, operating hours, deadlines, delegation of authority, staff responsibilities and advertising regulations will be included in the SOP.

VIII. STUDENT SUPPORT SERVICES

Grossmont College maintains an extensive inventory of support services for its

students. Detailed information may be found in the “Student Services” section of the College Catalog. Faculty and staff are advised to review this section at the beginning of each semester in the interest of incoming students who may encounter situations that can be resolved early-on by the appropriate referral.

Instructors teaching entry-level classes are strongly encouraged to schedule 15 minutes into the first or second class meeting each semester for a presentation to students by a representative from the Counseling Center.

IX. OFFICE HOURS

In accordance with the Union Agreement, full-time faculty are required to maintain five office hours per week. Faculty will post office hours on or adjacent to office doors and include the schedule in their class syllabi. Office hours are not required of adjunct faculty. Full-time Faculty will give a copy of their schedules to the Department Chair and Division Dean by the second week of the semester in accordance to the Union Contract.

X. CONFERENCES AND TRAVEL

Budget

The state of our industry indicates a strong imperative to keep abreast of events, and conferences are an excellent information source, both to enlighten faculty and to build into lesson plans.

Planning

Faculty and staff will bring conference and travel requests, with cost estimates, to the regular department meeting. In the absence of line item departmental funding, Faculty must secure their own funds from other sources, including but not limited to Trust Funds, VTEA, Mini-grants, Professional Development, etc.

Sabbatical Leave

Faculty considering sabbatical leave will follow the procedures of the Union Agreement.

XI. COMMITTEES

Though the Union Agreement job description for full-time faculty does not make committee membership a responsibility “primary to the faculty role,” it is obvious that Media Communications faculty participation on college and/or district committees

strengthens the department's position both generally and specifically, through visibility and through first-hand access to information that will routinely affect the department. Therefore, membership on at least one committee is strongly advised of each full-time MediaCom faculty.

The size of MediaCom faculty also qualifies it for two seats in the Academic Senate. The chair will hold one seat; the other will be appointed annually to a faculty member, if there is no faculty requesting to serve in the position.

XII. DEPARTMENT MEETINGS

Department faculty, adjuncts and staff will hold two general faculty meetings per year, during Staff Development Week before the beginning of each semester. Dates and times of those meetings will appear in the Staff Development Week schedule, and attendance at the meetings counts toward the Staff Development requirements for faculty and adjuncts.

The department chair and/or division dean may call additional full-time or general faculty meetings at any time during the school year as situations arise whose resolution requires department consensus, or as opportunities arise that require department response and planning.

A full-time faculty meeting shall be defined as a meeting of members of the full-time faculty only, for discussion of, altering of, and adopting of, department policy. Such meetings may call as guests: department staff, administrators, or other faculty and staff, for purposes of gathering information. A quorum shall consist of a simple majority full-time faculty members.

A general faculty meeting shall be defined as a meeting of members of the full-time faculty, with department staff and adjuncts.

It is the responsibility of the department chair to provide notice and an advance copy of the agenda for each meeting, at least three working days prior to the scheduled meeting date, to all faculty and staff persons.

XIII. DEPARTMENT CHAIR

The department chair will be selected in accordance with Faculty Union Agreement for a term of two years. Chair job description is found in the appendices to the United Faculty Agreement (Appendix A).

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
JOB DESCRIPTION**

FULL-TIME INSTRUCTOR (REGULAR AND CONTRACT)

I. General Responsibilities

Under administrative leadership, it is the responsibility of the regular/contract college instructor to participate in the planning, implementation, and evaluation of educational programs, courses, and other experiences that will directly result in the educational growth of the students and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the faculty role. All other listed professional responsibilities are examples of activities which are part of the unique role of each faculty member and is reflective of their individual expertise and interests.

A. Classroom responsibilities

- *1. Meet classes/laboratories on days and times assigned.
- *2. Develop and implement instruction for each class/laboratory period which is consistent with the official course outline.
- *3. Develop, and distribute during the first week of class, a written syllabus for each course to communicate to students course objectives, grading criteria and classroom policies.
- *4. Demonstrate respect for student rights as specified in District policy and applicable laws.
- *5. Submit requisitions for textbooks and instructional materials in a timely manner.
- *6. Refer students to tutoring and related student services when appropriate.
- *7. Supervise students in off-campus activities when participation is expected as part of a course requirement or where such supervision is part of the instructor's load.
- *8. Provide academic assistance and related services to students during scheduled office hours.

B. Evaluation of Students

- *1. Periodically evaluate student progress toward meeting course objectives; advise the students of course objectives, methods of evaluation and the results of the evaluation.
- *2. Return assignments and examination results in a timely fashion.
- *3. Assign grades to students in the manner provided by District policy and

administrative procedure and prescribed by the Education Code and Title V regulations for the State of California.

4. Participate in the credit by examination program where applicable.
5. Provide appropriate dean with assistance on the evaluation of student petitions.

C. Curriculum

Participate in the development and review of curriculum as needed.

D. Student Advising

1. Advise students enrolled in the instructor's classes in such matters as:
 - a. course content, scope and meaning;
 - b. major course requirements for the degree or certificate;
 - c. learning skills;
 - d. collateral or enrichment reading or experience opportunities for further understanding of the courses or subject field;
 - e. career alternatives/opportunities related to the subject field.
2. Participate as a faculty advisor to student organizations or clubs.

E. Professional Development

- *1. Participate in required professional development activities.
2. Continue to develop professional skills and knowledge.
3. Participate in planning staff development programs.
4. Participate in institutional research activities and grants.
5. Assist in the planning, development and implementation of a professional intern or student teacher program.
6. Attend/participate in professional conferences, seminars or meetings.

F. Additional Responsibilities

- *1. Regularly attend and participate in department/division meetings.
2. Attend commencement ceremonies and convocations.
3. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or district level, or participate in other significant nonclassroom college, district or community activities.
- *4. Keep official records and collect data required by District policy and administrative procedures; submit records and data in accordance with college procedures.
5. Participate in supervision of student assistants and paraprofessionals.

6. Participate in articulation activities and the coordination of inter-divisional and intra-divisional learning activities.
- *7. Abide by departmental regulations concerning the proper use, care and security of equipment.
8. Advise management of unsafe conditions or potential hazards and recommend solutions.
- *9. Participate in advisory committee meetings when required by divisional programs.
- *10. Report absences due to illness or for personal necessity to the division dean/director or designated officer; advise management of the intended date of return prior to the class meeting.
11. Provide recommendation for purchase of instructional supplies and equipment.
12. Consult with management on division personnel needs; assist with preparation of position descriptions and serve on screening/interviewing committees as needed.
- *13. Participate in the tenuring process.
14. Participate in the evaluation of regular faculty and adjunct faculty.

G. Additional Responsibilities if assigned an intercollegiate athletic class through the Department of Exercise Science and Wellness.

- *1. Actively identify and recruit qualified students to participate in the intercollegiate athletic program.
- *2. Set and maintain standards for team discipline while fielding a competitive level team. Ensure all program participants comply with the state athletic constitution.
- *3. Assist in the selection and supervision of assistant coaches.
- *4. Conduct home athletic events as well as supervise team travel to off-campus competitions. Be responsible for all regular and post season activities/competitions.
- *5. Stay abreast of contemporary sport coaching techniques, strategies and rule changes for the sport assigned.
- *6. Assist students in maintaining eligibility and facilitate their participation in the academic support program.
- *7. Provide information regarding the program in general, including scores and statistics, to the press, the campus and the community at large.
- *8. Work with the Athletic Director in the development of the sport schedule and budget.

- *9. Participate in fund-raising activities.
- *10. Adhere to all college and district procedures regarding aspects of purchasing, money handling, travel requests, vehicle use, driving requirements, and other fiscal or travel related issues..
- *11. Actively work to reduce any injury or liability to students and others, including keeping authorities apprised of the condition of practice facilities; work directly with the Athletic Trainers and work collaboratively with the grounds and maintenance personnel.
- *12. Meet all coaching responsibilities as outlined in each college's Coaches' Handbook.
- *13. Display positive coaching ethics and conduct in professional relationships on campus and with the public.

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Appendix K-2

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION

PART-TIME INSTRUCTOR

I. General Responsibilities

Under administrative leadership, it is the responsibility of the adjunct instructor to perform those tasks and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the adjunct instructor role. All other listed professional responsibilities are examples of activities which are part of the unique role of each adjunct instructor and is reflective of their individual expertise and interests.

