De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name
   Journalism

2. Name of individual(s) completing the form: Farideh Dada
   Name of individuals collaborated: Gail McElroy, Newsha Naderzad, Betsy Gebhart

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

   Over the past two years, the Journalism Program has carefully reviewed and implemented RAPP feedback to strengthen student learning and engagement. Based on recommendations, we identified instructional equipment as "needed" and "desired." We have modified our mission statement and increased collaboration with campus and community partners, including the Outreach department. We also refined assessment methods to better track student progress and success.

   New mission statement: The Journalism Department at De Anza College prepares students to learn and practice journalism in a fast-changing media landscape. Our purpose is to teach clear communication, strengthen media literacy and support fact-based and community-focused storytelling. We serve students through news writing and media studies courses, and hands-on reporting at our award-winning student publication La Voz News. Our student journalists learn how to reach audiences on multiple platforms, including print, social media, podcasting and webcasting. In our diverse, multicultural campus environment, we challenge students to think critically and ask bold questions, while actively contributing to the community we proudly serve.

4. Describe any changes or updates that have occurred since you last submitted program review (program review submissions).

   One part-time faculty member was hired in winter 2025, and several noncredit courses were developed — one of which (JOUR 361A) was approved and offered for the first time in fall 2025. Two certificates of completion have also been created and are currently under curriculum committee review. JOUR 2 (Media and Its Impact on Society) was added to the Senior Guided Pathway list of courses to increase accessibility and engagement for lifelong learners, and for the first time in winter 2026, a dual-enrollment section of JOUR 2 will be offered.

   The department has also launched an OER/ZTC project to make the journalism degree fully zero-textbook-cost, with completion slated for fall 2027.

Since the last Program Review, Journalism faculty members were approached by Shagun Kaur, coordinator of an Online Educational Resources (OER) grant, to commit as a department to move from traditional textbooks and resources to zero-cost textbooks (ZCT) for all journalism courses. All faculty members (one full-time and three part-time) agreed and underwent training in winter/spring 2025 on how to write and produce open resource textbooks using LibreTexts. During summer 2025, faculty met weekly with Shagun to receive further training and create tracking sheets, chapter outlines and harvesting maps for each course. Faculty will continue to write and peer review all chapters throughout the quarters with plans to have all textbooks available for the fall 2027 quarter.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Expanding Multimedia Course Offerings	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.	Vice president of instruction	Language Arts Division	Regular Discussion with the Language Arts Dean	We assessed this goal by reviewing the progress made in developing new multimedia courses, analyzing enrollment trends, and evaluating departmental capacity. Also, we have reviewed the current needs of the industry.	The department has prioritized the integration of multimedia elements into the curriculum: Although a new Social Media course has been developed and the Multimedia Reporting course has long been in place, we have not received permission

| | | | | | | to offer either due to current overall enrollment levels in the department. This is especially ironic because these courses are precisely the types of offerings that attract new students and strengthen retention.

Both courses respond directly to industry demands, student interest, and the college's broader goals around workforce readiness and digital literacy. Providing students with hands-on, contemporary multimedia skills would not only modernize our program but also make it |
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						more competitive with neighboring institutions. We hope the department will be given the opportunity to offer these courses, as doing so would support enrollment growth, meet labor-market needs, and strengthen the journalism program as a whole.
Increasing Enrollment						

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to	How will you assess

				monitor progress?	achievement of the goal?
Hiring a media lab technician	Secure funding and approval to hire a dedicated media lab technician to support newsroom operations, equipment management and student training in student news production.	RAPP, dean of Language Arts and Journalism Department chair	Human Resources, College Budget Office, Classified Senate, CTE/Strong Workforce	Status of hiring request submissions, budget approvals, job description completion and position posting through HR.	By seeing that the position is officially approved, posted, hired and the technician is actively supporting students and newsroom operations.
Creating and offering zero-cost textbooks for every journalism course	Develop, adopt and implement OER/ZTC materials across the entire journalism curriculum to reduce financial barriers, support equity and student success, improve enrollment and strengthen instructional consistency.	Journalism faculty members and department chair Farideh Dada, Betsy Gebhart, Gail McElroy, Newsha Naderzad	Shagun Kaur, OER Grant Manager	Number of courses converted to OER/ZTC, completed OER materials, completion of assigned tasks on detailed project tracking sheets for each course, curriculum updates, and faculty participation in OER training and regular meetings.	All zero-cost textbooks (ZCT) will be available to students in winter 2027. In the next Journalism Comprehensive program review, faculty will analyze and compare enrollment and equity/success before implementation and after ZCT with an expected increase.

