

Instructional Program Review Mass Media

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.

If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Mass Media Program

2. **Department and/or Program(s) Purpose Statement:**

To provide instruction and hands-on training in media communication and to provide a forum for public discourse within the Amarillo College community.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2015

4. **Date of Submission:**

August 14, 2015

5. **Lead Person Responsible for this Program Review:**

Name: Jill Gibson
Title: Program Coordinator
E-mail: jlgibson@actx.edu
Phone Number: 806-371-5283

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

Don Abel

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

A. Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)

(Place an 'X' in each text box that corresponds to your evaluation.)

| Student Data Reported/Collected | Needs Improvement | Meets Standards | Exceeds Standards | Not Applicable |
|--|-------------------|---|---|----------------|
| a. Employment Rates/Wages (EMSI , College Measures , CREWS , Perkins) | | Employment rates meet standards but wages are low due to factors beyond instructional control | | |
| b. Completion | | X | | |
| c. Licensure Pass Rates | | NA | | |
| d. Retention (FA-SP) and (FA-FA) | | X | | |
| e. Grades A-C | | | X | |
| f. Annual Enrollment | | X but would like to boost | | |
| g. Survey, Focus Group, & Related Data | | NA but will institute annual survey in coming year | Multiple awards from Statewide media competitions | |

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

Providing student media and communication opportunities that serve the entire college community

- ii. Identify one area in which your program(s) need to most focus for the next few years.

Attracting new students and helping them "think out of the box" when seeking jobs in new media areas

B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Please note: we received data for courses offered only during Fall semester. Courses taught only during Spring semesters and those on an every other year rotation were not evaluated; therefore, numerous courses were not evaluated. Data was also not received for COMM 1336 and 1337, which are core courses for all Mass Media majors. The courses reviewed were COMM 1307, 1318, 2311, 2326, 2327, 2330, 2366 and RTVB 1150, 1447, 2337

All RTVB classes reviewed exceeded standards in all areas.

COMM 1307

| Student Data Reported/Collected | Needs Improvement | Meets Standards | Exceeds Standards |
|--|-------------------|---|-------------------|
| a. Grades A-C (IDS - Race/Ethnicity) | | Black slightly below standard (66%) | |
| b. Grades A-C (IDS - Age) | | 25 and over slightly below standard (60%) | |
| c. Grades A-C (IDS - Gender) | | X | |
| d. Grades A-C (IDS - First Generation) | | | X |
| e. Grades A-C (IDS - Pell) | | | X |
| f. Grades A-C (IDS - Full/Part-Time) | | Part-time slightly below standard (68%) | |
| g. Course-level Enrollment (IDS) | | X | |
| h. Survey, Focus Group, & Related Data | | NA | |

COMM 1318—actually taught by Photography program

COMM 2311

| Student Data Reported/Collected | Needs Improvement | Meets Standards | Exceeds Standards |
|--|--|--|-------------------|
| a. Grades A-C (IDS - Race/Ethnicity) | Black (50) and Hispanic (66) below standards | | |
| b. Grades A-C (IDS - Age) | | 19 and under slightly below standard (66%) | |
| c. Grades A-C (IDS - Gender) | | Males slightly below standard (66) | |
| d. Grades A-C (IDS - First Generation) | X (40%) | | |
| e. Grades A-C (IDS - Pell) | | | X |
| f. Grades A-C (IDS - Full/Part-Time) | | | X |
| g. Course-level Enrollment (IDS) | | X | |
| h. Survey, Focus Group, & Related Data | | NA | |

COMM 2326 is a media internship and only offered to one or two students a semester

COMM 2327 (data appears incomplete)

| Student Data Reported/Collected | Needs Improvement | Meets Standards | Exceeds Standards |
|--------------------------------------|-------------------|-----------------|-------------------|
| a. Grades A-C (IDS - Race/Ethnicity) | | | X |

| | | | |
|--|--|----|---|
| b. Grades A-C (IDS - Age) | | | X |
| c. Grades A-C (IDS - Gender) | | | X |
| d. Grades A-C (IDS - First Generation) | | | X |
| e. Grades A-C (IDS - Pell) | | | X |
| f. Grades A-C (IDS - Full/Part-Time) | | | X |
| g. Course-level Enrollment (IDS) | | X | |
| h. Survey, Focus Group, & Related Data | | NA | |