A. Classroom Responsibilities

- *1. Meet classes/laboratories on days and times assigned.
- *2. Develop and implement instruction for each class laboratory period which is consistent with the official course outline.
- *3. Develop and distribute during the first week of class, a written syllabus for each course to communicate to students, course objectives, grading criteria and classroom policies.
- *4. Demonstrate respect for student rights as specified in District policy and applicable laws.
- *5. Submit requisitions for textbooks and instructional materials and/or recommend to department chairs/coordinators appropriate text selections, in a timely manner.
- *6. Refer students to tutoring and related student services when appropriate.
- *7. Supervise students in off-campus or co-curricular activities when participation is expected as part of a course requirement or where such supervision is part of the instructor's load.

B. Evaluation of Students

- *1. Periodically, evaluate student progress toward meeting course objectives; advise the students about methods of evaluation and the results of the evaluation.
- *2. Return assignments and examination results in a timely fashion.
- *3. Assign grades to students in the manner provided by District policy and administrative procedure and prescribed by the Education Code and Title V regulations of the State of California.

4. Participate in the credit by examination program where applicable.
 5. Assist appropriate administrators with recommendations regarding waivers and student petitions where applicable.
- C. Curriculum
1. Participate in the development and review of curriculum as needed.
- D. Student Advising
1. Advise students enrolled in the instructor's classes on such matters as:
 - a. Course content, scope and meaning;
 - b. major course requirements for the degree or certificate;
 - c. learning skills;
 - d. collateral or enrichment reading or experience opportunities for further understanding of the course or subject field;
 - e. career alternatives/opportunities related to the subject field.
- E. Professional Development
- *1. Participate in required professional development activities.
 2. Continue to develop professional skills and knowledge.
 3. Participate in planning staff development programs.
 4. Participate in institutional research activities and grants.
 5. Assist in the planning, development and implementation of a professional intern or student teacher program.
 6. Attend/participate in professional conferences, seminars or meetings.
- F. Additional Responsibilities
1. Attend and participate in department/program/division meetings.
 2. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or District level, or participate in other significant nonclassroom college, District or community activities.
 3. Participate in supervision of student assistants and paraprofessionals.
 - *4. Abide by departmental regulations concerning the proper use, care and security of equipment.
 - *5. Keep official records and collect data required by District policy and administrative procedures; submit records and data at times specified by

management.

6. Participate in articulation activities and coordination of inter-divisional and intra-divisional learning activities.
7. Attend advisory committee meetings when required by divisional programs.
8. Report absences due to illness or for personal necessity and the intended date of return, if at all possible, prior to the class meeting to the division dean/director.
9. Provide recommendations for purchase of instructional supplies and equipment.
10. Attend/participate in "in house" conferences, seminars or meetings.
- *11. Provide administrators, chairs and coordinators with sample instruction materials as may be deemed necessary, such as examinations, lab projects or course syllabuses.

G. Additional Responsibilities if assigned an intercollegiate athletic class through the Department of Exercise Science and Wellness.

- *1. Actively identify and recruit qualified students to participate in the intercollegiate athletic program.
- *2. Set and maintain standards for team discipline while fielding a competitive level team. Ensure all program participants comply with the state athletic constitution.
- *3. Assist in the selection and supervision of assistant coaches.
- *4. Conduct home athletic events as well as supervise team travel to off-campus competitions. Be responsible for all regular and post season activities/competitions.
- *5. Stay abreast of contemporary sport coaching techniques, strategies and rule changes for the sport assigned.
- *6. Assist students in maintaining eligibility and facilitate their participation in the academic support program.
- *7. Provide information regarding the program in general, including scores and statistics, to the press, the campus and the community at large.
- *8. Work with the Athletic Director in the development of the sport schedule and budget.
- *9. Participate in fund-raising activities.
- *10. Adhere to all college and district procedures regarding aspects of purchasing, money handling, travel requests, vehicle use, driving requirements, and other fiscal or travel related issues..
- *11. Actively work to reduce any injury or liability to students and others,

including keeping authorities apprised of the condition of practice facilities; work directly with the Athletic Trainers and work collaboratively with the grounds and maintenance personnel.

- *12. Meet all coaching responsibilities as outlined in each college's Coaches' Handbook.
- *13. Display positive coaching ethics and conduct in professional relationships on campus and with the public.

