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Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update.



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▼  **Dept - (LA) Journalism and Mass Communication**

For 2017-18 Submitted by:: Cecilia Deck

APRU Complete for: 2017-18

Program Mission Statement: The Journalism Department at De Anza College offers students the opportunity to develop media literacy, critical thinking and media production skills through academic courses and vocational/technical training, leading to transfer and/or pursuit of journalism or strategic media careers.

Program Learning Outcomes:

1. Students will demonstrate competency in the basics of journalistic writing, including grammar, punctuation, story structure and journalistic style. (Active)
2. Students will demonstrate competency in research, information gathering and critical analysis of information using techniques such as observation, researching sources and interviewing
3. Students will compile a portfolio of print, electronic and/or multimedia projects that tell journalistic stories.
4. Students will apply media literacy skills to explain the communication process and detect media bias.

Journalism's program outcomes relate strongly to the Institutional Core Competencies of Communication and Expression; Information Literacy and Critical Thinking in that students learn to create, find and use information, and utilize critical thinking skills to evaluate content and sources. Students' Civic Capacity is increased as they learn about the role of news media in democracy, and how to tell stories that give a voice to the voiceless. Journalism also contributes to students' Mental Wellness and Personal Responsibility by giving them creative outlets and leadership opportunities.

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Career/Technical

I.B.1 Number Certificates of Achievement Awarded: 0

I.B.2 Number Certif of Achievement-Advanced Awarded: 0

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 1

I.B.4 # AA and/or AS Degrees Awarded: 7

I.C.1. CTE Programs: Impact of External Trends: Jobs for editors, reporters, broadcast news analysts and public relations professionals are expected to increase by 15 percent in



the San Jose-Sunnyvale-Santa Clara area from 2018-2023, according to a report produced by EMSI for the De Anza-Foothill district. We are including public relations because of Journalism's new public relations course and certificates. Journalism jobs are not likely to come from traditional media industries, but from new-economy companies and entrepreneurial start-ups. Skills needed for both traditional and new-economy jobs are covered in courses already in De Anza's JOUR degrees, but students increasingly need more skills in visual, mobile and data journalism.

I.C.2 CTE Programs: Advisory Board Input: Advisory Board Input: The Journalism Advisory Board supported the new certificates in public relations which will be offered starting 2018-2019. The Board had the following suggestions at its June 2017 meeting: 1) Hire an instructional assistant who can help in the lab and assist students with software, apps, analytics; 2) Continue to offer students opportunities to complete multimedia reporting assignments using audio, video and social media; 3) Complete the purchase of 35 iPods for class use; 4) Encourage students to take internships, even if they are unpaid; 5) Purchase/subscribe to a transcription program such as Wreally to help students transcribe interviews and meetings.

I.D.1 Academic Services & Learning Resources: #Faculty served: 0

I.D.2 Academic Services & Learning Resources: #Students served: 0

I.D.3 Academic Services & Learning Resources: #Staff Served: 0

I.E.1 Full time faculty (FTEF): 2.6

I.E.2 #Student Employees: 3

I.E.3 % Full-time : 19

I.E.4 #Staff Employees: 0

I.E.5 Changes in Employees/Resources: Journalism continues to be affected by the loss of its half-time lab employee at the end of Spring '13. Per advisory board recommendations, we requested an instructional assistant. Journalism was funded through SWI to hire a temporary/no benefits employee who worked for approx. 5 months but quit. Journalism is seeking to hire a new temporary employee, but would need a permanent employee to fill the gap.

II.A Enrollment Trends: Enrollment was down slightly, from 67 to 66 FTES, but reflected a 5.7% growth over five years. JOUR awarded one AA-T, same as in 2016, and seven AA degrees, up from four in 2016. The AA-T total remains low because neither SJSU nor SFSU recognizes the degree. The department added two new certificate programs in Public Relations (starting 2018-19), as well as curriculum for a new Multimedia Reporting class that articulates with CSUs. Longer term, the department may develop a certificate program or AA emphasis in Multimedia Reporting. To address declining enrollment, the department needs to increase recruitment by forging new connections with high school journalism programs and through a new promotional brochure.

II.B.1 Overall Success Rate: Overall Success Rate: Overall success rate improved slightly from to 77 percent from 76 percent. Analyzing the data reveals that over four years, while the number of online sections increased to meet demand, the online success rate is lower than for live classes, especially among targeted populations. This points to a need to find

ways to improve success rates in online classes.

II.B.2 Plan if Success Rate of Program is Below 60%: N/A

II.C Changes Imposed by Internal/External Regulations: N/A

III.A Growth and Decline of Targeted Student Populations: The number of Latino/a students in Journalism classes increased for the fifth year in a row, and now represent the largest group of journalism students at 33 percent. The number of African American students declined to 37 from 48 the previous year, while the number of Filipino, Pacific Islander and Native American students fluctuates.

Student success among targeted group members had a slight decrease from 2015-2016, from 73% to 72%, compared to 81% for non-targeted students. Success rates of Latino/a students fell from 74% to 71%, while success rates of African American students increased from 60% to 70%. Among Filipino students, the success rate was 80%, which is within one point of the non-targeted students. The success rates for Pacific Islander and Native American students was 100%, based on only two students in each group.