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your

program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

By adding a teleprompter, basic acoustic sound-proofing equipment, and additional cameras, our regular broadcasting segment (Fact Fridays) has noticeably improved in sound, visuals and overall quality, but it's still lacking. More students have been able to access the equipment they need to complete their reporting, videography, photography and graphic assignments.

I hope we will be able to order more cameras, microphones, tablets, and other news production equipment, so that students won't have to wait or compete for limited tools. This will make the newsroom more equitable and will allow a wider range of students to fully participate in multimedia work.

This year's approved request to hire a new part-time faculty member has made a noticeable difference. We lost two part-time faculty position in the past few years, and we are happy that at least one is replaced. Having a new instructor allows us to distribute the teaching load more fairly and expose students to a wider range of teaching styles, newsroom practices and industry perspectives. Students benefit directly from this variety.

At the same time, the lack of a media lab technician continues to limit what the department can accomplish. Although this has been mentioned multiple times in program reviews, no changes have been made. Without this position, much of the work of managing equipment, checking items in and out, helping students troubleshoot technical issues, maintaining the newsroom space and preparing gear for reporting falls on faculty. This takes away time that should be dedicated to teaching, mentoring and supporting student journalists. A technician would allow the newsroom lab to stay open longer and more consistently, so students can access cameras, audio gear and computers when news breaks or when they are available to work. It would also eliminate lines for equipment checkout and ensure students get proper instruction on how to use the tools they need.

A lab technician could take on essential office, customer-service and advertising tasks that currently go undone or fall on students and faculty. The business side of the newsroom has real potential for growth, but it requires sustained support, something we cannot provide without this position. Approving a media lab technician as well as a marketing specialist or an office manager would have an immediate impact on student learning, newsroom quality, our advertisement revenue and the overall function of the program.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

While some resources have been provided, such as cameras, microphones, a teleprompter, basic acoustic sound-protecting equipment, there are still significant gaps that limit the program's ability to fully serve all students, particularly disproportionately impacted students who may not afford to purchase the equipment needed. The equipment we do have has improved the quality of student work in reporting, videography, photography, and graphic design, and check-out access ensures more equitable participation. It's also worth mentioning that the equipment need maintenance, they break, and they need to be repaired and/or replaced frequently.

We were unable to secure subscriptions to resources such as our major local publication The Mercury News, apps such as Otter.ai, Procreate, Mailchimp, and the Associated Press Stylebook (or its access through the library), as well as marketing funds, which could enhance our newsletter project and student professional development. Paying student editors for the extensive time, responsibility, and leadership they provide, often beyond the scope of a 3-unit course, has also not happening yet, while it's a practice in some other colleges.

Additional equipment and supplies are needed to maintain and expand hands-on learning opportunities, including shotguns, headphones, hard drives, mics, cables, batteries, lenses, light panels, tripods, converters, background kits, live stream switchers, virtual setworks, teleprompters, and bags. The absence of a media lab technician further compounds these challenges, as the publication adviser must spend time on equipment management and office tasks instead of other instructional duties.

Hiring a media lab technician and a marketing personnel and providing the requested subscriptions, equipment, and support as well as providing more funds so that students can attend national journalism conferences would only strengthen the program. This allows the newsroom to operate longer hours, streamline access to technology, and ensure students can fully engage in high-quality journalism projects. This directly benefits disproportionately impacted students, giving them equitable access to professional tools and opportunities, mentorship, and real-world experience, while supporting the department's overall mission of supporting student success.