COMM 2330

| Student Data Reported/Collected | Needs Improvement | Meets Standards | Exceeds Standards |
|--|----------------------------------|-------------------------------------|-------------------|
| a. Grades A-C (IDS - Race/Ethnicity) | Hispanic (50) below standards | | |
| b. Grades A-C (IDS - Age) | | 20-24 slightly below standard (66%) | |
| c. Grades A-C (IDS - Gender) | Males below standard (50) | | |
| d. Grades A-C (IDS - First Generation) | | | |
| e. Grades A-C (IDS - Pell) | | | X |
| f. Grades A-C (IDS - Full/Part-Time) | Part - Time below standard (62%) | | |
| g. Course-level Enrollment (IDS) | | X | |
| h. Survey, Focus Group, & Related Data | | NA | |

COMM 2366

| Student Data Reported/Collected | Needs Improvement | Meets Standards | Exceeds Standards |
|--|--|---|-------------------|
| a. Grades A-C (IDS - Race/Ethnicity) | | Black (66) and white (61) slightly below standard | |
| b. Grades A-C (IDS - Age) | 20-24 slightly below standard (61%) | | |
| c. Grades A-C (IDS - Gender) | Males slightly below standard (64) | | |
| d. Grades A-C (IDS - First Generation) | X (42%) no/unknown were below standard | | |

| | | | |
|--|----------------------------------|--|---|
| e. Grades A-C (IDS – Pell) | Not awarded below standard (61%) | | X |
| f. Grades A-C (IDS – Full/Part-Time) | | Both full and Part – Time slightly below standard (68/65%) | |
| g. Course-level Enrollment (IDS) | | X | |
| h. Survey, Focus Group, & Related Data | | NA | |

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

All courses are doing relatively well, including all RTVB courses and COMM 1307

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

COMM 2311—has been redesigned since this review and will focus on more broadly based media skills and provide greater student support. The entire program needs to focus on providing greater support for male students and part-time students.

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

Program uses student media to share news and information about services and success strategies with all students at AC. Many students report that they have learned of key services (such as Food Pantry and tutoring) through The Ranger, The Ranger Online and FM90

PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

Program expands student success and ensures student access by

1. providing students with invaluable communication skills in a variety of cutting edge media areas
2. Sharing information about college resources and success strategies through student media online, in print and on the radio

3. Providing state-of-the-art communication and media facilities through partnership with Panhandle PBS in order to ensure students become leaders in using new media technologies

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

NA

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

| Objective | Course(s) |
|-------------------------------------|-------------|
| Communication Skills | All courses |
| Critical Thinking Skills | All courses |
| Empirical & Quantitative Skills | No courses |
| Teamwork | All courses |
| Personal Responsibility | All courses |
| Social Responsibility | All courses |
| Note: May Insert other Objective(s) | |

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Program coordinator has reviewed objectives for each course and has discussed teaching strategies with each instructor

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state “all courses”, state “N/A” for each method, etc.):

| Method | Course(s) |
|---|-----------------------------------|
| Capstone Project/Exam | COMM 2330, 2327, 2332, 1336, 1337 |
| Embedded Questions | NA |
| Licensure Exam | NA |
| Portfolios | NA |
| Projects/Essays | All courses |
| Testing (i.e. course-based testing; finals) | All courses |
| Note: May Insert other Method | |

4. Briefly address any improvements made in your department/program(s) based on your data findings.

We have connected students who are at risk with mentors in the major who can encourage and support them.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

Critical reading, thinking, problem solving and teamwork are key skills in all of our courses and in the field as a whole. Through AC Student Media, we provide an outlet for students to produce publications, video programs, radio shows and other forms of media, which allows them hands on experience using these skills. Working in Student Media provides an ideal way for students to exercise critical thinking, reading, problem-solving and teamwork skills to produce a “real-world” media product.

PART D: Core Curriculum Assessment – Program Outcomes

Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses

The Texas Higher Education Coordinating Board (THECB) has identified 3-4 core objectives (competencies) that each core curriculum course is required to teach and assess.

You may either collect data and information from all core curriculum courses in your program/department or you may attach a separate document for each course/area in your department/program that answers the questions below.

1. Do you certify that your courses annually assess and collect data on the core objectives as required by the THECB?

| | |
|-----|----|
| Yes | No |
| X | |

2. Do you certify that each course section is equitable in their assessment of the collection of data and assessment required by the THECB?

| | |
|-----|----|
| Yes | No |
| X | |

3. Do you certify that the work assessed has an equal chance (i.e. you did not “cherry pick” the best student work) for assessment?

| | |
|-----|----|
| Yes | No |
| X | |

4. Briefly describe the internal and external data you used to form your assessment benchmarks.
Note: The THECB requires external data (e.g. [CCSSE](#)) be used to create your benchmarks.

