GARDEN CITY
COMMUNITY COLLEGE

ACADEMIC PROGRAM REVIEW REPORT

Mass Communications

Associate in Arts

Submitted on 6/15/2018
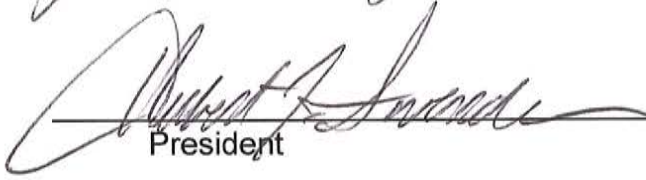
_____   7/9/18
Dean of Institutional Effectiveness   Date

_____   _____
President   Date

Archiving:

Division Leader submits to Dean of Institutional Effectiveness, Planning and Research.
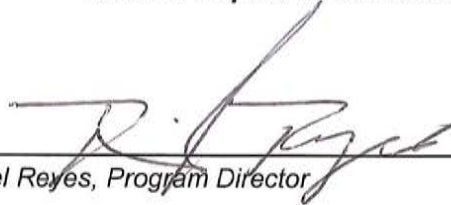

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic and print)
3. A signed signature page (electronic and print)

GARDEN CITY
COMMUNITY COLLEGE

Program Review
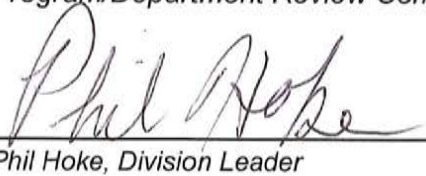## Faculty and Dean Verification

I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

Date __6/25/18__

Daniel Reyes, Program Director

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

Date __6/25/18__

Phil Hoke, Division Leader

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

Date __6/25/18__

Phil Terpstra, Dean

Table of Contents

[Note: programs utilizing external accreditation documents must still complete this table of contents and should cut and paste material into report unless given permission by PDRC to do otherwise.]

[insert page #]

Program Review Components

Other Attachments (to be completed and sent under separate cover)
Program Review Committee Report and Rubric
Administrative Response

Component A - Mission and Context

A.1 Program Mission and Purpose   State your program emphasis area's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program emphasis area fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

GC3 Media exists to introduce and refine traits that will serve students pursuing a future in mass communications/journalism. Non-communications/journalism majors can also benefit from being a part of the media program. As a member of GC3 Media, students will be tasked with generating newsworthy content, reporting, writing, editing, designing, photographing, filming and producing stories/video that will be seen by thousands of people in print and online. GC3 Media allows students to dabble in one or many of the components that make up a media organization. Students can focus on an area of emphasis (design, photography, video, writing), which will allow them additional exposure and preparation to continue their craft at a 4-year university.

The GC3 Media magazine (Breakaway) and newspaper (Silhouette) are the only publications that regularly cover the campus of Garden City Community College.

A.2 Progress Since Last Review   Before commencing with this review, attach from your last review the Program Emphasis Area Goals with Recommended Action Steps (or equivalent) (include as Template Appendix A), as well as the Administrative Response to those goals (include as Template Appendix B), and your Strategic Planning Documents (Appendix D). Identify the original goals from your report as well as any new goals that emerged from your mid-cycle report and in the strategic planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

Table B.1 - Faculty Qualifications: Faculty listed below are those who taught courses for the program emphasis area within the "16-17" academic year as well as those on the "fall 2017" faculty roster from the Dean's office as of November 1st. (Insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
[Full-time faculty listed here]			
Daniel Reyes	B.A. Mass Comm.	University of Kansas	
	B.S. History	University of Kansas	
[Part-time faculty listed here]			
Adam Shrimplin			Shrimplin Photography

Table B.2 - Faculty Demographics: Faculty listed below are those who taught courses for the program emphasis area within the academic year "16-17" as well as those on the "Fall 2017" faculty roster from the Dean's office as of November 1st.

Faculty Demographics	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are						
Non-resident (International)						
Asian						
Black, non-Hispanic						
Hispanic		1				1
American Indian or Alaska Native						
Native Hawaiian / Pacific Islander						
Two or more races						
Race/Ethnicity Unknown (Or Decline to Identify)						
White, non-Hispanic						
Totals						
c.) Number of faculty with doctorate or other terminal degree						
d.) Number of faculty whose highest degree is a master's, but not a terminal master's						
e.) Number of faculty whose highest degree is a bachelor's		1				1

B.3 Faculty Scholarship: Provide, in narrative tabular or report format, a comprehensive record of faculty scholarship since the last program review (last 5 years). In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

> Laura Guy – Kansas Associated Collegiate Press 2nd Vice President (2011-2014)
> Laura Guy – National Scholastic Press Association Board of Director (2012-2015)
>
> Daniel Reyes – member of Associated Collegiate Press, Kansas Collegiate Media and College Media Association; these organizations provide training sessions for members of student media as well as a means to share information among advisors at 2-year and 4-year institutions.

B.4 Department Scholarship Analysis: State the goals previously set by your department's emphasis area for scholarship production (previous review). Analyze whether goals were met and the factors that contributed to goal attainment. What changes or modifications are necessary in light of this analysis?

> There have been no expectations for scholarship in the past. GC3 Media will work on a plan for scholarship for faculty to aid in the improvement of the quality of teaching.