Running a full news organization on top of teaching, scheduling, and department chair duties stretches the adviser thin and affects long-term sustainability. La Voz isn't just a class, it functions like a real newsroom with advertisers, readers, community concerns, constant deadlines, equipment needs, and facility issues (including not enough secure storage for gear). The workload and potential of the publication require more than one person. A media lab technician and/or marketing/operations staff member is no longer a luxury; it's essential to keep the program running safely and expanding its reach.

I hope that the student news production courses, La Voz News, will be viewed as an organization rather than a traditional class, with all the responsibilities, workflows, and demands that come with running a real newsroom. This includes addressing audience and

client needs, covering breaking news as it happens, responding to time-sensitive developments, producing content outside of scheduled class hours, managing editorial calendars, responding to sources/readers' feedback, coordinating writers and editors, maintaining publishing standards, archiving, selling advertisements space, troubleshooting technology and workflow issues, training new staff, resolving team conflict, and ensuring consistent production across multiple platforms.

La Voz functions as a full newsroom operation, and its review should take into account the breadth of work, expectations, and infrastructure required to sustain such an organization.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (https://www.deanza.edu/slo/. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Committing to and implementing zero-cost textbooks (ZCT) for all Journalism will help the Journalism Program and its faculty to improve student success and equity. Not only will all Journalism students have access to *free textbooks* and additional resources, but they also will have textbooks that are *fully accessible* to meet the different needs of all students. In addition, through the training and production of these ZCT resources, faculty will better understand the differing needs of students and be able to better accommodate and serve all students.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

The Journalism Department presents about 16 SLO reports every year.

The following is an assessment of an SLO in JOUR 2, Media and Its Impact on Society, course.

Learning Outcome (SLO, AUO, SSLO)	Analyze and critique the impact of mass media in society and articulate controversies surrounding each medium, including legal and ethical issues and the role of women and minorities.
Method of Assessment of Learning Outcome (please elaborate)	Students completed an essay assignment posted on Canvas for the asynchronous course. The prompt required them to examine a controversial issue related to artificial intelligence, analyze its social and ethical implications, and present an evidence-based personal viewpoint.

Summary of Assessment Results	The assessment was conducted in fall 2025. Students selected a current AI-related controversy, demonstrated their understanding of the issue, and supported their analysis with relevant research. The assignment served as a strong measure of their ability to critically evaluate media-related controversies including legal and ethical implications.
Reflection on Results	Of the 30 students enrolled, 27 submitted the assignment. Twenty-five students exceeded expectations, and two met expectations. These results indicate that the learning outcome was successfully achieved. It was encouraging to see the depth of insight the students demonstrated.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Continue using timely, real-world controversies — especially in emerging technologies — to strengthen students' engagement with media ethics and critical thinking.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Journalism Department continues to move forward with a clear sense of purpose and exceptional innovation. The development of new noncredit courses, certificates, dual-enrollment offerings, and a department-wide ZTC initiative demonstrates forward-thinking leadership and a deep commitment to reducing barriers for students. The revised mission statement, strengthened partnerships, and progress on multimedia and OER projects show how the department is adapting to industry and student needs.

However, the program review also highlights practical limitations that affect the department's ability to fully support students, particularly the lack of a media lab technician and insufficient access to essential equipment. These constraints directly impact hands-on learning and disproportionately affect students who rely on campus resources to participate fully in journalism work. I support the department's ongoing advocacy for staffing and equipment that will strengthen newsroom operations and enhance student opportunities in this high-impact, experiential discipline.

11. Vice President/Associate Vice President Comments:

The Journalism Department continues to demonstrate strong innovation, workforce alignment, and commitment to equity-centered instruction. The development of new noncredit courses,

certificates, dual-enrollment offerings, and a department-wide zero-textbook-cost initiative reflects a forward-looking strategy that reduces financial barriers and strengthens student access. Investments in multimedia equipment have enhanced hands-on learning and newsroom production quality, while La Voz News provides students with high-impact experiential learning. At the same time, the absence of a media lab technician limits instructional capacity and equitable access to newsroom resources.