

**I. Program Description**

A. What is the primary mission of your program (check all that apply):

- |                                     |                  |                          |                                     |
|-------------------------------------|------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/>            | Basic Skills     | <input type="checkbox"/> | Cultural and Personal Enrichment    |
| <input checked="" type="checkbox"/> | Transfer         | <input type="checkbox"/> | Academic Support/Learning Resources |
| <input checked="" type="checkbox"/> | Career/Technical |                          |                                     |

B. Program Description

If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

<http://www.research.fhda.edu/factbook/deanzadegrees/dadivisions.htm>

CTE programs refer CTE Program Review Addenda [www.deanza.edu/gov/IPBT/resources.html](http://www.deanza.edu/gov/IPBT/resources.html)

- 1
- |                                |   |
|--------------------------------|---|
| <input type="checkbox"/>       | # of Certificates of Achievement          |
| <input type="checkbox"/>       | # of Certificates of Achievement-Advanced |
| <input type="text" value="3"/> | # of AA, AS Degrees                       |

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section II below:

a. How many people are served?

- |                          |               |                          |            |
|--------------------------|---------------|--------------------------|------------|
| <input type="checkbox"/> | # of Students | <input type="checkbox"/> | # of Staff |
| <input type="checkbox"/> | # of Faculty  |                          |            |

b. Number of employees associated with the program?

- |                          |               |                          |                        |
|--------------------------|---------------|--------------------------|------------------------|
| <input type="checkbox"/> | # of Students | <input type="checkbox"/> | # of Faculty           |
| <input type="checkbox"/> | # of Staff    | <input type="checkbox"/> | # of Part-Time Faculty |

**II. Methods of Evaluation and Assessment**

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link):

[http://research.fhda.edu/programreview/DAProgramReview/DeAnza\\_PR\\_Div\\_pdf/DeAnzaProgramReviewDiv.htm](http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm)

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	Success rate for targeted groups increased from 66% to 74% between 08-09 and 09-10. Retention rate increased from 83% to 89% between 08-09. The number of targeted students decreased from 620 to 607, probably because the program cut classes due to budget cuts. (NOTE: The total number of students -- targeted and non-targeted decreased.)
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2 Trends related to closing the student equity gap relative to college's stated goals: (refer to

<http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p16)

Explanation:	The college's goal is to reduce the achievement gap to 5%. In journalism, the achievement gap between non-targeted and targeted students decreased to 5% from 13% between 08-09 and 09-10. The program has met the college's goal.
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3 What progress or achievement has the program made relative to the plans stated in the 2008 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See:

[http://www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	(1) Laptop computers, cameras, recorders and microphones were purchased with Measure C funds and federal Perkins Grant funds allowing students who don't have equipment of their own to check out department equipment. (2) Faculty and students attended student journalism conferences, paid for with department funds, allowing student access to working professionals in the journalism field, an opportunity to learn new techniques and an chance to network. (3) The department joined the college's textbook rental program, allowing students access to textbooks for 1/3 of the textbook cost. (4) The department offered a LinC (Learning in Communities) course to foster a community approach to learning.
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4 Overall enrollment growth or decline of all student populations

Explanation:	Enrollment of all student populations declined from 813 to 781 between 08-09 and 09-10 due to a reduction in course offerings because of budget cuts. In spite of this decline, the success rate increased slightly from 76% to 78% over this period.
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B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	none
Explanation:	

C. Based on the 2008-09 Comprehensive Program Review, Section I.C., "Main Areas of Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

See: [http://www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	(1) The journalism program was able to use Perkins grant funds to pay for an instructional tutor to help guide students and keep the newsroom/lab open in the evenings. (2) The program continued with and further developed its relationship with the Broadcast Media Center to produce video news programs. (3) The program chair will meet with the Film/TV Advisory Board this year to investigate whether the Film/TV department could join forces to produce electronic journalism. (4) The journalism department brought forth a joint proposal with the Broadcast Media Center to relocate near one another in the new Mediated Learning Center to allow increased interaction and save resources, but the proposal was turned down by senior administration. (5) The program expanded its internship program with the Mountain View Voice and the Palo Alto Daily. Internships now not only include journalism, but photojournalism as well. (6) Wireless Internet was installed in the newsroom/lab, allowing students the flexibility to work on their laptops when enough lab computers were not available or the students wished to work on a computer that they were familiar with and had all the software and files that they needed.
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D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics; please see "CTE Program Review Addenda" at:

[www.deanza.edu/gov/IPBT/resources.html](http://www.deanza.edu/gov/IPBT/resources.html)

Identify any significant trends that may affect your program relative to:

- 1 Curriculum content,
- 2 Future plans for your program e.g. enrollment management plans.

No significant change

Impact:	According to the California Employment Development Department's Labor market Information data for the San Jose-Sunnyvale-Santa Clara MSA, there are projected to be 255 combined annual openings for media and communications workers for the period 2006-2016. This number includes 27 annual openings for reporters, 25 annual openings for editors and 67 annual openings for technical writers. The statewide labor market projections for individuals with journalism training mirror those for Santa Clara County. There are projected to be 3,720 annual openings for media and communication workers throughout California for the period 2008-2018. However, the program will be unable to respond to these needs, because of budget cuts, which will limit the number of offerings.
Explanation:	Although the traditional career opportunities for reporters, correspondents and editors are decreasing, employment opportunities in related fields are continuing to show steady growth in demand. The program will be unable to respond to these needs because of statewide budget cuts.

- E. *Career Technical Education* (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

No significant change

Impact:	Most of the Advisory Board's suggestions could not be implemented because of budget reductions. The students did add a La Voz Weekly Facebook page, as suggested.
Explanation:	This year's Advisory Board does not meet until three weeks after the writing of this report, but the 2010 Advisory Board made suggestions including: adding a PR writing class, encouraging student participation in networking and conferences, continuing training in new technologies, encouraging internships, teaching entrepreneurial skills, adding a La Voz Facebook page.