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program emphasis area. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

The media program has a number of great strengths due to its faculty: reporting, writing, copy editing and photography. Having two faculty members with different areas of emphasis and methods of guidance provides multiple opportunities for students to become familiarized with concepts. A gap in the media program that will be addressed with the completion of my master's degree will allow for a wider breadth of knowledge in media production. It will afford me an opportunity to sharpen my skills in the media production world, guiding publications in the digital world as well as learn about new tactics in building an audience. I would also like to better familiarize myself with updates to media law and learn more about the web broadcasting field.

Table B.6 - Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload.

Faculty Workload (over past 5 years, ending Academic Year 2016-17)										
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)				
Academic Year	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17
Laura Guy	42	39	38	32						
Daniel Reyes					20					

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program emphasis area?

> Faculty workload is within acceptable parameters and allows the opportunity for individualized work time with students in GC3 Media. That one-on-one time is paramount for students at this point in their academic careers as they experiment with journalism/communications or reaffirm their interest in the subject. Workload ensures

that students seeking additional guidance beyond class time get that attention. Having Adam to teach the photography classes is helpful to me, as photography was never my concentration and progress in those classes would be slow.

Table B.7 - Percentage of courses taught by each faculty classification: The following table includes the percentage of credit bearing courses taught by emphasis area faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of November 1	2012-13	2013-14	2014-15	2015-16	2016-17
Full-Time	75%	75%	75%	100%	75%
Part-time	25%	25%	25%	0%	25%
TOTAL	100%	100%	100%	100%	100%

Table B.8 - Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program emphasis area and the faculty assigned to teach in the program emphasis areas. Program emphasis areas that offer courses in which students from outside the emphasis area often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by emphasis area faculty.

Student: Faculty Ratio					
Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
# of Full-Time Faculty	1	1	1	1	1
# of Part-time*	1	1	1	1	1
FTE Faculty	1	1	1	1	1
# of Full-Time Students	26	28	42	37	36
# of Part-Time Students	0	0	0	0	0
FTE Student	26	28	42	37	36
FTE Student: FTE Faculty Ratio**					

  * These data are based on course data used for IPEDS reporting as well as faculty data (as of November 1) provided by IE/IR. Please correct as needed and notify IE/IR of any changes made to the data.
  **Full-time equivalent (FTE) is calculated using the following formula:
    Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 - Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

I see no reason for concern given the number of full-time and part-time faculty in the mass communications department. Adam and his professional photography experience allows for the students to learn the basics of photography and then more advanced techniques. Having Adam to focus on photography and photo editing allows me the opportunity to work more hands-on with the reporting, writing and editing process as well as design and layout.

Table B.9. - <u>Summary of Teaching Effectiveness</u>: The following figure includes data derived from student end of course evaluations for the emphasis area.

STUDENT COURSE EVALUATION

GARDEN CITY COMMUNITY COLLEGE

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0082941   Reyes, Daniel

18SP   JRNL-114-01: Media Production II

About Me

I am taking this class because:	Counts	I attend this class regularly.	Counts	I complete assignments by the due date and come to class prepared.	Counts	I have met with my instructor outside of class.	Counts	I think the grade I will get in this class is:	Counts
I chose to	2	Yes	2	Sometimes	1	Yes	2	B	1

Instructor Evaluation

	Responses	Does not apply to this class	Average Score		Responses	Does not apply to this class	Average Score
The instructor explains the material clearly.							
The instructor is knowledgeable about the subject being taught.	2	0	4.00	The classroom environment is comfortable.	2	0	4.00
	2	0	4.00	Please do not fill any of the bubbles on this line.	2	1	0.00
The instructor shows interest in student learning.	2	0	4.00	Equipment in the classroom worked properly most of the time.	2	0	3.50
The instructor encourages participation.	2	0	4.00	An adequate amount of work was assigned to learn the material in the course.	2	0	4.00
The instructor is available during posted office hours.	2	0	4.00	The information for this class was easily accessible on Canvas.	2	0	4.00
The instructor provides adequate feedback on classwork.	2	0	4.00	I worked harder than I thought I could to meet the instructor's expectations.	2	0	4.00
The instructor returns assignments in a timely manner.	2	1	2.00	I would recommend this class.	2	0	4.00
The instructor uses class time effectively.	2	0	4.00	**Lab / Shop Evaluation**			
The instructor asked questions that encouraged critical thinking.	2	0	4.00	Lab / shop work matched the class presentation	2	1	1.50
I would recommend this instructor.	2	0	4.00	The lab / shop environment was adequate.	2	1	1.50
Course Evaluation				In the lab / shop, the instructor spent adequate time with the students.	2	1	1.50
The way this class is taught encourages student learning.	2	0	4.00	The instructor promoted lab / shop.	2	1	1.50
Quizzes and tests are related to information taught in class.	2	0	4.00	I feel my lab / shop experience prepares me to enter the work force.	2	1	1.50

STUDENT COURSE EVALUATION

GARDEN CITY COMMUNITY COLLEGE

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	B	A
outside of class.		
I think the grade I will get in this class is:	B	A
Instructor Evaluation:		
The instructor explains the material clearly.	4	4
The instructor is knowledgeable about the subject being taught.	4	4
The instructor shows interest in student learning.	4	4
The instructor encourages participation.	4	4
The instructor is available during posted office hours.	4	4
The instructor provides adequate feedback on classwork.	4	4
The instructor returns assignments in a timely manner.	4	
The instructor uses class time effectively.	4	4
The instructor asked questions that encouraged critical thinking.	4	4
I would recommend this instructor.	4	4
Course Evaluation:		
The way this class is taught encourages student learning.	4	4
Quizzes and tests are related to information taught in class.	4	4
The classroom environment is comfortable.	4	4
Please do not fill any of the bubbles on this line.	0	

