De Anza College
Instructional Annual Program Review 2021-22

Instructions: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on "Facilities" tab and large-ticket items are on Large-ticket Items" tab.

Due: Friday May 6, 2022

	Information Requested	Explanation of Information Requested.	Enter your answers here
	Department Name:		Journalism (JOUR)
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies"? (https://www.deanza.edu/about-us/mission-and-values.html).	**JOUR Mission Statement:** The Journalism Department at De Anza College provides a strong foundation in basic concepts, values and skills in journalism, focusing on problem solving, critical thinking, innovation and communication. We promote cultural and intellectual diversity, civic engagement and social responsibility, as well as an understanding of ethical and legal implications of media._ Relating JOUR PLOs specifically to De Anza's Mission Statement and Institutional Core Competencies: **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?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer. Many Journalism students transfer to four-year college journalism programs at San Jose State and San Francisco State University.
I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Career/technical. Journalism and Public Relations are in-demand career/technical skills that generally require a four-year degree as well as specialized education.
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state "none offered".	Public Relations - 1
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to	Public Relations - 1

		https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement" please state "none offered".	
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate Degree Transfer, please state "none offered".	Journalism - 12
I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate of Arts or Associate of Science Degree, please state "none offered".	Journalism - 11
I.B.5.	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	The number of degrees and certificates **increased substantially** from 2020 (12) to 2021 (25). This could be because some students delayed completing their degrees and certificates in Spring 2020.
I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation	Strategies to increase awards include in-reach to currently enrolled students through email and Canvas postings and referrals to the CTE career counsellors though syllabi and emails. Journalism also engages in strategies to increase enrollment, including participation in Enrollment Day, Welcome Day, open

		workshops, collaborations with other offices, etc.)	houses in the journalism lab, and classroom visits to other classes in the Language Arts, Creative Arts and Social Science divisions.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes. Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx	The Core Indicator information for Journalism shows high success rates for the categories in which the cohorts are large enough to report. **1 – Postsecondary Retention and Placement** – 27/27 students succeeded, for a 100 percent rate, which was 8.3 percent above negotiated levels. The high success rate held for subgroups "Individuals with Economically Disadvantaged Families" (10/10), "English Language Learners" (2/2) and "Individuals with Disabilities" (4/4). **2 – Earned Postsecondary Credential** – 13/15 succeeded, for a 86.67 rate that was also above negotiated levels. In this indicator, 4/5 "Individuals with Economically Disadvantaged Families" succeeded. Other cohort groups were too small to report. Journalism has consistently used Perkins funding to fund student tutors who help students with courses, equipment and software, and to pay for equipment that students can borrow, e.g. cameras and audio equipment. Journalism will again request funding to help with student tutors, to update equipment and to help fund professional development so that faculty is up-to-date on teaching technology.
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations	The ESMI Q1 2022 program overview for Communication, Journalism and Related Programs showed 18,118 jobs in the field in 2021 in the San Jose/Santa Clara/Cupertino area, predicting 2,200 annual openings from 2021-2026, an 11.3% increase (compared to 7.5% nationwide). The openings are in fields that include public relations, marketing, editors, technical writers, and advertising.

		relating to existing and new course and certificate/degree offerings. Cite additional data when applicable. California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj	The Journalism Advisory Board has recommended adding a multimedia journalism class (already approve) and a multimedia journalism certificate and/or degree, when enrollment justifies it.
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	N/A
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	N/A
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,	N/A

		etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: https://www.deanza.edu/ir/program-review.20-21/index.html .	FTEF: 2.2, down 17 percent from 2016-17.
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years.	One. No change; see above.
I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool.	22%, up 3% from 2016-17.
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report	0

		regarding staff serving multiple programs.	
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.)	Previous to Spring 2020, journalism employed two students – one tutor/mentor through the Perkins grant and one office manager/ad salesperson through advertising funds. Journalism continues to employee a student tutor, but when La Voz stopped printing in March 2020, it lost advertising revenue and was no longer able to employ an office manager/ ad salesperson. The loss of the ad revenue also impacts La Voz Fund 15, which is used to pay for students to attend journalism conferences.
	Enrollment		
II.A	Enrollment Trends	What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?	Enrollment has trended downward by 10 percent over the last three years, reflecting a college-wide downturn. Journalism seeks opportunities to increase enrollment by participating in publicity events such as Enrollment Day and Welcome Day with a table (or Canvas page/open Zoom meeting during pandemic events) featuring both faculty and student volunteers; advertising through La Voz News student media; visiting classrooms to recruit interested students; updating the De Anza Journalism website; requesting resources to create a video; participating in Guided Pathways villages events; and taking any available opportunity to let current and existing students know how they can participate in student news media.

| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans

1. What could be contributing to the differences?
2. What strategies does your department have in place to increase or maintain enrollment of these student groups?

Are there other trends that you see when drilling into the data that may be important to explore? | Journalism students represent proportionately more African American, Latinx and White students than the college overall, and fewer Filipinx and Asian students. Several factors could contribute:
- Journalism is a communication discipline which requires strong language skills, which may lead to lower enrollment from non-native English speakers.
- Journalism is not a popular major among international students; skills do not necessarily translate internationally.

The journalism department participates in recruitment events and has ties with local high schools to encourage enrollment from diverse students.

Participating in La Voz student news media affords students the opportunity to learn about and report on diverse groups at De Anza.

La Voz production classes (JOUR 61/62) regularly host as guest speakers former students from diverse backgrounds who have transferred and/or proceeded into the workforce. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.
1. What could be factors that influence success rates? Please refer to: https://www.deanza.e | Journalism's success rates for African American, Latinx and Filipinx students mirror those for the college as a whole, at 72%. Rates have been both higher and lower over the three-year period.
Strategies to increase success rates among disproportionately affected students include:
• Providing low- or zero-cost textbooks and material. |

		du/ir/program-review.20-21/index.html 2. What strategies does your department have in place to increase or maintain current success rates?	• Providing equipment such as laptops, iPads, DSLR cameras, tripods, recorders etc. for students to check out. • Providing free food in the Journalism break area. • Providing non-discriminatory, culturally relevant teaching materials, examples, videos, etc. • Providing computers In the Journalism lab that students can use for other school work when not being used in journalism classes. • Faculty staffing office hours to enable the lab to stay open maximum hours. • Availing of CTE funding to hire a peer tutor who helps with training and tutoring for all journalism classes. • Taking into account that not all students have English as their first language, and reassuring them they can still succeed. • Regularly assessing students' learning process and requesting periodic feedback. • Committing to meet the unique needs of each student.
II.D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there	For JOUR overall in 2020-21, the biggest success gaps are for African American (-8), Latinx (-15) and Male (-11). On the plus side, low-income students had a +2 success gap. JOUR had an overall enrollment of 588 students in 2020-21, and several demographic groups were too small to report. Helpful strategies to close gaps include: - Hosting as guest speakers successful journalists (and transferred journalism

		are disproportionate impacts for that group): 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? What strategies might be helpful in closing gaps in successful course completion?	students) from diverse and disproportionately impacted groups. - Giving all students the opportunity to attend (online or live) community college journalism conferences, where speakers represent diverse groups. - Highlighting student success in the form of awards in student journalism contests. - Continuing professional development, both in equity-minded practices and in online pedagogy. - Continuing to offer rentals of equipment and use of computers in the journalism lab to help student access.
II.E.	Changes Imposed by Internal/External Regulations	Address program changes implemented 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? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)	Like most departments, Journalism responded to the COVID-19 pandemic by moving all classes online in March 2020. In 2020-21, all classes were taught online, some with synchronous elements. The pandemic shutdown was felt most keenly in the JOUR 61 classes, which produce La Voz News. These classes had always been taught fully live, with students accessing computers and equipment in the Journalism Lab (L42) and fully availing themselves of opportunities to report on live events and meetings on campus. Faculty and students adjusted to operating online only, and students rose to the challenge to make do with compromised circumstances, but in other ways, learning suffered, e.g. the lack of opportunities to create live photo and video assignments on campus.
	Equity	In order to meet the goals within our State Equity Plan, Institutional	

		[Metrics](#), [and Educational Master Plan,](#) the following section asks you to reflect on questions focused on student equity to help inform our goals._	
III.A.	Equity Plans for groups other than the acknowledged disproportionately impacted groups	Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	
III.B.	Program Success	Describe any events/program changes/successes that you would like to share relative to your equity efforts?	Journalism faculty strive to increase success by giving student opportunities to fully participate and quickly recover from temporary setbacks. - Creating learning activities that draw on students' life experiences to respond to prompts relating to the course materials. - Considering other factors in students' lives such as family situations, financial status, etc. when responding to requests for changes, extensions, etc. - Using simple questions to engage students in class and online. - Using a variety of learning material that is accessible for all. - Making online tests, quizzes and discussion questions available to students for a longer time (grace periods on due dates). - Listening to students and offering help and empathy.

			- Having one-on-one meetings, including open office hours and bookable online times. - Using a variety of examples that students can relate to; asking students to provide examples from their own lives. - Providing needed tools and technology. The JOUR department complies with protocols to avail itself of CTE funding that provides high-quality photo, video and recording equipment for students to borrow.
III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	
III.D.	Departmental Equity Planning and Progress	Identify which of the following resources you need? How would the resource help? • Professional Development – what areas? • Enhanced support for students • Departmental Collaborations • Best Practices • Coaching/Consultation	Resources needed include: - Professional development: Improving online learning, recruitment and retention, equitable curriculum. - Support for students: Continue peer tutor position, availability of equipment for rental. - Departmental collaborations: Clear expectations and requests for participation in Guided Pathways. - Coaching/Consultation: For better outcomes.
III.E.	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success?	Yes, especially equity gaps for Latinx and Black students.
	Assessment Cycle	Navigate to https://www.deanza.edu/slo/ and click "TracDat is gone" which will take you to accordion listing	

		SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division:"	
IV.A	SLOAC Summary	Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022..	The current SLOAC summaries point to the need to make some changes in curriculum when that becomes available.
IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.	JOUR 2, 21a, 21b, 61a-c, 62a,b,d,e,f, 77w, 80. Not assessed: JOUR 62c, JOUR 78 (not offered), JOUR 90 (not offered).
	Resource Requests		
V.A	Budget Trends	Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (eg COVID demands) upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.	Journalism has benefited from CTE/Perkins funding that helps pay for a student tutor, equipment to lend to students, and professional development.
V.B	Funding Impact on Enrollment Trends	Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to	

		Program Review data sheets for enrollment information:	
V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	One. Replace due to vacancy (retirement).
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	Journalism requires a full-time coordinator/chair to fulfill the following duties: - Coordinate and update curriculum – several courses are due for updates. - Schedule adjuncts and classes. - Revise curriculum as needed. - Write program reviews. - Teach the core JOUR 61 and JOUR 62 classes and serve as faculty adviser to La Voz News student media (online, social media, video, possible print publications). - Represent the department at division council and division meetings. - Lead journalism department meetings, coordinate with adjunct faculty. - Lead recruitment efforts at Enrollment Day, Welcome Day, student visits to classrooms etc. - Coordinate Journalism Advisory Board meetings to administer and advise on Perkins and other CTE funding. - Work with CTE to apply for and report on Perkins and other CTE funding. - Coordinate inventory of photo and audio-video equipment.

			- Supervise the Journalism Lab, maximize hours available for students to work in lab. - Coordinate membership and participation in professional organizations such as the Journalism Association of Community Colleges and Associated Collegiate Press. - Facilitate and accompany students participating in live and virtual journalism conferences (fall and spring). - Enter student work into contests (fall and spring). - Propose new certificates – to increase enrollment and meet student demand, propose a new certificate in multimedia journalism.
V.D.1	Staff Position(s) Needed	Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	N/A
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	N/A
V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure	Replacement cameras and peripherals.

		to include to justification and costs in appropriate columns.	
V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	N/A
V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	N/A
V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	Journalism staff need continuing training in journalism teaching and developments in news media, as well as equity.
V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need.	Because journalism, news media, social media and public relations are evolving fields, journalism faculty need to participate in professional development on topics of current media, equity, pedagogy etc. presented by such organizations and the Journalism Association of Community Colleges, Associated Collegiate Press and Poynter Institute. The Journalism Advisory board recommends continuing professional development.
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year	Over the past five years, journalism has increased the number of awards (degrees and certificates), thanks in part to availability of resources and professional development. Students have consistently won "Online General Excellence" awards at the Journalism Association of Community Colleges in recognition of the lavozdeanza.com website. The award honors student media following a specific rubric of excellence

			in such categories as news coverage, writing, photo, design and multimedia.
	Submitted by:	APRU writer's name	Cecilia Deck
	Last Updated:	Give date of latest update	May 18, 2022