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



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 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 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 media in democracy and change. 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: 4

I.C.1. CTE Programs: Impact of External Trends: Jobs for editors, reporters and broadcast news analysts are expected to increase by 36 percent in the San Jose-Sunnyvale-Santa Clara area between 2012 and 2022, according to a report produced by EMSI for the De Anza-Foothill district. The jobs are not likely to come from traditional journalism 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: The Journalism Advisory Board had the following suggestions at its May 2016 meeting: 1) Create more options for Part 2 of the



AA-T, such as classes in visual media or photojournalism; 2) Increase the presence of La Voz online and in social media; decrease the number of print issues to every other week so that students can produce a better product and put more time into online; 3) Encourage students to take internships, even if they are unpaid; 4) Tie print paper more closely to website; 6) Engage guest speakers to discuss career navigation, LinkedIn and skills that can be used in different fields. In Fall '15, the Department began responding by decreasing the number of print issues, increasing online-first publication, and increasing social media presence. La Voz Weekly became La Voz News. Faculty is planning to propose new curriculum in Spring '16.

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): 2.5

I.E.2 #Student Employees: 3

I.E.3 % Full-time : 19.8

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. To maximize the hours students can access the lab, full-time faculty works late several evenings per week.

II.A Enrollment Trends: Enrollment was down slightly, but reflected a 9.3% growth over four years, which was an improvement after a trend of declining enrollment that ended in 2012-2013. JOUR awarded its first AA-T degree in 2016. The total awards remained flat at 5. The department had curriculum approved for a new Public Relations class that articulates with CSUs, and plans to develop a new certificate program in Public Relations. Longer term, the department will propose new classes in multimedia reporting and photojournalism, both articulating with CSUs.

II.B.1 Overall Success Rate: Overall success rate went down slightly from 79% to 76%. Analyzing the data reveals that over four years, while the number of online sections increased to meet demand, the online success rate declined. This points to a need to find ways to improve 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 and African American students in Journalism classes is increasing steadily each year, while the number of Filipino and Pacific Islander students fluctuates. Student success among targeted group members had a slight decrease from 2014-2015, from 76% to 73%. Success rates of Latino students fell slightly to 74%. Success rates of African American students dropped from 65% to 60%. The 5% drop reflects only one student, but 60% success is a 19% gap with our non-targeted rate of 79%, and demands attention.



Success rates for Filipino (79%) and Pacific Islander students (67% or 3 out of 4 students in the category) increased.

Success rates of targeted group students in online classes is substantially lower than face-to-face rates in every category.

III.B Closing the Student Equity Gap: The Journalism Department has had some success in closing the achievement gap for Latino and Filipino students, but the gap for African American students increased to 19%. Statistics show that the achievement gap in online classes is greatest for targeted student groups and especially African Americans. Our plan for closing the gap focuses on modernizing our online class pedagogy using state-of-the art instructional design to optimize success, as well as creating more opportunities for face-to-face help with technology. We hope to hire an instructional assistant and continue employing peer tutors through our CTE Perkins grant. We plan to offer at least one online JOUR 2 section as hybrid to see if success rates improve. The Journalism Advisory Board (CTE) at its Spring 2016 meeting made several recommendations to address the equity gap, including opening the Journalism lab for longer hours, hiring staff to train and mentor students on technology and purchasing tablet computers that would assist students who currently use cellphones to complete reporting/writing assignments.

The department, which consists of one full-time faculty and three adjuncts, discusses the achievement gap at its quarterly meetings, using program review statistics. resources from the Equity Office and other resources.

The department will continue ongoing efforts to lower the achievement gap including 1) Increasing availability of technology (printing, cameras, desktop and laptop computers) to help lower-income students, 2) finding lower-priced textbooks and making them available on reserve at the library; and 3) 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 the department's Winter '17 retreat.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 20 percent (1 of 5) Program Level Outcomes assessed.

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 0 percent of Student Level Outcomes for transferable and degree-requirement courses have been assessed. Courses that have not been assessed will be assessed twice before Spring 2019. Other unassessed courses have not been offered.

V.A Budget Trends: Journalism enrollment trends are up slightly over four years, and



the department has several plans to grow enrollment including new classes and new certificates being proposed. Journalism will receive funding tied to enrollment growth from the state's Strong Workforce initiative starting in Spring '17. Other sources of funding are B budget and CTE funding of approximately \$12,500 which is used for outreach, student trainers (software), staff development and equipment that is not covered by Measure C.

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): The Journalism Advisory Board at its Spring 2016 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) 35 tablet computers.
- 2) Replacement whiteboards in JOUR 61 lab area.

V.E.3 Equipment Justification: New equipment:

- 1) Tablet computers: 35 would allow students in the news media production classes to do hands-on reporting lessons; as well as check-outs for students who lack personal computers and try to complete reporting/writing assignments on cell phones. Recommended by the Journalism Advisory Board.
- 2) Whiteboards in L41. One is unusable, and another is in poor shape. Students use the whiteboards to plan print layouts.

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. Tablet computers support equity goals.

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 and in program planning. Supports college goal of lowering the achievement gap.

- College media adviser training. Impact: Faculty stays 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.

- 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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APRU Complete for 2016-17: Yes

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