Using CCSSE data, we set communication skill success goals to meet or exceed those at similar institutions. We also met with representatives of similar programs at other 2 and 4 year state institutions to discuss and create statewide course outcomes. We based success data on a traditional measurement of 70% meeting a given outcome as an assessment measure. We also used the external benchmark of student performance in statewide media competitions to compare AC Mass Media students to those at other Texas 2 and 4 year colleges. Students consistently receive equal or greater numbers of awards than those at comparable institutions.

5. The “[Call for Course Proposals for Inclusion](#)” contains a description of each assignment/activity, direct assessment method, etc. for each of your department’s/program’s courses in the core curriculum.

COMM 1307: Introduction to Mass Communication (Language, Philosophy & Culture)

- a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

70 % of students evaluated scored a 20 or above on a 25 point rubric assessing communication skills
70% of students evaluated scored a 20 or above on a 25 point rubric assessing critical thinking skills
70 % of students evaluated scored a 20 or above on a 25 point rubric assessing personal responsibility
60% of students evaluated scored a 20 or above on a 25 point rubric assessing social responsibility

- b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

Met benchmark for every competency except social responsibility. This can be remedied by rewording the assignment instructions and revising instruction to emphasize the role of media in civic engagement.

- c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

A random sampling of student work was collected and analyzed (Analyze every fifth submission collected through Blackboard)

- d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

As this course is only taught by one faculty member, the professor evaluated the work (downloaded from Blackboard from all sections) according to the attached rubrics, which was reviewed by a colleague to ensure reliability of results.

- e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

By using checklists and rubrics to ensure consistent results and by “cross-checking” random samples of artifacts amongst multiple instructors to make sure ratings demonstrate a high measure of agreement.

- f) Please list the facts you feel contributed to your results (Analysis):

This review demonstrated that most of the students are mastering the four key competencies taught in this class. Simply increasing the instructional emphasis in some areas will most likely lead to meeting all benchmarks.

- g) How have you or will you improve student learning in each course based on the most recent assessment results?

Assignment instructions will be redesigned in order to intentionally highlight required material/analysis that will push students to give greater consideration to issues of personal and social responsibility. Overall, this analysis demonstrated the course’s ability to teach the four competencies.

COMM 2366 Introduction to Film (Creative Arts)

- a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

Overall Summation: The assignment has become a lesson on writing an essay. Some of the students need English classes on sentence structure, grammar and spelling before writing this paper. But a few students are able to express their thoughts effectively. The students that are successful in their writing seem to be better at critical thinking, or at least better at expressing themselves. Those that lack the writing skills seem to lack in critical thinking and analyzing.

Critical Thinking Skills:

Assignment: Students will watch a film from the top 100 films as listed from the American Film Institute. They will write a film review and include the following: A critique of the acting, dialogue, cinematography, the editing, and directing. Careful attention should be on the “why” of what opinion you will have. The critique must include critical thinking skills and will be developed and measured in a film review assignment, attached.

Summation: Most students are not used to supporting their ideas. This area, along with the lack of grammar and spelling skills is what needs the most work. This is the second paper and students seem to know what to expect in the grading criteria. They will need to practice their newly

developed critical thinking skills in analyzing a movie.

Social Responsibility:

Assignment: Student will analyze and explore a given film that deals with an aspect of the relationship of film and social responsibility and submit a film review (essay assignment attached). Film may include, but not limited to: public and/or environmental architecture; political influence and/or implication; the relationship of film to citizenship, social justice, or ecology; or exploring the historical, social, technological, religious, civic, or political impact on various civilizations and societies. This activity is designed to promote intercultural competence, knowledge of civic responsibility, and/or the ability to engage effectively in regional, national, and global communities through the awareness and appreciation of the visual arts.

Summation: Although the essay emphasizes social value, the assignment seems to relate more to communication skills than social responsibility. Each film watched in class has some meaning related to culture, history, technology and /or political impact. Other than talking about it in class discussion, it is difficult to measure the results.

Team Work:

Assignment: Teamwork skills will be developed and measured in a film analysis group assignment (discussion forum). Students will analyze a film and discuss elements of film techniques and/or social/political influence.

Summation: The discussions prove very interesting. Grading these can be a challenge. Students are having a hard time engaging in an intelligent conversation. Most just want to say they like something or not without backing up their opinion.

Communication Skills:

Assignment: Students will analyze and explore a given film that deals with an aspect of the relationship of the film and social responsibility and submit a film review (essay assignment attached). Communication skills will be developed and measured in a film review.

Summation: The essay assignment helps the student to look for social value and helps them determine the effectiveness of the film technique to reach the goal of having some value or not. They reflect on how this technique adds to or contradicts what is trying to be said.

- b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

Met benchmark for all except Team Work. An online class such as this creates a challenge in getting students to talk to each other.
Need to adjust instruction to meet benchmark.

Online Class

Grade Distribution

| | |
|-----------------|----|
| 90 - 100 | 12 |
| 80 - 89 | 17 |
| 70 - 79 | 5 |
| 60 - 69 | 5 |
| 50 - 59 | 0 |
| 40 - 49 | 0 |
| 30 - 39 | 0 |
| 20 - 29 | 0 |
| 10 - 19 | 0 |
| 0 - 9 | 7 |

Traditional Class

Grade Distribution

| | |
|-----------------|----|
| 90 - 100 | 13 |
| 80 - 89 | 9 |
| 70 - 79 | 6 |
| 60 - 69 | 3 |
| 50 - 59 | 0 |
| 40 - 49 | 0 |
| 30 - 39 | 0 |
| 20 - 29 | 0 |
| 10 - 19 | 0 |
| 0 - 9 | 1 |

- c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

Faculty member collected data

- d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

Data was collected from every student in the course via Blackboard

- e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

Another faculty member reviewed data.

- f) Please list the facts you feel contributed to your results (Analysis):

The assignment contains the criteria for meeting the assessment. The criteria for the assignment meet most of the objectives for the course. The distribution of grades seem to reflect the fulfillment of the objectives.

- g) How have you or will you improve student learning in each course based on the most recent assessment results?

Will include specific examples of correctly completed assignment.

6. Please see attachments

PART E: Curriculum Assessment - Program Outcomes:

This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

Involve more students in Student Media related activities and build college community's awareness of AC Student Media.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

While majoring in Mass Media at Amarillo College, at least 70% of program majors will have the opportunity to use Student Media equipment and/or participate in a Student Media project.

3. Identify your results and analyze your data.

This year, all mass media majors were given opportunities to use Student Media equipment and were invited to participate in Student Media projects. The program increased its number of media projects/productions significantly—adding 3 Web video shows and sponsoring two concerts and was able to take a record number of students to media conferences this year.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

The program will add more video programs and provide more opportunities for students to work in partnership with Panhandle PBS.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

Using new software and equipment and ensuring students have access to this equipment both inside and outside of classroom time

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

Attendance at statewide media competitions, which allows for peer mentoring and collaboration with other institutions as well as AC's on-campus trainings

3. What is the biggest issue/obstacle that your program currently faces? Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

- Increasing program enrollment and completion especially in certificates and AAS degree
- Finding time for recruiting efforts

- Combatting prospective students' negative perceptions of the industry and misunderstandings of the many opportunities within communication and media related fields
- Maintaining the most up-to-date technology and ensuring faculty are properly trained to teach the new technology
- Identifying alternative sources of funding for student travel, technology, training and workshops and other student opportunities

4. Additional Comments Pertinent to this Review (Not Required):

Many positive changes have taken place during the last year, including the integration with Panhandle PBS, new certificate programs and curriculum redesign, as summarized below:

Curriculum Redesign: the new curriculum includes the following degrees and certificates:

Social Media Marketable Skills Certificate--12 hours

Image & Design Marketable Skills Certificate--12 hours

Mass Media Certificate--34 hours

Options: Online Marketing, Production, Content

Mass Media Associate of Applied Science--60 hours

Options: Online Marketing, Production, Content

Mass Media Associate Degree--60 hours

designed for transfer to a university

More info: <https://www.actx.edu/massmedia/>

Student Media: the following summarizes AC Student Media products:

Publications

The Ranger 6 print issues a semester

The Ranger Online—continually updated during the school year

<http://amarillocollege.info/>

AC Current-one issue a semester

Social media and online presence

Ranger Facebook 760 likes <https://www.facebook.com/acrangerpaper>

Ranger Twitter 748 followers <https://twitter.com/ACRanger>

Ranger Instagram 122 followers <https://instagram.com/acranger/>

Web shows

- Badger B.S. <http://amarillocollege.info/video-badgerbs-farewell-show/>
- AC Update <http://amarillocollege.info/ac-update-4-29-15/>
- The Talk <http://amarillocollege.info/category/thetalk/>
- The AC Report Video Newscast <http://amarillocollege.info/the-ac-report-spring-2015/>
- A View from the Top amarillocollege.info/a-view-from-the-top-a-moment-with-the-president-2/

Radio

- 100,000 watts serving top 26 counties of Texas Panhandle and streaming online <http://www.kacvfm.org/index.php>
- Student run/student DJ's
- Specialized shows
- The AC Report newscast <http://www.kacvfm.org/ac-report-2015>
- Live local and touring music
- Hosting concerts

Student Film Club—participated in 48 Hour Film Contest this spring

Technology: changes to program technology that have occurred due to integration with Panhandle PBS <http://www.panhandlepbs.org/home/> and new purchases include:

- \$400,000 upgrade to Panhandle PBS large studio
- Upgrade of McDonough Studio to McDonough Web Streaming Studio
- Students access two fully operational studios
- Significant upgrades

- Large Studio has new state-of-the-art HD studio cameras, four channel high definition video server and a new switcher and graphics systems
- Four PTZ remotely operating cameras
- Cost effective web streaming studio with entry-level switcher
- Web streaming gear can also be used for streaming in the field
- News desk built by Theatre department
- Permanent 20 foot green Chroma key wall
- 24 X 24 foot reversible green/blue curtain
- Three teleprompters including field iPad teleprompter technology
- Purchase of three Cannon DSLR cameras and peripherals
- Adobe Creative Cloud Suite installed in all program computers and computer labs--both macs and PCS's
- Computers in PH 214 will be replaced this summer with 27 inch iMacs

Description of program students

- 114 majors enrolled this semester
 - 94 in AS
 - 12 in AAS
 - 7 in certificates
 - 1 in marketable skills certificate
- Evenly split between men and women
- Primarily between ages 20 and 29
- Primarily from Amarillo and Amarillo high schools

Report on program graduates

Graduates

- Spring 2014: 12

- Fall 2014: 7
- Spring 2015: 9

Transfer

- WTAMU
- UNT
- Texas Tech
- UT

Where some graduates now work:

- Brittney Richerson: newspaper publisher, Granite Publishing
- Miguel Bedoy: morning show anchor at Univision Houston
- Shelly Sparks: DJ The Eagle
- Rachel Nelson: PR/New Media Specialist at Central Texas Medical Center
- Kelly Neill: producer at KOAT-TV
- Lindsey Stiner: Producer at WGME News 13
- Brandon Carpenter: assignment editor at KVII-TV
- Hector Flores: chief photographer KAMR-TV

Overview of key accomplishments for the year includes:

Two Concerts

Justin Furstenfeld : Ordway Hall

450 tickets (sold out)

\$1800 raised for Mass Media scholarships/supplies

Blue October: Civic Center

1200 tickets

\$2200 to AC Pantry

FM90 Integration: In addition to coordinating both concerts <http://www.kacvfm.org/blue-october-concert>, FM90 has

become an increasingly integral part of the college community. Outreach and college service includes:

- Crime prevention tips with ACPD <http://www.kacvfm.org/crime-prevention-tips>
- Student success tips with FYS class <http://www.kacvfm.org/student-success-tips>
- AC Report radio newscast <http://www.kacvfm.org/ac-report-2015>
- Honors Week on FM90
- Common Reader Wrap Up
- Live on-air performances <http://www.kacvfm.org/the-last-year-interview>

Panhandle PBS Partnership: Our growing partnership with PPBS includes:

- Internships
- Shared studio space
- Mentoring from PPBS staff

Awards

- 28 Texas Intercollegiate Press Association (TIPA) awards including journalist of the year, editor of the year, reporter of the year
- 16 Texas Community College Journalism Association (TCCJA) awards
- Includes numerous audio, video and Web awards

Summary of year's recruiting efforts:

- Three SPJ events including live reporting event with invites to high schools
- Mass Media Facebook 177 likes <https://www.facebook.com/ACmassmedia>
- Mass Media Twitter 177 followers <https://twitter.com/ACMassMedia>
- Mass Media Messenger digital newsletter <https://acmassmedia.wordpress.com/>
- Concert tickets for high school journalism students

- Visits to college fairs at Tascosa and Amarillo High
- PRO event at ACAL
- Future Ready College and Career Fair, Civic Center
- Visits to journalism/yearbook/audio visual classes at Palo Duro, Canyon, Tascosa and Caprock high schools