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GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION

DEPARTMENT CHAIR

I. General Responsibilities

Under administrative leadership, it is the responsibility of the Department Chair to provide departmental leadership to foster professional growth, recommend and implement the philosophy and mission of the department and encourage departmental members to maintain excellence in curriculum, and support advancement of the visions, missions, and values of the colleges and District.

The Department Chair is selected in accordance with the current Grossmont-Cuyamaca Community College District Governing Board/United Faculty Agreement.

Under the direction of the appropriate administrator, the Department Chair shall represent the department and coordinate the following activities:

EXAMPLE OF DUTIES:

- A. Call and chair department meetings, attend scheduled meetings of Council of Chairs and Coordinators, Academic Senate or the Instructional Coordinating council, and attend division and other appropriate meetings.
- B. Work with the appropriate administrators in planning and scheduling personnel and activities of the department for regular semesters and summer inter-session.
- C. Provide leadership in evaluation of program/course offerings and in innovation in departmental services, activities and resources.
- D. Work with the appropriate administrator to prepare and recommend the department budget.
- E. Participate in the recruitment, selection, evaluation and in-service training of departmental staff, including certificated part-time and substitute personnel.
- F. Work cooperatively with other chairs and coordinators in the District, other educational institutions, potential employers of graduates, and the general and professional communities to share information and techniques relative to the subject area.
- G. Coordinate activities between the administration, student body, and the department.
- H. Facilitate the program's operation by directing the activities of classified employees in the department, coordinate the activities of those employees, and bring to the attention of the administration those problems which require administrative resolution.
- I. Participate as the designated immediate supervisor in the evaluation of classified employees working in the department.
- J. Provide data and information essential for required reports.

- K. Disseminate program information to staff, students, local high schools, and community to promote program. Advise students concerning aspects of program and specialty field. Advise potential students and coordinate program recruitment effort.
- L. Provide leadership and coordinate activities related to establishing program goals, objectives and evaluation.
- M. Coordinate the development and upgrading of program brochures'
- N. Coordinate the selection and evaluation of instructional materials.
- O. Participate in the evaluation and purchasing of necessary equipment. This may involve evaluation, justification, request for proposals and requests for bid preparation, board presentations, etc.
- P. Participate in professional organizations and activities.
- Q. Facilitate book orders where appropriate.

SKILLS AND ABILITIES:

The Department Chair needs to have the ability to:

1. analyze data and information;
2. reason logically;
3. develop, evaluate and present alternative solutions effectively, both orally and in writing.

Further, the chair must maintain effective interpersonal relations in dealing with students, department staff, other departments, and management and exercise critical and independent judgment.

**MEDIA COMMUNICATIONS
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

The Program Review Committee recommends maintaining the Media Communications department. Furthermore, the Program Review Committee commends this department for:

1. Completing the long process required to complete the Journalism ADT (section 1.1 and 2.1).
2. Embedding success strategies in online courses, leading to high success and retention in MCOM 110 & 112 (section 1.2 and 5.1).
3. Maintaining professional collaborations with regional, state and national organizations, as well as local universities. These efforts provide opportunities for students to successfully transfer as well as have access to internships and career opportunities (section 2.3, 5.3).
4. Supporting the award-winning Summit Newspaper and Griffin Radio, and extensive participation and recognition received by Grossmont students at numerous MCOM events (section 5.4).
5. Participating in considerable activities in the areas of community outreach, campus involvement, and professional development. Examples include:
 - COMMUNITY OUTREACH:
 - Off campus: Radio Booth at SD Chargers Blood Drive, La Mesa Flag Day Parade
 - Participation in numerous fairs and clubs.
 - Recognition by the State Senate for volunteerism (section 7.0, pg. 38).
 - CAMPUS INVOLVEMENT:
 - Sharing resources and labs with multiple campus departments, including ASL, Music, Communication and Counseling (pg. 39).
 - Despite being a small department, maintaining extensive participation in campus committees (see table pg. 40-42)
 - PROFESSIONAL DEVELOPMENT:
 - Extensive involvement in the industry, including membership and leadership in MCOM associations, grant writing, and continued pursuit of industry certifications to maintain currency.

The Program Review Committee recommends 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).

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2015-16	74.5	366.4	70.9	348.9
2014-15	84.4	430.0	77.8	373.5
2013-14	88.6	438.1	84.5	415.6
2012-13	94.6	449.1	95.7	455.7
2011-12	100.3	481.4	94.9	392.5

College President

Department Chair

Academic Program Review Chair