


 Dept - (LA) Journalism and Mass Communication


2018-19 Annual Program Review Update Submitted By: Cecilia Deck

APRU Complete for: 2018-19

**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:** 6

**I.B.4 # AA and/or AS Degrees Awarded:** 5

**I.B.5 Strategies to Increase Awards :** 1. Offer peer tutoring to help students succeed and learn echnical skills in audio, photo and video journalism.

2. Continue outreach to high schools through Parent/Student Day and visits to high school journalism programs. In 2018, journalism added representatives from the Northern California Journalism Education Association and San Jose State University to the Journalism Advisory Committee to increase coordination and pathways.

3. Promote two new Certificates in Public Relations. The new course "Introduction to Public Relations" was taught for the first time in spring '18 using funding from SWP. We anticipate several certificates to be awarded for 2018-2019.

4. Reach out to counsellors to increase awareness of the major and the Public Relations certificates for students who are interested in strategic communications careers. Some students majoring in "communication" should be majoring in journalism because they will have to change their major once they transfer to CSU.

**I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:** Perkins Core Indicator reports for Top Code 0602 are from 2016-2017 and 2017-2018

- Cohort year CTE enrollments in Journalism: 2018: 191; 2017: 197
- CTE headcount: 2018: 111; 2017: 11

Core Indicators (Rates for sub-groups were N/A or N/R because of low numbers):

1. Technical Skill Attainment:

- 2018: 88.89 percent. 18 total students included one displaced homemaker, nine economically disadvantaged students and one student with a disability.

- 2017: 95.83 percent

2. Completions – Certificates, Degrees and Transfer Ready:

- 2018: 100 percent. 10 total students included one displaced homemaker, six economically disadvantaged students and one student with a disability.

- 2017: 78.57 percent.

3. Persistence and Transfer:

- 2018: 94.44 percent. 18 total students included one displaced homemaker, nine economically disadvantaged students and one student with a disability.

- 2017: 91.67%.

4. Employment: Because many journalism jobs involve self-employment or gigs, and some students move out-of-state for employment, the number of employed counted in this survey may be an underestimate, as employment is measured by number of students who contribute to the state unemployment system (EDD).

- 2018: D/R, which indicates no response or number too low to report because of privacy concerns.

- 2017: 75 percent.

5. Nontraditional Participation: N/R

6. Nontraditional Completions: N/R

Areas for improvement to improve student equity gaps:

- Make audio, photo and video equipment available to borrow by students who cannot afford to buy equipment.

- Employ peer tutors to assist students in using equipment and with other aspects of journalism and public relations course content.

Planned interventions and activities to enhance student and program outcomes

- SWP Outcome Metrics: The Cal-PASS link is not functional. Data is accessible only to authorized administrators.

**I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::** The EMSI Program Overview looks at the employment outlook for communication, journalism and related programs in the San Jose-Sunnyvale-Santa Clara region.

- Categories and projected increase in jobs from 2019-2024: Advertising and Promotions Managers (10%), Public Relations and Fundraising Managers (9%), Broadcast News Analysts (7%), Reporters and Correspondents (62%); Public Relations Specialists (9%), Editors (36%).

- Job postings: Feb. 2018-Feb. 2019 – 940 postings per month and 160 hires (one hire for every five job openings).

- Job openings are in these categories overall are projected to increase by 16.7 percent from 2019-2024, with a total of 708 annual openings. The region has 25 percent more jobs than the national average in these fields.

- The number of jobs is expected to increase by 16.7 percent in these categories to a total of 6,196 jobs in 2024.

- Hourly wages vary by category from a low of \$19 per hour to a high of \$81 per hour.

- The regional employers posting the most jobs in these categories are Stanford University, Apple, Google, Oracle and Hewlett-Packard.

Per the recommendations of the Journalism Advisory Board, the department continues to develop new curriculum to keep up with changing industry needs:

- The new Public Relations course and certificates

- Changes in curriculum in existing courses to develop web, audio, video and photo skills

- A multimedia reporting class that has been approved, 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): 2.6**

**I.E.2 #Student Employees: 2**

**I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching:** End of 2018 – 20.6% full time load, down 24% over 5 years. 75.3% part tie load, up 14% over 5 years.

**I.E.4 # Staff Employees: 0**

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

**II.A Enrollment Trends:** Journalism FTES was down 3.5% over five years, compared to 12.2% college-wide.

**II.B Overall Success Rate:** Overall student success rates have been steady at 77% over the past three years, matching the college-wide success rate. 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.C Changes Imposed by Internal/External Regulations:** N/A

**III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment:** Targeted student populations increased in Journalism:

- 8% African-American
- 29% Latinx
- 11% Filipinx and 1% Pacific Islander.

All but one group is over-represented in Journalism compared with the college as a whole, which is comprised of 4% African-American, 25% Latinx, 7% Filipinx and 1% Pacific Islander.

**III.A.2 Targeted Student Populations: Growth and Decline:** Journalism is serving more African-American and Latino students than five years ago.

- African American students increased from 5% to 8%
- Latinx students from 26% to 29%
- Filipinx students remained flat at 11%
- Pacific Islander students flat at 0-1%

**III.B.1 Closing the Student Equity Gap: Success Rates:** Success rates:

- African American: 69%
- Latinx: 70%
- Filipinx: 75%
- Pacific Islanders: 60%
- Asian: 86%
- White: 76%

**III.B.2 Closing the Student Equity Gap: Withdrawal Rates:** Withdrawal rates?

- African American: 14%
- Latinx: 16%
- Filipinx: 17%
- Pacific Islander: 40%
- Asian: 9%
- White: 17%

**III.B.3 Closing the Student Equity Gap: 2017-18 Gap:** As the number of African American and Latinx students in journalism increased, unfortunately the success gap also increased.

- 2013-14: 2%
- 2014-15: 6%
- 2015-16: 6%
- 2016-17: 9%
- 2017-18: 9%

**III.C Action Plan for Targeted Group(s):** Cecilia Deck, the department chair and only full-time faculty, is the point person responsible for implementing strategies.

1. Increase success rates for African-American and Latinx students in all classes, especially in

online JOUR 2 classes, where there is even more of a disparity. The difference in success rates for this group in 2017-18: Face-to Face 70 percent; hybrid 67 percent; online 58 percent (reflecting college totals).

2. Research and train faculty in ways of reducing the disparate impact that learning online poses for African-American and Latinx students.

3. Ask personnel from the Equity office and the Men of Color Initiative for advice for teaching, retaining and success for this population.

**III.D Departmental Equity Planning and Progress:** • Professional Development: Understand issues for underrepresented students and how to help them succeed in transfer-level and specifically online classes. Faculty need new tools.

- Enhanced support for students: Explore online textbook with enhanced quizzes that lead students to targeted resources, increasing comprehension and success. Faculty would need training to implement.

- Departmental collaborations: Explore possibility of linked or cohort JOUR 2 classes to serve specific students.

- Coaching/consultation: Would be helpful on a personal or small group (journalism instructors) basis

**III.E Assistance Needed to close Equity Gap:** Yes

**III.F Integrated Plan goals: current student equity data and action plan:** 5. Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students

**IV.A Cycle 2 PLOAC Summary (since June 30, 2014):** Percentage of Program Level Outcome statements assessed to date: 100%

**IV.B Cycle 2 SLOAC Summary (since June 30, 2014):** Percentage of Student Level Outcome statements assessed to date: 100%

**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 continued 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:** 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:** None needed unless vacancy

**V.D.2 Justification for Staff Position(s):**

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

**V.E.2 Equipment Title, Description, and Quantity:** All equipment recommended by the Journalism Advisory Board in meetings May 9 and Dec. 5, 2018.

New equipment:

- Audio interface kit - \$400 (10 year life expectancy)
- Smartphone stabilizers - 2 at \$150 each (5 year life expectancy)
- DSLR/Smartphone lavalier mics - 6 at \$150 each (5 year life expectancy)
- Smartphone mounts - 4 at \$100 each (5 year life expectancy)

- Tablet mounts - 3 at \$40 each (5 year life expectancy)

Replacement equipment:

- 5 tripods at \$60 each (5 year life expectancy)

The equipment does not require new or renovated infrastructure

**V.E.3 Equipment Justification:** - All equipment recommended by the Journalism Advisory Board in meetings May 9 and Dec. 5, 2018 so that students can learn and practice up-to-date journalism skills such as mobile photo and video reporting and podcasting.

- Journalism students will use the equipment.

- The impact of not getting the equipment would be that the students would not be fully prepared for transfer or careers. The journalism department would fall behind.

- Life expectancy of most equipment journalism requests is shorter than average because of the frequency with which it is checked out for use, the number of students who use it and increased wear-and-tear as the equipment is packed and unpacked.

Funding equipment that journalism students use for assignments promotes the following De Anza Values:

- Innovation: Helping students express themselves with up-to-date technology

- Equity: Giving all students access to technology they might not otherwise be able to use

- Developing human capacity: Providing students with directed, focused, engaged and connected experiences in reporting and interviewing

Several Institutional Core Competencies are supported by giving students access to up-to-date equipment, including communication and expression, information literacy, personal responsibility and critical thinking.

**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:** Peer tutors to help students use audio, video and photo equipment.

**V.H.2 Other Needed Resources Justification:** Recommended by the Journalism Advisory Board at meetings May 9 and Dec. 5, 2018. PLO #3 enhancement: Students need more help completing assignments and creating online portfolios. One enhancement would be more help in the journalism lab,.

**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:** Journalism will proceed with the next phase of SLO andPLO assessments with an eye to improving outcomes.

**Last Updated:** 03/22/2019

**#SLO STATEMENTS Archived from ECMS:**