STUDENT COURSE EVALUATION

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Equipment in the classroom worked properly most of the time	4	3
An adequate amount of work was assigned to learn the material in the course.	4	4
The information for this class was easily accessible on Canvas.	4	4
I worked harder than I thought I could to meet the instructor's expectations.	4	4
I would recommend this class.	4	4
Lab / Shop Evaluation:		
Lab / shop work matched the class presentation.		3
The lab / shop environment was adequate.		3
In the lab / shop, the instructor spent adequate time with the students.		3
The instructor promoted lab / shop.		3

STUDENT COURSE EVALUATION

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I think the grade I will get in this class is:	A	B
Instructor Evaluation:		
The instructor explains the material clearly.	4	4
The instructor is knowledgeable about the subject being taught.	4	
The instructor shows interest in student learning.	4	
The instructor encourages participation.	4	
The instructor is available during posted office hours.	4	
The instructor provides adequate feedback on classwork.	4	
The instructor returns assignments in a timely manner.	4	
The instructor uses class time effectively.	4	
The instructor asked questions that encouraged critical thinking.	4	
I would recommend this instructor.	4	
Course Evaluation:		
The way this class is taught encourages student learning.	4	
Quizzes and tests are related to information taught in class.	4	
The classroom environment is comfortable.	4	
Please do not fill any of the bubbles on this line.		

STUDENT COURSE EVALUATION

5/12/2018 12:02:31 PM

0082941   Reyes, Daniel

18SP   JRNL-204-01: Media Production IV

About Me

I am taking this class because:	Counts	I attend this class regularly.	Counts	I complete assignments by the due date and come to class prepared.	Counts	I have met with my instructor outside of class.	Counts	I think the grade I will get in this class is:	Counts
I chose to	2	Yes	2	Yes	2	Yes	2	A	1

Instructor Evaluation

	Responses	Does not apply to this class	Average Score		Responses	Does not apply to this class	Average Score
The instructor explains the material clearly.				The classroom environment is comfortable.	2	1	2.00
The instructor is knowledgeable about the subject being taught.	2	0	4.00	Please do not fill any of the bubbles on this line.	2	1	0.00
The instructor shows interest in student learning.	2	1	2.00	Equipment in the classroom worked properly most of the time.	2	1	2.00
The instructor encourages participation.	2	1	2.00	An adequate amount of work was assigned to learn the material in the course.	2	1	2.00
The instructor is available during posted office hours.	2	1	2.00	The information for this class was easily accessible on Canvas.	2	1	2.00
The instructor provides adequate feedback on classwork.	2	1	2.00	I worked harder than I thought I could to meet the instructor's expectations.	2	1	2.00
The instructor returns assignments in a timely manner.	2	1	2.00	I would recommend this class.	2	1	2.00
The instructor uses class time effectively.	2	1	2.00				

Lab / Shop Evaluation

	Responses	Does not apply to this class	Average Score
The instructor asked questions that encouraged critical thinking.	2	1	2.00
Lab / shop work matched the class presentation	2	1	2.00
I would recommend this instructor.	2	1	2.00
The lab / shop environment was adequate.	2	1	2.00

Course Evaluation

	Responses	Does not apply to this class	Average Score
In the lab / shop, the instructor spent adequate time with the students.	2	1	2.00
The way this class is taught encourages student learning.	2	1	2.00
The instructor promoted lab / shop.	2	1	2.00
Quizzes and tests are related to information taught in class.	2	1	2.00
I feel my lab / shop experience prepares me to enter the work force.	2	1	2.00

STUDENT COURSE EVALUATION

5/12/2018 12:02:31 PM

I think the grade I will get in this class is:	A	B
Instructor Evaluation:		
The instructor explains the material clearly.	4	4
The instructor is knowledgeable about the subject being taught.	4	
The instructor shows interest in student learning.	4	
The instructor encourages participation.	4	
The instructor is available during posted office hours.	4	
The instructor provides adequate feedback on classwork.	4	
The instructor returns assignments in a timely manner.	4	
The instructor uses class time effectively.	4	
The instructor asked questions that encouraged critical thinking.	4	
I would recommend this instructor.	4	
Course Evaluation:		
The way this class is taught encourages student learning.	4	
Quizzes and tests are related to information taught in class.	4	
The classroom environment is comfortable.	4	
Please do not fill any of the bubbles on this line.		

STUDENT COURSE EVALUATION

Equipment in the classroom worked properly most of the time.	4
An adequate amount of work was assigned to learn the material in the course.	4
The information for this class was easily accessible on Canvas.	4
I worked harder than I thought I could to meet the instructor's expectations.	4
I would recommend this class.	4
Lab / Shop Evaluation:	
Lab / shop work matched the class presentation.	4
The lab / shop environment was adequate.	4
In the lab / shop, the instructor spent adequate time with the students.	4
The instructor promoted lab / shop.	4

B.10 _Other Evidence of Faculty Effectiveness:_ Program emphasis areas may provide additional evidence (not anecdote) of faculty effectiveness.

   Consistent number of student enrollment in program.

B.11 Analysis of Teaching Effectiveness: Using data from the data above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

   This is an area where information is not readily available aside from the end of semester student evaluations. An additional resource to collect this information will be developed for subsequent semesters.

B.12 _Faculty Summary Analysis:_ Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the emphasis area. Discuss how workload, course distribution, or other considerations impact the ability of the emphasis area to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

   Course load and distribution are at a good level with regards to quality of teaching delivered to students. Already being a member of the Associated Collegiate Press and Kansas College Media there are a number of training sessions available for professional development; it is just a matter of securing necessary funds for travel and lodging. As far as changes, at the moment it does not appear that changes to faculty would benefit effectiveness.

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program emphasis area. To what degree does the emphasis curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the emphasis is current and competitive.

> The communications program provides students with the opportunity to work in a setting similar to professionals in the field via the Media Production (I, II, III, IV) classes. In addition students work on numerous communication type skills in News Editing, Reporting and Photography I & II. At the conclusion of the associate of arts degree students have the opportunity to pursue of Bachelor of Arts at a four-year institution. The AA and the various journalism teachings afford students the opportunity to pursue careers outside of media, all the while benefiting from the writing and interpersonal communication skills they have refined.
> In 2012 former media adviser, Laura Guy, reported consideration of changing Mass Communication from an academic program to a technical program, citing factors such as transferability, funding, recruiting and marketing as reasons for consideration. She also wanted to explore the possibility of providing certificates in photography, graphic design and mass communication. These points are worth revisiting in the near future to ensure that the GC3 curriculum is comparable with competing institutions as well as 4-year institutions.

C.2 Assessment of Student Learning: Attach your emphasis area's most updated Multi-Year Overall Assessment Plans (attach as Template Appendix C) and their Annual Assessment Reports since their last program review (attach as Template Appendix D). Briefly describe the direct and indirect measures your emphasis area uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the emphasis area. If there is a culminating project in the emphasis area, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

> One of the ways in which the mass communication program assesses student learning and growth is through regular peer review of the various publications focusing on the areas that need improvement, such as story editing, photography composition and design choices. During the peer review the staff discusses different elements that were positive in a story, a photograph or design and offer criticism in areas where improvement can be made. After the critique session the editors and I assign specific deadlines for these areas to ensure they are completed in a timely manner that will allow for review. An updated grading rubric will be implemented for fall.

Table C.3 - Curriculum Map of Program Emphasis Area Student Learning Outcomes: If your program emphasis area has a curriculum map, paste it below. Otherwise, complete the table. In the column headings across the top, list all student learning outcomes (ELO) from the emphasis area and in the column on the left, list the courses offered. Identify within the cells of the table, where each student learning outcome is introduced (I), the course(s) where it is reinforced (R) and the course(s) where students are expected to have mastered the student learning outcome (M) (See sample table below). Copy and paste the table if room for additional ELOs are needed, numbering the ELO sequentially. Add rows for courses as needed in the existing table.

List all Course Numbers Below	Program ELO 1 Employ effective speaking and listening skills for communication in personal, public, and media areas.	Program ELO 2 Apply effective writing skills for communication in personal, public, and media areas.	Program ELO 3 Demonstrate the ability to observe events, gather information, write news reports, report on events, and edit other people's writings.	Program ELO 4 Articulate an understanding of the roles of communication in fostering interaction and interdependence across gender, race, and culture.	Program ELO 5 Work collaboratively with editors, designers, photographers, and reporters in a newsroom environment	Program ELO 6 Practicing professional ethics of journalism with regard to privacy and First amendment standards
e.g., 100						
113	I, R, A	I, R, A	I, R, M, A	I, R	I, R, M, A	I, R, A
114	I, R, A	I, R, A	I, R, M, A	I, R	I, R, M, A	I, R, A
115	I, R	I, R, M	I, R, M, A	I, R, A	R, A	I, R, A
117	I, R	I, R, M, A	I, R, M, A	I, R, A	R, A	I, R, M, A
203	I, R, M, A	I, R, M, A	I, R, M, A	I, R, M, A	I, R, M, A	I, R, M, A
204	I, R, M, A	I, R, M, A	I, R, M, A	I, R, M, A	I, R, M, A	I, R, M, A

I = Introduced, R = Reinforced & Practiced with Feedback, M = Demonstrated at the Mastery Level Appropriate for Graduation, I/R = Introduced/Reinforced, I/M = Introduced/Demonstrated Mastery, Reinforced/M = Reinforced/Demonstrated Mastery

C.4 Assessment of Curricular Effectiveness: Using your emphasis area's curriculum map and the evidence collected from the assessment of student learning, outline your emphasis area's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

> The possibility of once again offering a course in Photoshop & InDesign would be beneficial to the students. Currently, those two are briefly explored as part of media production as elements become necessary to student work.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your emphasis area's efforts to create a culture of diversity through the curriculum. In what ways is your emphasis area being intentional about embedding diversity-related issues in the curriculum?

> Students who come into the program receive cross-training among the different elements of media. Students learn to interview, report, copy edit, design/layout and photography. This allows for each student to have opportunities to learn the same material.

C.6 <u>Use of Continuous Assessment for Educational Effectiveness:</u> Describe and evaluate the process that your emphasis area uses to annually evaluate the quality of curriculum and to assess student learning. Document how your emphasis area has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

> As mentioned before, student course evaluations provide evidence of educational effectiveness, as well as the implementation of a supplemental resource for gathering information. Also mentioned earlier, not having access to alumni and employer/supervisor feedback means that there is currently not a reliable source of information for effectiveness. Collecting this information for subsequent semesters will be helpful as the feedback gathered from alumni and supervisors means that coursework/offerings can be tailored to reflect the industry need.

Component D: Student Enrollment and Success

Table D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

As of Fall Census	2012-13 Female	2012-13 Male	2013-14 Female	2013-14 Male	2014-15 Female	2014-15 Male	2015-16 Female	2015-16 Male	2016-17 Female	2016-17 Male	Totals
Non-resident					0	0	0	0	0	1	1
Asian					1	1	1	1	0	0	4
Black, non-Hispanic					0	1	0	1	1	0	3
Hispanic					5	2	3	4	8	4	26
American Indian or Alaska Native					0	0	0	0	1	0	1
Native Hawaiian / Other Pacific Islander					0	0	0	0	0	0	0
Two or more races					0	0	0	0	0	0	0
Race/ethnicity Unknown					0	0	0	0	0	0	0
White, non-Hispanic					3	1	6	2	4	3	19
Totals					9	5	10	8	14	8	54

D.2 <u>Recruitment and Enrollment:</u> Using the evidence provided, discuss your emphasis area's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the area so that it attracts a sufficient number of students who are a good fit?

The biggest trend that is negatively affecting students pursuing journalism as a profession is the trend of fake news. With that in mind, it should seem that enrollment would suffer as a result, but the enrollment numbers in GC3 Media are always at capacity (limited to 15 as there are only 15 computers in the media lab). Enrollment numbers have been consistent the last 5 years. The students who look to journalism as a future are ones who look to journalism for ways to tell stories. It may sound cliché, but they want to report just the facts and inform their fellow citizens of what is going on in their communities and country.

Recruiting for GC3 Media is assisted by the production and distribution of *Silhouette* and *Breakaway* around campus, Garden City and neighboring communities and high schools. The online presence of GC3 Media also helps in getting the name out and attracting prospective students to Garden City Community College. On numerous occasions GC3 Media has been contacted by neighboring high schools about attending career/job fairs and members of the media team have traveled with the advisor to speak to interested students. The flexibility of media allows students with media interests to pursue additional academic interests. GC3 Media also recruits from the current GCCC student body.

D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the emphasis area. What are the student qualities sought by the emphasis area and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the emphasis area?

The qualities sought by the journalism area are effective oral and written communication. Most of the other aspects, photography, design, illustrations, can be learned and honed. But if a student cannot communicate in person or on paper adequately, they are at a serious disadvantage not just in communication/journalism but overall. I have encountered a number of students who have gone through high school media programs where an emphasis on oral and written communication was not an objective but rather an elective. It isn't currently a requirement, but students should be enrolled in, or have completed, English I prior to entry into the media program and be enrolled in Public Speaking or Interpersonal Communication in their first semester in the program. Having taught both previously mentioned classes, I was impressed with the amount of communication skills a student can take from either course and apply it to media production.

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the emphasis area which enrich a student's educational experience.

Associated Collegiate Press, ACP is a national community of collegiate journalism and media advisers and students. ACP advances journalism and media as a vital cultural force by connecting advisers, students and professionals through national events and competitions and by creating and curating content that:
- enhances professional development
- defines global standards and ethical practices
- inspires journalism and media students and the public
- establishes criteria for journalism education that meets the needs of the profession
- makes powerful tools and resources available and accessible
- celebrates and enhances the value of journalism

Kansas Collegiate Media, We strive to enrich the quality of journalism education and student journalism in Kansas by:
- Supporting and promoting the First Amendment.
- Supporting and promoting high academic and professional standards in collegiate media.

• Supporting students working in and for student media.
• Supporting collegiate media advisers.
• Supporting administrators and others at academic institutions in understanding and appreciating collegiate media through encouragement, education, and professional interactions.
• Supporting outreach efforts in the academic and professional communities.

National Scholastic Press Association, The National Scholastic Press Association, based and incorporated in Minnesota as a non-profit educational association, provides journalism education services to students, teachers, media advisers and others throughout the United States and in other countries. NSPA and its divisions cooperate with other student media associations and other non-student groups and businesses that share its mission to educate and recognize the work of student journalists, to improve the quality of student media and to foster careers in media.

GC3 Student Media, exists to introduce and refine traits that will serve students pursuing a future in mass communications/journalism. As a member of GC3 Media, students will be tasked with generating newsworthy content, reporting, writing, editing, designing, photographing, filming and producing stories/video that will be seen by thousands of people in print and online.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

Numerous scholarships are dedicated strictly for media/journalism students on top of grant-in-aids. I open the media lab on weekends (upon request) to allow students to come into an area that is their second home and a place where they feel comfortable to work on homework and projects. I have a good relationship with Melanie Hands and have referred students to her who would benefit from accommodations. I believe everyone should have a chance to succeed in academics regardless of any accommodations they require.

In November 2017, two GC3 Media students served as interns for Hi-Plains Public Radio in Garden City. Summer 2018, a GC3 Media alumni is working full-time as a graphic designer for the Scott City Record.

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the emphasis area? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

Jared Powers - designer for Garden City Telegram - 2015
Josh Harbour - photographer and reporter for Garden City Telegram - 2016
Emily Lenk – founder of Manhappenin' Magazine - 2017
Juan Maldonado – First Place Feature Writing – Kansas Collegiate Media - 2017
Dakota Britton – Honorable Mention Editorial Writing – Kansas Collegiate Media – 2017
Breakaway – Gold Medalist Magazine – Kansas Collegiate Media – 2017
Breakaway – All-Kansas – Kansas Collegiate Media 2017
Silhouette – Bronze Medal Two-Year Newspaper Division – Kansas Collegiate Media - 2017
Cort Peterson – Third Place News Writing & Reporting – Kansas Collegiate Media – 2018
Nhicolas Aponte – Third Place Editorial Writing - Kansas Collegiate Media - 2018
Juan Maldonado – Third Place Feature Writing – Kansas Collegiate Media – 2018
Dakota Britton – Honorable Mention Feature Writing – Kansas Collegiate Media – 2018
Joshua Irsik – Honorable Mention Front Page Design – Kansas Collegiate Media – 2018

Natasha Velacich & Juan Maldonado – Honorable Mention Cover Design – Kansas Collegiate Media – 2018
Silhouette – Silver Medal Two-Year Newspaper Division – Kansas Collegiate Media – 2018
Breakaway – Bronze Medal Magazine Division – Kansas Collegiate Media – 2018

Table D.7 - GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the emphasis area compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of fall census.

	GPA Trend									
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg
Non-resident									2.2	3.0
Asian	2.5	3.5	2.6	3.3						
Black, non-Hispanic					2.3	2.5	2.4	2.6	2.4	2.4
Hispanic	2.1	2.7	2.8	2.7	2.7	2.7	3.2	2.8	2.7	2.8
American Indian or Alaska Native			2.8	2.7						
Native Hawaiian / Other Pacific Islander										
Two or more races										
Race/ethnicity Unknown	1.7	2.6								
White, non-Hispanic	1.9	3.1	3.1	3.1	2.7	3.1	3.1	3.2	3.2	3.2
Female	2.8	3.0	3.2	3.0	2.5	3.0	3.1	3.1	2.7	3.1
Male	1.4	2.8	2.7	2.9	2.7	2.8	2.8	2.9	2.7	2.8

Table D.8 - Completions Analysis by Ethnicity: The completions table includes emphasis area completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

	Student Diversity—Completions**									
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)										
Asian										
Black, non-Hispanic								2		
Hispanic	2		1	1	1	2			1	1
American Indian or Alaska Native										
Native Hawaiian / Other Pacific Islander										
Two or more races										
Race/ethnicity Unknown										
White, non-Hispanic	1				1				1	2

*For purposes of these data, program refers to degree-granting, credential, certificate, and licensure emphasis areas.

**Data are based on past federal IPEDS reports. Whenever possible, areas should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, emphasis areas may supplement and elaborate on this exhibit with data they have kept internally.

D.9 - Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the emphasis area between July 1st and June 30th of each year. Emphasis areas may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

Table D-9a – retention rates

One-year retention rates (Fall to Fall)											
5-year average		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained
106	46	20	40	18	44	26	42	21	52	21	52

Table D-9b – graduation rate (150% of time)

Program 3-year graduation rates													
5-year total			Entering cohorts Fall semester										
			2010		2011		2012		2013		2014		
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	
104	8.7	9	21	0	19	0	20	20	18	5.6	26	15.4	

Table D-9c – Average semester credit hours for program graduates

Program Average Semester Credit Hours at Graduation														
Academic Year Graduates – Average Institutional and Transfer In Hours														
2012			2013			2014			2015			2016		
# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH
3	79.7	4.7	2	84.0	1.5	4	69.0	3.75	2	47.5	36.0	5	64.4	3.0

Table D-9d – program graduates time to degree

Time to degree (Exiting cohort) (July 1 – June 30)									
2012-13		2013-14		2014-15		2015-16		2016-17	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated
1.5	3	2.5	2	2.	4	2.0	2	2.0	5

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the emphasis area's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the emphasis area. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

    a. What does the evidence from above data suggest regarding how well your emphasis area is producing successful students?
    b. List specific events/activities that the emphasis area uses to increase student retention and degree completion.
    c. Provide your best practices for tracking students who leave the emphasis area (without completing) and any follow up you may do with these students to determine why they have left.
    d. Identify any areas in need of improvement for producing successful students.

As noted earlier, there is minimal deviation from the 2-year graduation plan that can be expected from students at GCCC. Historically, the media program has utilized the Associated Collegiate Press and Kansas College Media conferences as events to aid in student retention. As mentioned before, these conferences assist greatly in providing network opportunities, training sessions for the students, as well as feedback that helps the students grow in their work.

Currently the tracking of students who do not complete the emphasis area is done in conjunction with the Registrar's Office which alerts of students needing course requirements. Following up personally with the students is something that has not been done, but will be done going forward.

Component E: Academic Opportunities and Class Size

Table E.1 – Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

Special Study Option	Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program									
	Academic Year 2012-13		Academic Year 2013-14		Academic Year 2014-15		Academic Year 2015-16		Academic Year 2016-17	
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program (aggregate)	0	0	0	0	0	0	0	0	0	0
Concurrent Enrollment (Outreach-HS)	0	0	0	0	0	0	0	0	0	0
Dual Credit Enrollment (Outreach-HS)	0	0	0	0	0	0	0	0	0	0
On-line courses-GCCC	0	0	0	0	0	0	0	0	0	0
On-line courses-EDUKAN	0	0	0	0	0	0	0	0	0	0
On-line courses-Contract	0	0	0	0	0	0	0	0	0	0
Face to Face courses	55		67		81		62		49	
Internships/practica	0	0	0	0	0	0	0	0	0	0
Independent study, tutorials, or private instruction	0	0	0	0	0	0	0	0	0	0
Developmental courses	0	0	0	0	0	0	0	0	0	0

Table E.2 - Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the "100+" column in the Class Sections column *and* 5 times under the "20-29" column in the Class Subsections table. Note: data provided by IEPR for this table are from the annual class section report included in the Common Data Set and reflect annual class enrollment from the fall through the following summer semesters.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for

credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Size per Academic Year								
	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2012-13 Class Sections	12	0	0	0	0	0	0	12
2012-13 Class Sub-Sections	0	0	0	0	0	0	0	0
2013-14 Class Sections	9	2	0	0	0	0	0	11
2013-14 Class Sub-Sections	0	0	0	0	0	0	0	0
2014-15 Class Sections	8	3	0	0	0	0	0	11
2014-15 Class Sub-Sections	0	0	0	0	0	0	0	0
2015-16 Class Sections	10	2	0	0	0	0	0	12
2015-16 Class Sub-Sections	0	0	0	0	0	0	0	0
2016-17 Class Sections	8	2	0	0	0	0	0	10
2016-17 Class Sub-Sections	0	0	0	0	0	0	0	0
Totals Across 5 Years	47	9	0	0	0	0	0	56

Table E.3 Non-credit Courses: If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

N/A

E.4 Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the emphasis area's class sizes and, if relevant, the impact on student learning and emphasis area effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on emphasis area quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

> Journalism/communication class size numbers is 15, owing to the computers available in the media lab. There are no special study options in place, but a number of students are enrolled in the same sections of classes and are encouraged to work together in and out of class; I make the media lab available after class for students to have a place to gather.

Component F - Student and Constituent Feedback

F.1 Student Feedback: Summarize available findings that relate to emphasis area quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the emphasis area met their needs, the area's strengths and weaknesses, and suggestions for improving the emphasis area. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding emphasis area quality. What changes need to be made to meaningfully incorporate students into the program review process?

> The biggest feedback I regularly see on student evaluations and hear in day-to-day conversations is the lack of equipment/computers and how outdated everything is. Our computers regularly lock-up and crash and disconnect from the servers and it really hinders student work and progress on their various projects.

F.2 Alumni Feedback: Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to emphasis area quality. When possible, include data indicating how well the emphasis area met the alums' goals and expectations, how well they think the emphasis area prepared them for next steps professionally and academically, and any emphasis area changes they recommend.

> At the present there is no collection of alumni feedback. This is something I will look at addressing either through social media or with the help of IT. Having alumni feedback will serve tremendously in the recruiting and retention process.

F.3 Employer/Supervisor Feedback: Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or emphasis area quality. Comment on the level of preparation given to students as a result of the emphasis area.

> Currently there is no employer/supervisor feedback readily available. This is something I will look at addressing either through social media, e-mail questionnaire or an in-house webpage designed IT. Employer/supervisor feedback will provide evidence of the quality of teaching and how the GC3 Media program has benefited alumni.

F.4 Constituent Feedback Analysis: Analyze the emphasis area's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the emphasis area solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

> As stated previously, this kind of information has not been gathered in previous years. It is something for consideration for the future that will not only benefit myself in promoting the program, but will be useful for alumni.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources: Information literacy can be understood as the ability to "recognize when information is needed and…to locate, evaluate, and use effectively the needed information" (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the emphasis area. What resources are needed for your emphasis area in this area?

> The bulk of the work the students do in media/communication is done on computers and the students are very savvy when it comes to operating programs such as Word, Excel, and PowerPoint. The media staff uses Google Drive extensively so they can write stories either on campus, at home, on the road and even from their phones. The biggest complaint would be the students' inability or unwillingness to research most information when they all have access to search engines on the computers and on their phones. Too many times if they cannot come up with the answer or immediately find what they are looking for they will give up rather than actually research the information. One way to address this is to demonstrate how vital in depth research is to a story. This can be accomplished via lecture and supplemental coursework, with special lectures from local professionals, and simply visiting our library and talking to the students about the different resources available (library catalogs, research databases, inter-library loan, etc).

G.2 Resource Analysis: Discuss the process used by emphasis area faculty to secure needed resources for the emphasis area. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the emphasis area's effectiveness at securing necessary resources to ensure emphasis area quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

> Currently GC3 Media is working with St. Catherine Hospital and High Plains Retirement Village in Lakin, KS, on videos for each respective entity. The goal is to branch out and continue working with independent establishments on videos and generating monetary compensation. Right now the video work produced by GC3 Media is not generating revenue. Shortly before Dee Wigner retired I had met with her to discuss what we needed to do as a part of the college in order to collect fees for video work. She had mentioned drafting a consent form which would protect GC3 Media and the college should there be any problems during the video work process (original video is damaged/destroyed, video does not generate the response a client hoped for, etc). That is still a work in progress. Regularly the students have to turn away student-athletes wanting a "highlight reel" to showcase their skills because we don't have a form in place.

Table G.3 - Budget and Enrollment Analysis: Insert emphasis area data from at least five academic years.

Academic Year	Revenue: Tuition/Fees, SCH, State	Change from Prior Year	Expenses	Change from Prior Year	Profit/Loss	Change in P/L from prior year
2012-13	20,620	n/a	92779	n/a	-72159	n/a
2013-14	26,249	27.30%	85959	-7.35%	-59710	-17.25%
2014-15	28,973	10.38%	106950	24.42%	-77977	30.59%
2015-16	22,739	-21.52%	105659	-1.21%	-82920	6.34%
2016-17	17,240	-24.18%	74197	-29.78%	-56957	-31.31%

G.4 <u>**Analysis of Acquired Resources:**</u> Since the last program review, identify each major emphasis area resource acquisition and its direct or indirect impact on emphasis area growth or improved quality. Discussions of impact should include the measurable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the emphasis area or faculty on student learning, enrollment, retention, revenue or other emphasis area indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the emphasis area.

> In fall 2016, GC3 Media acquired two Sony HD video cameras, a Phantom DJI4 drone as well as 3 Canon Rebel T5s plus 2 Canon EOS 60D cameras. We also purchased camera lenses of various range and 2 long-range DSLR zoom lenses. Prior to this purchase the GC3 Media equipment was either damaged, broken or had various components were missing. The acquisition of the video cameras has allowed the students to branch beyond the traditional print media that has been offered at GCCC. The students are out and recording various events and posting to social media or sharing via Bustermail. The Canon Rebels and 60D cameras allowed for students to cover the events for newspaper and magazine and ensure that there would be a visual catalog of the various events during the school year. The cameras also allowed for students to capture photos in high resolution that could then be entered for competition at the local and national level, garnering individual as well as program exposure.
>
> The biggest expenditure to GC3 Media was in October of 2016, when I took 11 students with me to Washington DC for the annual Associated Collegiate Press conference. Attending the conference was beneficial to myself and the students because it provided an avenue to share information about what we do as well as ask questions, sit in on training sessions and participate in on-site critique sessions. It gave me the opportunity as a first-time advisor to hear from a seasoned professional what he liked and did not like with the publications. The reporters, designers, photographers and editors-in-chiefs also benefited by having their work analyzed by someone in the profession and receiving coaching from a professional. The trip to DC really motivated the freshmen to come back eager to learn more and to step up into leadership roles as sophomores. In 2018 GC3 Media purchased 2 additional Canon 60D cameras as well as 3 additional lenses to further aid photography. We also purchased for the first time 2 shotgun microphones for use with the video cameras in order to capture cleaner audio. The ability to provide current equipment for student use is helpful because it allows introduction to gear that meets the industry standard.

G.5 <u>**Resource Allocation Relative to Capacity:**</u> Analyze trends in the emphasis area's operational budget as it relates to emphasis area enrollment, emerging needs, and emphasis area goals. Has the budget increased or decreased in proportionate response to emphasis area growth? Using evidence obtained from this review and other data, discuss your emphasis area's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if an emphasis area has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if an emphasis area has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost.   Describe planned efforts to obtain funding for these needed capacities.

> The budget has decreased considerably. A large chunk of the budget was comprised of ad sales in the community and neighboring cities. As mentioned before, the acquisition of equipment that meets the industry standard as well as traveling to Washington DC with 11 students for a conference in 2016 tapped the budget. The biggest assistance to GC3 Media and its budget needs to come from the community. GC3 Media needs to provide compelling and unique content to separate it from regional competitors and to make the community want to invest money into those student efforts. GC3 Media needs to build a higher visibility in the community and demonstrate that it is a viable option for advertisement in print and online. The possibility of partnering with GCCC's business department to look at potential revenue possibilities is another option. In years past Cox Communications had partnered with/donated to GC3 Media and provided revenue for equipment, revisiting that is a possibility or looking elsewhere as well.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the emphasis area and areas in need of improvement. Include in this discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

> A glaring hole that GC3 Media has is the nonexistence of alumni and employer/supervisor feedback. As evidenced in Section F, not having this sort of information available hurts in the recruiting and retention efforts. Finding sustainable and long-term partnerships/contracts in order to generate positive income is also a priority. A positive to take away is that students going through the program are graduating at a pace consistent with the 2-year expectation and are transferring to a 4-year institution, or have achieved the desired skills to enter the workforce.

Program Goals with Recommended Action Steps

Program Name   Mass Communications   Date:_____

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other emphasis area indicators of success. Set reasonable, measureable, and achievable goals and identify clear action steps needed to obtain the goal.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Emphasis Area Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context	Our goal is to maintain a high quality of reporting and writing for Silhouette & Breakaway	New editors-in-chiefs have been named for 2018-2019	Ongoing	Retention and graduation raters	NA	Low	Maintaining high quality will produce good quality of students
B - Faculty Characteristics and Qualifications	Ongoing education	Attending workshops where students can learn from other professionals and students	Ongoing	Kansas Collegiate Media competition	Wichita KCM	Medium	Up-to-date training, to assist with increasing student knowledge
C - Quality of Curriculum and Student Learning	Reexamine current course offerings as well as possibility of additional courses	Attend training sessions/ workshops	Fall 2018	Student learning and information retention	Registration fees, travel costs	High	Improvement in quality of student learning
D - Student Enrollment and Success	Adding prerequisite of English I & Speech	Work with Instruction Services	Fall 2019	English I pre-req; Speech in first semester; interview with advisor	NA	High	Higher quality of student into program
E - Academic Opportunities and Class Size	Limit number of students to number of computers (15)	NA	NA	NA	NA	NA	More opportunities to get work done during class times
F - Student and Constituent Feedback	Create end-of-year survey for outgoing students	Maintain contact with students post-grad	Fall 2019	Track graduates and collect feedback	Create online survey (possibly free? May have to pay?)	High	Feedback from former students and employers/new advisor(s)
G - Resources and Institutional Capacities	Update technology	Upgrade computers to run on at least Adobe Creative Suite 5.5	Fall 2019	Research options refurbished vs. new	Ad sales, outside financial support	High	Will help attract more local students with updated equipment

Summary Conclusions	Facility is adequate for program, GC3 Media is fortunate to have the facility and technology to produce its work	Maintain contact with students post-grad and work to establish relationships in community to assist in funding technology	Fall 2019	Track graduated and current students more effectively	Work to establish relationships in community to assist in funding technology	Medium	Having student feedback to reflect on will help in recruiting, retention, as well as building financial backing

Template Appendix A

Program Goals with Recommended Action Steps—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix B

Administrative Response Sheet—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix C

Annual Assessment Reports—Since Last Program Review

Attach the program's Annual Reports for the last 5 years or since the last program review.

Template Appendix D

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.