

Dept - (LA) Journalism and Mass Communication > Department > Program Review



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



Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu.



▼ Dept - (LA) Journalism and Mass Communication



2019-20 Annual Program Review Update Submitted By: Cecilia Deck

APRU Complete for: 2019-20



Program Mission Statement: PLO 1 - Students will demonstrate competency in the basics of journalistic writing, including grammar, punctuation, story structure and journalistic style.

- Mission Statement: Challenges students to develop intellect and realize goals.
- ICC: Communication and expression, information literacy and critical thinking.
- Journalism: Students learn usable skills for many types of writing and communication work and/or careers.



PLO 2 - Students will demonstrate competency in research, information gathering and critical analysis of information using techniques such as observation, researching sources and interviewing.

- Mission Statement: Challenges students to develop character and abilities and realize their goals; engages students in creative work.
- ICC: Communication and expression, information literacy, critical thinking, personal responsibility.
- Journalism: Students learn to find and evaluate information through live interviews and in documents. Students use information literacy to write a research paper that includes peer-reviewed journal articles.



PLO 3 - Students will compile a portfolio of print, electronic and/or multimedia projects that tell journalistic stories.

- Mission Statement: Challenges students to develop intellect and realize their goals.
- ICC: Communication and expression, information literacy.
- Journalism: The portfolio forms a basis for compiling students' written and visual work to show their skills to potential employers and internship sponsors.



PLO 4 - Students will apply media literacy skills to explain the communication process and detect media bias.

- Mission Statement: Challenges students to develop intellect, character and abilities and be socially responsible leaders.
- ICC: Communication and expression, information literacy, capacity for cultural and social justice, critical thinking.



- Journalism: Students practice skills not only in information literacy, but also media literacy across all types of media communication – informational, entertaining and persuasive.

PLO 5 - Students will summarize steps appropriate to gain employment in a mass communications industry (archived).

- Mission Statement: Challenges students to develop intellect and realize goals.
- ICC: Communication and expression, personal responsibility. Civic capacity for global, cultural, social and environmental justice.
- Journalism: Students begin to formulate their educational and career paths in journalism, persuasion and/or advocacy fields.

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: 13

I.B.4 # AA and/or AS Degrees Awarded: 2

I.B.5 Trends in # Degrees Awarded: The total number of degrees increased from 11 in 2017-2018 to 15 in 2018-2019. The number of AA-T degrees has grown steadily since De Anza started offering the degree in 2015, while the number of local AA degrees is decreasing.

The trend reflects students' perception of value in the AA-T degree.

De Anza offered two certificates in Public Relations for the first time in 2018-2019. One student earned the degree that year, which is off to a good start. Unfortunately, the completion won't be counted until this year (2019-2020) for bureaucratic reasons.

I.B.6 Strategies to Increase Awards: 1. Faculty provide regular intra-departmental support to students, encouraging them to seek degrees and certificates in the department. The chair attended a counselors' meeting in Fall 2019 to clarify degrees and certificates, and highlight classes with no prerequisites or textbooks.

2. The expanded CTE support team includes a dedicated counsellor for CTA programs. The journalism department is publicizing how to contact the counsellor and receive targeted counselling services, which should help students qualify for and earn awards.

3. The expanded CTE support team helped journalism to obtain new trifold and cardstock handouts, and distribute them to high school students. Journalism will take part in the College and Career Programs Tour being organized by the CTE office in April, 2020.

4. While no certificates in Public Relations were awarded in 2018-2019, one student did apply for and earn the certificate. The journalism chair and CTE counselor pursued the matter and the certificate was finally awarded in Fall 2019.



- 5. The department will continue its own outreach to high schools – especially schools that current journalism students attended. Already, informal recruitment and high school visits have yielded several students majoring in journalism.
- 6. Journalism is also requesting funding for a promotional video to increase awareness for high school students and other potential students.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

The Perkins Core Indicator Report shows results for Journalism students enrolled above introductory level (111 total). Some metrics are suppressed because the numbers are too low.

- Overall technical skill attainment: 88.89%, which is -2.9% lower than the negotiated level
 - Overall technical skill attainment for economically disadvantaged students, displaced homemakers and students with disabilities is 100%
 - Completions (degrees) – 100% overall and for all cohorts, which is 18% above the negotiated level
 - Persistence and transfer – 94.44% overall, which is 12.9% above the negotiated level
- The SWP Metrics show numbers for 2017-2018 and have not been updated. Some metrics are suppressed because the numbers are too low.
- Students enrolled in who took at least 0.5 units in any single credit course in the TOP code: 107. Breaks down to 29 white, 28 Asian, 24 Hispanic, 12 Filipino and 14 other (numbers too low).
 - Students who earned a journalism degree: 11
 - Median earnings for journalism students who exited the community college system and did not transfer to any postsecondary institution: \$33,422.

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: The labor market demand and trends for journalism graduates report is from EMSI, which gathers data from CA Labor Market Information Department, Occupational Employment Statistics and job postings, The report covers the region San Jose-Sunnyvale-Santa Clara. Two colleges produce journalism graduates: San Jose State and De Anza.

- Current jobs for journalism and related occupations in the region: 17,661. Annual openings: 1,991. Average pay is \$36.90 per hour.
- Job openings are expected to increase by 10 percent from 2020-2025.
- Jobs in each related category are expected to increase: Reporters and correspondents; editors; broadcast news analysts; public relations specialists and managers; advertising and promotions managers; and postsecondary teachers.
- The occupations with the highest predicted increase 2020-2025 are broadcast news analyst (50%) and reporters and correspondents (49%)

The De Anza Journalism Advisory Committee recommends offering a multimedia reporting class to provide updated skills. Curriculum has been approved for JOUR 90, but we have not been able to offer it because enrollment declines at the department and college levels.

I.D.1 Academic Services & Learning Resources: #Faculty served: N/A

I.D.2 Academic Services & Learning Resources: #Students served: N/A



I.D.3 Academic Services & Learning Resources: #Staff Served: N/A

I.E.1 Full time faculty (FTEF): 2.3

I.E.2 #Student Employees: 2

I.E.3 Full Time Load as a %: End of 2019 - 20.5% full time load, down 24% over 5 years.

I.E.4 # Staff Employees: 0

I.E.4 #Staff Employees: 0

I.E.5 Changes in Employees/Resources: N/A

II.A Enrollment Trends: Trends: Journalism FTES fell by 7.5% from 2016-2017 to 2018-2019.

II.B Overall Success Rate: Journalism's overall success rates are steady at 77% over the past four years.

1. Factors could include slight changes in student demographics and the need for better practices in helping targeted student groups to succeed. The high number of online course offerings also effects success rates, as students are more likely to succeed in live classes.

2. Strategies to increase or maintain current success rates: More training in teaching diverse students, especially online, and continue support for a CTE-funded peer tutor who helps journalism students with technology and other aspects of their courses.

II.C Changes Imposed by Internal/External Regulations: Journalism is seeking to offer a non-credit certificate, and already had one non-credit course approved (JOUR 361)

III.A Program Success:

III.B Enrollment Trends - Equity Lens: Proportionately, Journalism serves more African American, Filipinx, Latinx, Native American and Pacific Islander students than the campus as a whole.

Trends in Journalism enrollment:

- Percentage of African American students hovers around 5%
- Latinx students have decreased slightly to 26%.
- Filipinx students make up 8%, which has remained flat over five years.
- Native American students tripled to 1%, a total of seven students in 2019-2020.
- Pacific Islander students have doubled to 2%, a total of 10 students in 2029-2019.

Strategies to attract and retain more students from these targeted groups:

1. Offer JOUR 90 – Multimedia Reporting class. Many students are interested in multimedia reporting, and this is a no-prerequisite course that would apply to the Journalism AA and AA-T degrees.
2. Offer more degrees and certificates. Propose a non-credit Certificate in Journalism, as well as a Certificate in Multimedia Reporting, to give students more entry points.
3. Increase outreach in cooperation with the CTE division's expanded outreach to high school students.
4. Create a professional-quality video promoting journalism at De Anza.

III.C Success, Non-Success and Withdraw Rates: From the Disproportionate Impact Tool:



1. "Low income students" is highlighted, and shows disproportionate outcomes of -12. Other disproportionate outcomes are for "African American" (-13), "Pacific Islander" (-15) and "Current or former foster youth". There are also disproportionate outcomes for "Decline to State" and "Not Reporter" which cannot be accounted for.
2. The disproportionate outcomes for African American and low income students are concerning.
3. Strategies that might help closing gaps in successful course completion:
 - Increase low- or no-cost textbook options, as well as lower-cost options for courses that really need textbooks (such as JOUR 2 – Mass Media and Society).
 - Increase efforts to highlight the achievements of African Americans and other marginalized groups in teaching/curriculum.
 - Increase the inventory of high-quality cameras and other recording equipment for students to borrow for JOUR 61 assignments (and for JOUR 90 (Multimedia Reporting if offered)
 - Increase effort to publicize the Journalism Lab as a venue for journalism students to access peer tutoring and desktop computers for school work.

III.D Equity Planning and Support: The continuing success gaps for low-income students and several targeted student groups indicate that the Journalism Department needs support. We would like to set up a retreat/staff development event for the Journalism Department to explore with equity staff new ideas for closing the equity gap, best practices etc.

III.E Departmental Equity Planning and Progress: Resources needed:

- Professional Development: Faculty need help understanding issues faced by targeted student groups and how to help them succeed in transfer-level and specifically online classes.
- Coaching/consultation: We would like to set up a retreat/staff development event for the Journalism Department to explore with equity staff new ideas for closing the equity gap, best practices etc.
- Departmental collaborations: Explore possibility of linked or cohort JOUR 2 classes to serve specific students.

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary: The department is reviewing enhancements and other results from the latest set of SLO and PLO assessments.

IV.B Assessment Planning: The department is assigning upcoming SLO and PLO assessments.

V.A Budget Trends: The journalism department is funded through a B budget, Perkins and SWI grants, DASB Senate allocations for the La Voz website and printing, and advertising in La Voz student media.

Trends: Advertising in La Voz News continues to decline, reducing funding for items specific to JOUR 61 and JOUR 62 students, such as attending journalism conferences.

V.B Funding Impact on Enrollment Trends: Lack of funding may impact enrollment trends because Journalism has been unable to offer JOUR 90 - Multimedia Reporting since the curriculum was approved several years ago. Students are eager to take the

class.

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: None needed unless vacancy

V.D.2 Justification for Staff Position(s): N/A

V.E Equipment Requests: Equipment resource requests listed on spreadsheet

V.F Facility Request: No resource for facilities requested

V.G Other Needed Resources: Resource requests listed on spreadsheet

V.H.1 Staff Development Needs: Training in equity issues and disproportionate outcomes; continuing staff development on journalism trends and teaching methodologies.

V.H.2 Staff Development Needs Justification: 1. Equity training with 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.

2. Journalism and related fields are constantly changing and evolving, and faculty need to keep up with and anticipate new developments and how to bring them into the classroom. The Journalism Advisory Board suggests continuous learning through such organizations as Associated Collegiate Press/College Media Association (which offers training specific to journalism professors and student media advisers) and the Journalism Association of Community Colleges, which has an annual faculty conferences as well as new media tracks at its regional and California state conferences.

V.I Closing the Loop: Journalism will use several methods to assess the outcomes of additional resources as requested.

- Equipment: Review, with the Journalism Advisory Board, the quality of published student production work, and also performance of equipment.
- Funds to offer JOUR 80 (Multimedia Reporting) for the first time: Beyond enrollment totals, conduct SLO assessments and student surveys, and have Journalism Advisory Board members review student multimedia projects (if published).
- Professional Development: Review how learning and insights gained from professional development conferences, workshops etc. is reflected in classroom teaching and other aspects of the Journalism Department (e.g. curriculum development, future planning etc.), and effects on student success.
- Peer tutors: Survey students about the usefulness and helpfulness of peer tutoring.
- Promotional video: Use online tools to measure analytics and views, and student surveys and discussions to assess effect of added promotion on enrollment.

Last Updated: 02/03/2020

#SLO STATEMENTS Archived from ECMS:

