

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The Journalism Department's mission is a commitment to enlightenment and inspiration. Within the diverse academic landscape of De Anza College, the Journalism Department serves as a catalyst for the cultivation of journalistic and media literacy skills. Operating in a multicultural environment, the department champions the art of critical thinking, problem-solving, and innovative communication. At the core of the mission lies dedication to academic excellence and the nurturing of inquisitive minds, fostering an understanding of the profound impact of media on our world.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The Journalism Department Program Mission Statement reflects the college mission in providing an academically, rich, multi-cultural environment for journalism students of all backgrounds to develop their intellect, character and abilities through participation on the student publication (La Voz News) and in news writing and media studies courses. Critical thinking is key to the Journalism curriculum and understanding the media. The journalism profession, as taught in the courses, places a high value on problem-solving techniques and effective communication, as well as empowers students to educate themselves, through research and analysis of current events in order to understand local, national and global issues.

The Journalism Mission Statement also shares all of the college's core values:

- Communication and expression
- Information (and media) literacy
- Personal responsibilities (through deadlines and accurate reporting)
- Civic capacity for global, cultural, social and environmental justice through researching and writing stories, as well as studying these issues within the media industry.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Hire Full-Time Faculty	Hire full-time faculty member to envision our mission and to be the guardian of the program.	Dean, hiring committee				
Enrollment	Increase visibility of the program and increase enrollment through marketing, partnering and creating new courses.	Coordinator	Communications, Outreach, Counseling	Advertise in the Language and Communication Space	Institutional data about enrollment using Student Success Analytics	By finding an increase in enrollment during each reflection period.
Multimedia course	Offer special multimedia / broadcast / podcast /social media course. Streaming and podcasting are growing larger in the media industry. Having vocal, camera and production skills are going to be vital to students' careers as journalists, even at online/digital publications.	Coordinator	Curriculum	Advertise in Language and Communication Space	Course approval	Course offering and enrollment AY 25/26

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

The department currently doesn't have a full-time faculty member.

It's been more challenging to get students back on campus post-COVID. Because of the pandemic, the newsroom culture, the sense of community among students, has vanished and needs to be rebuilt. That's vital for the success of the program and the student publication.

The newsroom should be a hub for students. They should be able to use the newsroom anytime they need to. Lack of personnel has limited students' access to the newsroom.

A few decades ago, the newsroom was like the library and the bookstore, and it was always open to students.

Journalism departments nationwide are seeing declines in enrollment. It is vital for society to turn this trend around in order to have a fully democratic society.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Language Arts - Journalism-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	502	517	454	408	389	-22.5%
Enrollment	636	640	588	488	463	-27.2%
Sections	54	54	40	47	41	-24.1%
WSCH	902	912	867	685	626	-30.5%
FTES (end of term)	61	62	59	46	42	-31.1%
FTEF (end of term)	2.3	2.3	2.2	1.9	2.0	-12.8%
Productivity (WSCH/FTEF)	388	398	399	355	310	-20.3%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Enrollment in Journalism courses has declined by 27.2% during the last five years, from 636 in 2018-19 to 463 in 2022-23.

COVID-19 has had a major role in enrollment since 2020. Before COVID-19, the enrollment showed an upward trend. In fact between 2018 and 2020, enrollment increased. Enrollment has decreased since 2020, right during the pandemic.

The other piece to this enrollment trend could be the loss of a full-time, long-term faculty member in the journalism department as well as the loss of a long-time, part-time faculty member. Both retired last year. Currently, three part-time faculty members are teaching all journalism courses. One is teaching fully remotely with no presence on campus, and one is newly hired and is on campus only one day a week.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).

2. Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

It is encouraging to see by the charts above that the field is projected to grow, although not at a very fast pace. Students are still interested in journalism, but the field has become a bit tainted by a more widespread distrust of news organizations.

The journalism profession is undergoing a massive shift. According to the "JOURNALISM TRENDS FOR 2023: ANALYSIS FROM THE REUTERS INSTITUTE DIGITAL NEWS REPORT," The last two or three years haven't made for the best reading/viewing and that has been reflected by audiences. 46% of people surveyed now avoid the news which is up from 24% in 2017. 43% say there is too much politics and Covid in the news while 36% say that news has a negative effect on their mood. This increase has publishers concerned, with over 70% worried about news avoidance/fatigue.

That means that new approaches need to be made to tackle this and explanatory journalism seems to be the preferred method. 94% of publishers surveyed said this was how they would counter this issue, with Q&A formats second on 87% and solutions/constructive journalism back on 73%. The last of these seems to be gathering particular momentum with the [Solutions Journalism Network](#) collecting over 14,000 examples of solutions reporting from across the globe. It's also an approach that the younger generation seem to appreciate and engage with more, too.

Source: <https://www.responsesource.com/blog/journalism-trends-for-2023-analysis-from-the-reuters-institute-digital-news-report/>

In short, training unbiased, ethical journalists who report on only facts and avoid yellow journalism is more important than ever.

The main suggestions of the advisory board in the latest meeting in June 2023 are as follows:

- Appeal to a younger demographic by repackaging journalism to work w/ other programs such as photography (e.g. photojournalism, non-credit course - where students can get experience and try it out) as well as offering a non-credit social media marketing certificate/ course.
- Consider regional adult schools as potential enrollment pipelines.
- Having a space for students to collaborate/ work on the newspaper/ hang out/ get to spend more time together to foster a sense of community and camaraderie. Newsroom should be a nurturing place.
- Paying students/editors to keep them in the newsroom. The work needs dedication and requires a lot of time.
- Adding keywords like "social media marketing" in our degree programs/ certificate/ course descriptions to appeal to younger students.
- Using drones in reporting, photography and videography is moving journalism up to another level.
- Consider establishing an alumni association that could help with recruitment, programing and even fundraising.

D. Course Success

saved report - pivot

Course Success

Journalism-DA

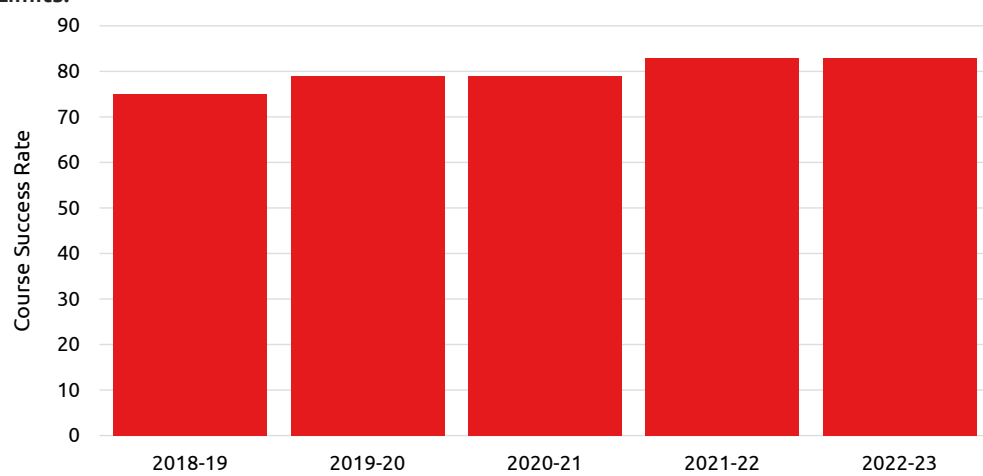
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	636	75%	478	640	79%	508	588	79%	467	488	83%	404	463	83%	382

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course:

https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

1. Our program success rate has steadily increased during the last five years from 75% to 83% (from a C average to a B average). Journalism faculty are committed to helping students succeed. Journalism courses are interactive and hands-on, which increases student engagement. Through a series of assignments, students are given multiple opportunities to succeed rather than basing grades on a mid-term and final. The editing and review process also helps students comprehend how to improve their communication and success rate.
2. The faculty members in our department are committed to reaching out to struggling students early in the quarter and working with them one-on-one for ways to improve. Our faculty members are also empathetic to what is happening politically and culturally, taking into consideration outside influences that may be affecting success. The department has also been focused on achieving equitable outcomes.
3. Between 35% and 60% of the student population in most journalism classes are Asians. Between 38% and 50% of the student population in most journalism classes are Latinx. The number of male and female students in La Voz courses (Media Production courses, JOUR 61 and Freelance courses JOUR 62) and Media and Its Impact on Society course (JOUR 2) are almost equal (48% and 51%). While the number of female students are growing in JOUR 21A, 21B and 80 courses (24% to 30% and 70% to 76%). Enrollment trend shows decrease in all courses. La Voz and JOUR 2 courses show a decrease of 17.8% while JOUR 21A, 21B and 80 show a decrease of between 25% to 65.5%. Success in all courses is steady between 74% and 95%. The lowest success rate is shown for JOUR 80 between 62% and 80%.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

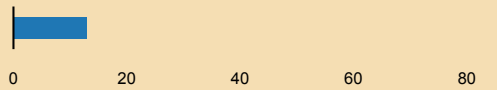
Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Journalism-DA, 41 sections)	463	83%	83%	0		
Asian	160	89%	79%	+10		
Black	24	67%	83%	-17		5
Filipinx	29	93%	82%	+11		
Latinx	141	78%	84%	-6		10
Native American	N/A					
Pacific Islander	N/A					
Unknown ethnicity	20	85%	82%	+3		
White	84	80%	83%	-3		3
Female	277	85%	79%	+6		
Male	183	80%	84%	-5		9
Non-Binary	0					
Unknown gender	N/A					
Foster youth	0					
Individuals with disabilities	17	100%	82%	+18		
Low Income	181	75%	88%	-13		24
Not Low Income	282	88%	75%	+13		
Veterans	N/A					

¹The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. Black students have the lowest success rate at 67% and FilipinX students have the highest at 93%. The success rate for LatinX and white students is very similar. (LatinX success rate is 78% and white is just above that at 83%.) Compared to Language Arts as a whole, success rates for Black students is lower, but success rates among LatinX and FilipinX are higher in journalism than Language Arts.

2. It is important to also look at the percentage of each ethnic group in our program to understand the percentages in context. For example, black students, who have the lowest success rate, are only 5% of our journalism enrollment (24 out of 463 students). Of those, 25% withdrew from the class, so there is no way of knowing how they would have done if they completed the course with a grade. Only 2 students had a non-success rate.

Asian students are the largest percentage (35%) of our 2022-23 enrollment (at 160 students), followed by LatinX at 30 percent (or 141 students).
White students make up only 18% of our program (with 84 students).

For meaningful data comparison, ethnic group success rates should be compared to rest of college and district to see if our success rate in journalism is higher or lower than other programs.

3. Low-income students have a negative gap of -13. Individuals with disabilities have a positive gap of +18.

4. We looked at female success rate since they make up a majority of our enrollment at 60%. (Only 1% did not state gender.) If female enrollment is trending up and we want the program more balanced, we could target male students to achieve gender equality.

5. Since we want a diverse, multicultural learning environment in the journalism department, we want to make sure we don't have one dominant group and small percentages of minorities. We have a good balance in our program, with Black, LatinX and FilipinX making up 41%, Asian making up 35%, and white/native American/pacific islander making up 23% and unknown making up 20%. That is a good cross-representation.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Implementing these strategies might help:

- Creating a welcoming and supportive learning environment for each and every student.
- Identifying struggling students and early intervention through Connect.
- Tailoring instructions to individual students' needs, based on their own pace.
- Continuous assessments to provide feedback
- Ensuring that students have easy access to resources, mental health support services, course material, technology, equipment, etc.
- Using diverse instructional methods to cater to different learning styles.
- Maintaining open communication.

2. The strategies support the program's mission:

- Promoting diversity and inclusion an creating a welcoming atmosphere aligns with the multicultural environment and dedication to academic excellence.
- Early intervention helps struggling students and keeps them on track to achieve academic excellence.
- Flexible scheduling options and providing instructions based on individual students' needs can accommodate students from diverse backgrounds and life situations.
- Continuous monitoring and analysis of student performance align with the commitment to academic excellence.
- Easy access to resources and mental health support services contribute to the well-being of inquisitive minds, helping student focus on their studies.
- Diverse instructional methods supports program's commitment to multiculturalism, catering to students with different backgrounds and learning styles.
- Open and clear communication ensures students understand the profound impact of media.

Trends in Awards

saved report - pivot

Degrees and Certificates by Ethnicity

Journalism-DA

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	Asian			2		2
	Black				1	
	Filipinx			2		
	Latinx	1		4		
	White	1	1	3	1	
	Total	2	1	11	2	2
Associate in Arts-Transfer	Asian	4		2		1
	Black			1		
	Filipinx	2	2			

	Latinx	5	3	3	3	2
	White	2	2	5	1	
	Unknown ethnicity			1		1
	Total	13	7	12	4	4
Credit Certificate-Transcriptable	Asian		1			1
	Black					1
	Filipinx		2			
	White		1	2		
	Total	0	4	2	1	1
Total		15	12	25	7	7

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

We awarded an average of 4 Associates in Art Degrees. This has been consistent.

We've averaged 7 Associates in Arts Transfers. The percentages are skewed in that in 2020-21a much higher number was awarded in these categories than any other year.

Certificate Programs have averaged about the same across all five years with an average of 2 each year.

While awarding associate degrees is important, the focus should also be on the quality of education and the impact of graduates in the field. The program should strive to produce graduates who are not only well-qualified but also inspired and capable of making a meaningful impact in journalism and media.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. The following courses have not been offered in the last two years:

- JOUR 90, Introduction to Multimedia Reporting, is a degree applicable but has not been offered.
- JOUR 77W, Special Projects in Journalism, is a degree applicable but has not been offered.
- JOUR 78W, Special Topics in Journalism, is a degree applicable but has not been offered.
- JOUR 78X, Special Topics in Journalism, is a degree applicable but has not been offered.
- JOUR 361A, Student News Media Production I is not degree applicable and has not been offered.

2. No. We would like to keep all degrees and certificates we are offering.

3. Yes, our department is committed to advancing our journalism program to meet the evolving needs of our students and the media industry. As part of our long-term strategic vision, we are exploring the development and implementation of certificate programs in social media, broadcasting, and photojournalism in the long run. These certificate programs will provide our students with specialized training and credentials in areas that are in high demand within the field of journalism.

Staffing Trends

Faculty Workload

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.5	0.5	0.5	0.5	0.6	20%
Full Time %	20.5%	20.8%	21.9%	24.8%	28.3%	38%
Overload	0.4	0.3	0.2	0.1	0.0	-100%
Overload %	16.0%	15.0%	10.3%	3.9%	0.0%	-100%
Part Time Load	1.5	1.5	1.5	1.4	1.4	-2%
Part Time %	63.4%	64.2%	67.8%	71.4%	71.7%	13%
Total FTEF	2.3	2.3	2.2	1.9	2.0	-13%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

Our data shows full-time percentage has increased from 20.5 percent five years ago to 28.3% in 2022-23 for an average of 38%, which can't be accurate since we lost a full-time faculty member and we haven't had a replacement yet.

1. Our data shows that the full-time faculty percentage has increased from 20.5% five years ago to 28.3% in 2022-23, which may not be entirely accurate. This increase has occurred despite the fact that we lost a full-time faculty member, and we have not had a replacement. To ensure the health, growth, and vitality of our program, it is imperative that we address this gap by recruiting at least one full-time faculty member. Full-time faculty play a pivotal role in providing consistency, leadership, and comprehensive support to our students and program. Their expertise and continuity are essential for maintaining high-quality journalism education.
2. The success and vitality of our journalism program hinge on more than just faculty. Access to a fully operational newsroom throughout the week is crucial for our students. Our newsroom is not just a physical space; it is the heart of our program, equipped with essential tools such as computers, printers, recorders, and podcast/broadcast equipment. News doesn't adhere to a schedule, and it is imperative that students have unrestricted access to this vital space. By ensuring the newsroom is open consistently, we promote a strong sense of community among our students. This, in turn, fosters better coverage of events at De Anza, increased visibility of the student publication, and higher enrollment numbers. To achieve this, we need, at a minimum, one classified staff member to manage the newsroom, maintain equipment, and facilitate student access.
3. Although it is challenging to ensure student success when the program is understaffed, we remain steadfast in our commitment to delivering a high-quality education. To address staffing gaps, we have implemented several strategies. We rely on part-time instructors with specialized expertise to bridge these staffing shortfalls. These dedicated part-time faculty members provide essential support to our students, helping them navigate challenges effectively. Furthermore, we actively advocate for increased resources and funding to tackle the issue of understaffing. Despite these challenges, we are determined to provide our students with the best possible education and support their journey to success.
4. Retaining new faculty members is a top priority for our program, as their commitment and expertise contribute significantly to the success and vitality of our journalism department. Our program is dedicated to retaining new faculty by offering a supportive, engaging, and inclusive environment. We recognize the importance of their contributions and are committed to helping them thrive in their roles while fostering their professional development and job satisfaction.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. Offering more extra credit assignments and follow up with students who may be struggling to turn in assignments, requiring students to take the quizzes in class, after lectures on chapters might help them further understand and establish the lesson into their memory. Consider doing quizzes as a more quantitative assessment. Reaching out to those who fall below expectations, a bit earlier and communicate with them via email. There's a fine balance between pushing and adding pressure. We should learn how to find that balance. Making lectures available for those who miss class to help them with the acing quizzes, addressing and enhancing enrollment needs, continuing inviting students in asynchronous freelance courses to join the team in the newsroom (journalism lab) that motivates students and creates a sense of community. Making the AP stylebook accessible to students who work remotely, continuing encouraging international students to use tutors and the Reading and Writing Center to feel more comfortable writing for the publication. Growing standards in our educational system: This needs a group effort. While many faculty members set no deadlines for assignments, enforcing deadlines in journalism courses becomes more difficult. This makes the class look difficult and contributes to our low enrollment. Instilling "commitment to deadlines" in students needs a group effort.
2. We have implemented the strategies that were in control of the journalism faculty, including adjusting assignments, reaching out to students who miss the class and inviting students who are taking the class remotely to the newsroom.
3. Here are the connections:
 - Offering Extra Credit and Supporting Struggling Students:**
Supporting students who may be struggling to turn in assignments reflects our commitment to promoting critical thinking and problem-solving skills. Providing extra credit assignments encourages innovation and commitment to deadlines.
 - In-Class Quizzes for Better Understanding:**
Requiring in-class quizzes aligns with our mission to provide a strong foundation in basic journalism concepts. It promotes the understanding of ethical and legal implications of media while enhancing students' communication and critical thinking abilities.
 - Proactive Outreach to Struggling Students:**
Early outreach to students below expectations reflects our commitment to fostering social responsibility and civic engagement. It demonstrates our dedication to promoting the success of all students.
 - Making Lectures Available for Missed Classes:**
Providing access to missed lectures contributes to promoting cultural and intellectual diversity by accommodating diverse student needs. It also encourages innovation and flexibility in learning.
 - Inviting Asynchronous Students to Join the Newsroom:**
Encouraging asynchronous students to participate in the newsroom aligns with our mission to promote cultural diversity and civic engagement. It fosters a sense of community and encourages social responsibility.
 - Access to the AP Stylebook for Remote Students:**
Making resources accessible to remote students aligns with our commitment to promoting inclusivity and ensuring that all students have the tools they need for success.
 - Encouraging International Students to Use Tutors:**
Encouraging international students to use tutoring resources promotes cultural diversity and ensures that all students feel comfortable writing for the publication. It reflects our commitment to inclusivity.
 - Instilling Commitment to Deadlines:**

The effort to instill a "commitment to deadlines" reflects our dedication to critical thinking, innovation, and communication. It reinforces the importance of ethical and legal implications of media and promotes a responsible approach to journalism.

Dean/Manager Comments

The Journalism Program Review is exemplary--thorough and thoughtful--about institutional data. Enrollment in Journalism courses is decreasing state wide, perhaps attributable to the research Farideh Dada addresses. Leveraging relationships with other departments, such as Communication Studies and Photography, will be key connections. New certificates and rebranding will appeal to younger students. Enrollment is a chief concern, and the department's goal to grow certificate programs in social media, broadcasting, and photojournalism is an excellent plan. Relevancy in Journalism is extremely important (along with every discipline in college), and the department has made great strides in online presence, engagement, and experimentation with visual design and podcasting. As far as the essential goal to hire a full-time Journalism instructor and Director of *La Voz*, I hope this goal will be fulfilled by Winter, 2024.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.