III.B Closing the Student Equity Gap: The Journalism Department has had some success in closing the achievement gap for Filipino, Native American and Pacific Islander students, but the gap between non-targeted students and African-American and Latino/a student success is about 11. While lower than the 13-14 point gap for the college overall, Journalism still has work to do to close the equity gap. Students from targeted groups perform worse in online classes vs. live classes, so our plan for closing the gap needs to focus on better delivery of online classes. This involves more faculty training in online class pedagogy and better use of instructional design to optimize persistence and success.

The Journalism Advisory Board (CTE) at its Spring 2017 meeting made several recommendations to address the equity gap, including opening the Journalism lab for longer hours and employing staff to train and mentor students on technology. Other efforts to lower the achievement gap include 1) Providing student tutors to help students with equipment and software for photography, graphics and design. 2) Seeking free and low-cost textbooks. 3) Increasing availability of technology (printing, cameras, desktop and laptop computers) in the lab and for borrowing, to help lower-income students who do lack outside resources. 4) encouraging students in news media production classes to seek stories about the diversity of De Anza.

Faculty promotes student membership in minority journalism organizations that offer internships and scholarships. The department works to increase diversity in the JOUR 61 and JOUR 62 student news media classes by participating in Student Services Day, Club Day and De Anza's outreach programs such the New Student and Parent Open House. The Journalism Advisory Board, which convenes to meet requirements of vocational funding, is an ethnically, racially and age-diverse group.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: N/A

III.D Departmental Equity Planning and Progress: Faculty will review the department's Equity Plan in conjunction with the Division Equity Plan at its quarterly department meetings. Our efforts need to focus on success and retention in online classes.



IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 40 percent (2 of 5) Program Level Outcomes assessed.

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 65 percent of Student Level Outcomes for transferable and degree-requirement courses have been assessed. JOUR 77x, y and z are being removed from the catalog. JOUR 78w, x and y have not been offered since 2014 and are being removed from the catalog.

V.A Budget Trends: Journalism enrollment has been relatively flat from 2012-2017. To boost enrolment and increase completions, the department proposed curriculum for a new public relations course to be taught in 2017-2018, and two new certificates starting in 2018-2019. Part of Journalism's CTE funding (Perkins and Strong Workforce Initiative) is tied to enrollment and completions. Journalism receives approximately \$12,000 per year from the Perkins grant, and uses it to pay for professional development, small equipment purchases, student peer tutors and guest speakers. The program has also received SWI funding to pay for a temporary instructional aide. Because advertising revenues for La Voz are falling, the department needs to find alternative funding for students to participate in Journalism Association of Community Colleges contests and conferences.

V.B Funding Impact on Enrollment Trends: N/A

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s): N/A

V.D.1 Staff Position(s) Needed: Growth position

V.D.2 Justification for Staff Position(s): Students consistently ask for more lab hours and more support. The Journalism Advisory Board at its Spring 2017 meeting recommended hiring an instructional assistant to tutor students on software and journalism skills, and keep the lab open longer hours. The instructional assistant would assist students in all journalism classes, including being a resource for online and hybrid students. The journalism lab is currently underutilized because there is only one full-time employee (faculty) supervising the area. Students, especially lower-income students, would benefit from having consistent access to desktop computers, Adobe Creative Suite software, and printing in the lab, as well as help with basic journalism skills.

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: New equipment:

- 1) Replacement whiteboards in JOUR 61 lab area = \$650.
- 2) Video equipment: mic, green screen, dolly, stabilizer, dolly, cameras, voice recorders. Some are new and some are replacements = \$1,900.
- 3) Student subscriptions to Wreally transcription services – 20 @\$20 per year = \$400.
- 4) Printing promotional brochures for the Journalism Department and new certificate programs: \$1,000.

V.E.3 Equipment Justification: New equipment:

- 1) Whiteboards in L41: Replacing one that is unusable, and another in poor shape. Students use the whiteboards to plan editorial content and print layouts.
- 2) Video equipment: Provide more and better equipment for students to create multimedia assignments for journalism classes, an increasingly necessary skill for media

jobs.

3) Online transcription service subscriptions: Recommended by the Journalism Advisory Board to reflect professional media workplaces.

4) Promotional brochures: To promote new certificates. Handouts for open house and other tabling events and as part of outreach to high school journalism programs for recruitment purposes.

The items requested support the core competencies of Communication and Expression, Information Literacy and Critical Thinking by enhancing students' ability to use and create information media.

V.F.1 Facility Request: N/A

V.F.2 Facility Justification: N/A

V.G Equity Planning and Support: Faculty will need continuing help with equity planning to stay up-to-date on requirements.

V.H.1 Other Needed Resources: N/A

V.H.2 Other Needed Resources Justification: N/A

V.J. "B" Budget Augmentation: N/A

V.K.1 Staff Development Needs: - Equity training, adjunct participation to understand best practices in the classroom, program planning and online course design and pedagogy. Supports college goal of lowering the achievement gap.

- College media adviser training needs: Stay up-to-date on technologies, strategies and practices in college media. Supports core competencies of Communication and Expression.

V.K.2 Staff Development Needs Justification: - Equity training: Achievement gaps in some areas are unacceptable.

- Training in online course design and pedagogy with the aim of increasing success rates, especially of students from targeted groups.

- College media adviser training: Journalism Advisory Board goals of improving students' skills in traditional and digital journalism.

V.L Closing the Loop: N/A

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Last Updated: 03/23/2018

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