### III Select IIIA or IIIB below:

Note instructions and materials for this section can be found at: [https:// www.deanza.edu/slo](https://www.deanza.edu/slo)

- A. For programs whose primarily align to the Institutional Core Competencies, ICCs: attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s)

- 1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

course-embedded       surveys

Other, describe here:

- 2 Review the ECMS-SLO Summary Report or SSLO Summary Report (*Division Deans shall be sent that report*). What percentage of courses that should undergo a SLOAC process are:

NA       complete       in progress       100 scheduled to be assessed

- 3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

The one full-time faculty member (Beth Grobman) and two remaining part-time faculty members (Cecilia Deck, Shagun Kaur) have met and discussed the SLO outcomes assessment process, and all contributed to Level II.

- 4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result: N/A	plan/enhancement: N/A
summarize result: N/A	plan/enhancement: N/A

- B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s):

- 1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

course-embedded       surveys  
Other, describe here:

- 2 Review the ECMS-SLO Summary Report or SSLO Summary Report (*Division Deans shall be sent that report*). What percentage of courses that should undergo a SLOAC process are:

NA       complete       in progress       scheduled to be assessed

- 3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

- 4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:	plan/enhancement:
summarize result:	plan/enhancement:

**Department Summary**

- IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.

See: [http://www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

- V. Resource requests include: staff, faculty, materials, "B" Budget, faculty refresh, Measure C equipment

- A. Please submit up to three faculty and/or staff requests below in ranked order: (copy this section as needed)

<input type="checkbox"/> Rank	<input type="checkbox"/> Replace	<input checked="" type="checkbox"/> Growth
Position:	STAFF POSITION: Program Director/Business manager/Coordinator for Student Publications Lab - \$40,000 (based on a \$80,000 cost for a classified staff person, however, \$40,000 would be saved by moving faculty member from 50% Lab Coordinator/50% teaching to 100% teaching).	
Department:	Journalism	Contact person: Beth Grobman      extension: 8588

- 1 Briefly state below how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

Statement:	Currently, the full-time faculty member in journalism is assigned 50% teaching and 50% to run the lab and the business of the newspaper. Much of the 50% of the running of the lab that the faculty member performs could be more efficiently performed by a classified staff member. If the faculty member was reassigned to 100% in the classroom (teaching and assisting students, rather than running a newspaper business), part-time faculty salaries would be reduced 50%, thus reducing the cost of a classified staff person. (This suggested position is similar to the Executive Director position in the Environmental Studies department.)
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- 2 Highlight FTE, PT/FTE ratios, and WSCH that support your request below:

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- 3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

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- 4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

The amount of time the full-time faculty member will be able to dedicate to teaching rather than administrative processes.
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B. As applicable, list your requests for:

**Materials, "B" Budget, faculty refresh, Measure C equipment**

refer to: [http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C\\_Prioritization\\_Processes\\_ClgeCnclApproved6\\_10\\_10.pdf](http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf)

Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

1,2,3	Rank	<input checked="" type="checkbox"/> Replace	<input type="checkbox"/> Growth
Item Description: (1) B Budget (2) Measure C Funds (3) Measure C Funds			
Cost Estimate: (1) La Voz + Student Publications Lab = \$9,152 (2) Smart classroom equipment for the Lab (L-41B) to aid instruction \$10,000 (3) Move journalism closer to the Broadcast Media Center so students can use resources more effectively = unknown cost.			
Contact person:		Beth Grobman	extension 8588

- 1 Briefly state below how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

(1) This maintains the status quo (2) This will allow students to be trained on specialized software in the lab in an efficient (group) manner, rather than always one-on-one or crowded around one computer. This was funded several years ago, but never came to fruition (3) This will enhance the experience students have while participating in video journalism, allowing them more hands-on lab time on video equipment and sharing of resources between departments. Students could intern at the Broadcast Media Center as part of their education, helping complete a major request by the Journalism Advisory Board.
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- 2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

The journalism department has been in existence (this time) for 12 years, and has grown from 0 students to almost 800 annually. The paper has grown from 15-18 print editions a year to 29 print editions a year + a regularly updated website + a weekly television broadcast + a summer online edition of the newspaper. Yet, the only increase in support during this time has been the switching of a casual part-time lab aid position to a permanent part-time classified lab aid position.

- 3 If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:

- 4 Please note: It is an expectation that all resource that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource to your program below:

Criteria: The survival of the Journalism program and La Voz Weekly in print, electronic and video formats.

### Dean's Summary

#### VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

- A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

<input type="checkbox"/>	Rank	<input type="checkbox"/>	Replace	<input type="checkbox"/>	Growth
Position:					
Department:					
Contact person:					extension

- 1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

- 2 Address FTE, PT/FTE ratios and WSCH that support your request below:

- 3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

- 4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

Criteria:

B. As applicable, list your requests for:

**Materials, "B" Budget, faculty refresh, Measure C equipment**

refer to: [http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C\\_Prioritization\\_Processes\\_ClgeCnclApproved6\\_10\\_10.pdf](http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf)

Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

<input type="checkbox"/> Rank	<input type="checkbox"/> Replace	<input type="checkbox"/> Growth
Item Description:		
Cost Estimate:		
Contact person:		extension: <input type="text"/>

1 From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

Rational here:

2 Highlight FTE, PR/FTE ratios and WSCH that support the request below:

3 If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:

4 Please note: It is an expectation that all resources that are allocated (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as a Dean, may use to assess the effect of this additional staff/faculty position to your program below: