New Classified Staff and Administrator Request Justification

Complete One Per Program/Area

Date: April 19, 2025

Division: Language Arts

Program/Area: Journalism, La Voz newsroom lab

Number of Positions Requiring New Funding (does not apply to refilling existing positions): 1

Requested Position	Classified or Administrative Position	Salary Schedule or Position Grade	Area Ranking*
La Voz Newsroom Lab Technician	Laboratory technician (Media lab technician)	$78,385.51 C1-47	Instructional Support / Technical Services
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* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its educational master plan:

- *Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change*.

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.

- Student Success Factors: The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody

wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas, please refer to the comprehensive program review to inform your responses:

A. Program Information

1. Provide a brief job description of the position in 3-4 sentences so the committee can better understand the scope and duties of the position.

   The newsroom lab has extensive needs that require consistent attention and maintenance. The lack of dedicated personnel, such as a lab technician or assistant, has created challenges in ensuring the smooth operation of the lab and timely support for students. This position would not only alleviate the workload on faculty but also ensure a more seamless and supportive learning environment for students.

   The La Voz Newsroom Lab Technician will provide daily technical and operational support to keep the student newsroom running during regular hours, late evenings, and production nights — sometimes as late as midnight. This position will manage and maintain newsroom equipment, including cameras, microphones, teleprompters, podcast equipment, design tools, and other multimedia production tools. The technician will assist students with using new software, troubleshooting technology issues, and operating newsroom systems.

   Currently, all lab operations are handled solely by the journalism adviser, who also serves as the department chair/program coordinator, and faculty member. This workload is unsustainable for one person, especially on production nights and in a fast-paced, hands-on learning environment. A dedicated technician is essential to support students effectively, maintain the lab's functionality, and ensure timely, high-quality media production.

2. Provide a brief overview of the services the program provides and how they align with the mission of the college. How does the program facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission, the Educational Master Plan, and the Equity Plan ReImagined? (refer to the comprehensive program review areas: Mission and Goals and annual program review questions 3 & 4)

   The Journalism Department's mission is a commitment to enlightenment, inspiration, and service. Within the diverse academic landscape of De Anza College, the Journalism Department serves as a catalyst for cultivating journalistic and media literacy skills through newswriting, media studies, and La Voz News production courses. Operating in a multicultural environment, the department champions critical thinking, problem-

solving, innovative communication, and meaningful community engagement. At the heart of this mission is a dedication to academic excellence and the nurturing of inquisitive minds, fostering an understanding of the profound impact of media on our world while actively contributing to the community we serve.

The La Voz is De Anza's student-run multimedia news organization, providing students with real-world journalism experience through reporting, writing, photography, video production, and social media management. The program offers students opportunities to develop professional skills, contribute to campus and community dialogue, and publish original work that reflects diverse perspectives and issues affecting the college and surrounding community.

The program aligns with De Anza College's mission by promoting student-centered instruction, supporting student engagement, and creating a sense of belonging through hands-on media production. It directly addresses areas in the Educational Master Plan by supporting outreach, student retention, and leadership development — as students are involved in covering campus events, social justice movements, and civic issues, giving them a voice and platform to contribute meaningfully.

La Voz actively works toward closing equity gaps by giving students of all backgrounds, especially those from historically underrepresented groups, opportunities to lead, tell their own stories, and report on issues relevant to their communities. The program regularly reviews its operations, student learning outcomes, and publication processes through annual program reviews and staff feedback, using these evaluations to improve student learning, newsroom operations, and representation in media content. This continuous assessment cycle ensures the program remains effective, current, and aligned with the college's institutional mission and the Equity Plan Re-Imagined.

3. What are the historical staffing patterns within the program over the last few years? (refer to comprehensive program review areas: Employee Needs, Human Resources and annual program review questions 5 & 6)

Over the past several years, the La Voz Newsroom has operated with very limited staffing. The program is primarily managed by the journalism adviser, who also serves as department chair, program coordinator, lab supervisor, and instructor. In addition to this, the program has occasionally employed student workers to assist in the newsroom.

While these student employees have provided some support, their availability, skill level, and reliability can be inconsistent due to academic schedules, personal obligations, and frequent turnover. Student workers typically lack the technical expertise, journalism skills and continuity needed to manage specialized equipment, software programs, newsroom tools, and production support. This leaves the adviser responsible for all and managing late evening production nights, sometimes staying until midnight with students to complete publication deadlines.

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The absence of a dedicated classified professional technician has created ongoing challenges for program continuity, technical support, and equitable student access to newsroom resources. It limits the program's capacity to provide consistent, high-quality learning experiences aligned with professional newsroom environments.

For students who do not have a safe or equipped environment at home, the inability to access the newsroom lab outside scheduled times is a significant barrier. These students are deprived of the resources they need to complete homework and projects, further limiting their opportunities to succeed in the program.
The absence of a lab technician or assistant exacerbates challenges for students who require additional support, particularly those unfamiliar with technology or needing help troubleshooting equipment

4. What types of disaggregated data are used to address the program's goals and objectives? (refer to the comprehensive program review areas: Exploring Course Success Rate Trends, Assessment Cycle, or Student Learning, Development and Success (CAS form only))

The journalism program regularly reviews disaggregated student success data through the college's program review process, including course success and retention rates by ethnicity, gender, first-generation status, and other equity indicators. This data is examined to identify gaps in outcomes, particularly for disproportionately impacted student groups such as Black, Filipinx, Latinx, and Pacific Islander students.

In addition, the program tracks participation in La Voz roles (editors, reporters, photographers, designers) and leadership positions, analyzing how these opportunities are distributed across student groups. Student feedback and course evaluations data are also considered to assess how well the program is meeting its learning objectives and providing equitable access to professional experiences.

The addition of a classified professional technician would directly address equity gaps by providing consistent, accessible technical guidance and extending operational hours, particularly benefitting students balancing jobs, family obligations, or other responsibilities.

According to the latest program review, 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.
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%.

5. What evidence does the program use to create strategies for improving student learning, development and success? (refer to the comprehensive program review areas: Program Goals, Action Steps)
    The journalism program uses multiple sources of evidence to develop strategies that improve student learning and success:

    • Course Success and Retention Data: The program reviews annual course success and retention rates, disaggregated by race, gender, and other demographics, to identify where students may need additional support or resources.
    • Student Feedback and Surveys: Informal and formal student surveys, course evaluations, and post-quarter debriefs provide insight into students' experiences with the newsroom environment, technical tools, software, equipment, and overall classroom support.
    • Industry Feedback and Transfer Data: Feedback from journalism advisory board members, internship supervisors, transfer institutions, and guest speakers helps assess whether students are developing the skills and experience needed to succeed in professional or academic settings.
    • Newsroom Production Outcomes: The number, quality, and timeliness of student-produced media content — articles, videos, designs, social media campaigns — provide ongoing, tangible evidence of skill development and newsroom engagement.

    Using these forms of evidence, the program creates action steps such as expanding newsroom hours, integrating new training workshops, increasing access to equipment and software, and improving technical and production support, all of which would be directly supported by a classified professional technician.

6. What assessment plans and processes does the program use to document progress toward achievement of its mission, goals, outcomes and objectives? (refer to the comprehensive program review areas: Program Goals, Action Steps and annual program review questions 1-6)

The journalism program employs several assessment plans and processes to monitor and document progress toward achieving its mission and goals:

    • Annual Program Review: The program conducts a thorough annual self-assessment through the APR process, where we analyze data from course success rates, student surveys, faculty input, and industry feedback. This review helps identify gaps in

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learning outcomes, areas for improvement, and effective strategies that align with the mission.

- Student Learning Outcomes Assessment: We measure progress through the assessment of student learning outcomes (SLOs) at both the course and program levels. These assessments involve evaluating the quality of student-produced work (news articles, videos, social media campaigns, etc.), as well as their technical proficiency with tools like design software, teleprompters, and multimedia equipment.
- Formative and Summative Evaluations: Throughout the quarter, faculty engage in continuous formative assessments such as feedback during production nights, one-on-one check-ins, and real-time critiques. At the end of each quarter, summative evaluations — including final project reviews and exit surveys — are used to assess student progress and areas for future development.
- Program Advisory Committee: Regular meetings with the program's advisory committee, made up of faculty, industry professionals, and former students, help guide the assessment of both curriculum and technical resources. Their input supports the alignment of the program's outcomes with the needs of the journalism field and the goals of the college.
- Equity and Inclusion Review: The program continuously examines how well it is serving diverse student populations by looking at disaggregated data, tracking success rates, and incorporating feedback from underrepresented groups. This process ensures that the program addresses equity gaps and continues to align with the college's Equity Plan Re-Imagined.

7. How does the program respond to the needs of individuals, constituents, and populations with distinct needs to ensure equitable access for all students? (refer to the comprehensive program review areas: Population Served, Programs and Services)

The journalism program is committed to meeting the diverse needs of students by providing equitable access to resources, training, and support services. To ensure that all students, including those from historically underrepresented populations, have the opportunity to succeed, the program responds in the following ways:

- Outreach and Recruitment: The program actively recruits students from diverse backgrounds, including students of color, first-generation college students, and those from low-income families, to ensure a broad representation in journalism courses. Outreach efforts are aligned with the college's Equity Plan Re-Imagined, focusing on making the program accessible to all students, regardless of their prior experience or background.
- Inclusive Curriculum Design: We ensure that the curriculum is culturally responsive and reflective of the diverse student body. This includes addressing issues of racial equity, including perspectives and stories that resonate with underrepresented communities. The program also incorporates case studies, discussions, and assignments that explore social justice and equity topics in journalism.
- Targeted Support Services: The program offers mentorship and additional academic support to students who may be struggling, such as those from marginalized

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backgrounds. This includes offering flexible office hours, providing access to tutoring resources, and connecting students with campus counseling services if needed.

- Peer Collaboration and Networking: The program creates an environment of collaboration among students by encouraging teamwork in assignments and production nights. We create an inclusive atmosphere where students can work together and learn from each other, including through mentorship opportunities led by more experienced students. This peer support network is particularly helpful for students who may not have strong professional networks or prior experience in journalism.
- Adaptations for Nontraditional Students: Recognizing that many students in the program may have work or family obligations, the program offers flexible scheduling and online resources for coursework, making it easier for nontraditional students to balance their studies with other responsibilities. We also support students who need accommodations for learning disabilities, ensuring that they have access to appropriate tools and resources.
- Continuous Review of Equity Data: The program regularly reviews disaggregated data on course success rates, retention, and student feedback to identify any disparities. This helps us make data-driven decisions on how to better support students who may be facing additional barriers, such as financial hardship, healthchallenges, or social inequities.
- Accoding to the latest program review:
  - 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%.

8. How does the program develop, adapt and improve programs and services in response to the needs of changing environments, populations served and evolving institutional priorities?

The journalism program continually evolves to meet the needs of a dynamic student population, changing technological advancements, and shifting institutional priorities. The program develops, adapts, and improves its services through the following strategies:

- Responsive Curriculum Adjustments: The program actively monitors trends in the journalism and media industries to ensure that course offerings remain relevant and aligned with current best practices. This includes integrating new tools and platforms, such as social media, podcasting, and multimedia production, into the curriculum.
- Feedback-Driven Improvements: The program collects feedback from students, faculty, and industry partners through surveys and informal discussions. This feedback helps inform adjustments in course content, teaching strategies, and support services. Also, regular check-ins with alumni and local media professionals allow the program to stay connected with industry needs and anticipate changes in the journalism landscape.
- Professional Development for Faculty and Staff: Faculty and staff are encouraged to participate in professional development activities and conferences to stay current with evolving trends in journalism, pedagogy, and technology.
- Flexibility in Service Delivery: In response to evolving student needs, the program offers flexible course delivery options, including hybrid and online formats, to ensure that students have access to education despite external challenges.
- Continuous Assessment: The program regularly assesses its services and strategies, using data to monitor student success, retention rates, and learning outcomes. This information is used to refine and improve program offerings, ensuring that the program remains effective and responsive to the changing needs of students and the wider media industry.

B. Justification for <u>EACH</u> requested position, please respond in 300 words or less.

9. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program? (refer to the comprehensive program review areas: Employee Needs, Human Resources and annual program review questions 5 & 6)

The position of a classified professional technician is critical to the ongoing success and sustainability of the La Voz, which is an essential part of the journalism program. Currently, the responsibility for managing the lab, troubleshooting technical issues, and supporting the production of student media content falls solely on the program adviser, (who is the department chair and faculty). This arrangement is unsustainable, as it places excessive demands on one person and limits the ability to provide effective and timely support to students.

The addition, a professional technician would address several key challenges and contribute to the health, growth, and vitality of the program in the following ways:

- Improved Lab Operations: The technician would ensure that the La Voz newsroom lab operates smoothly on a daily basis, providing technical support for software, equipment, and tools used by students. This is particularly important during high-demand periods, such as production nights, when students often work late into the evening. Having a dedicated technician would relieve faculty of the

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burden of managing lab issues and allow them to focus more on teaching and mentoring students and other issues related to the big picture.

- Support for New Technologies and Tools: As new tools and technologies are introduced into the curriculum (such as advanced multimedia software, teleprompters, cameras, microphones, podcast equipment, etc.), students need hands-on guidance and troubleshooting support. A technician would help students learn how to use these tools effectively, ensuring that they have the technical skills needed for success in modern journalism. This support is essential for students to develop practical, industry-relevant skills.
- Student Success and Retention: The presence of a professional technician would directly enhance the student experience by providing timely, in-person assistance with technical issues, which can otherwise cause frustration and impede learning. When students have a reliable point of contact for technical issues, they are more likely to stay engaged, be productive, and complete assignments on time. This contributes to higher retention rates and overall student success in the program.
- Increased Faculty/Adviser Capacity: By relieving faculty of technical duties, the technician would allow the program's faculty to focus more on curriculum development, student engagement, project oversight and other small and big needs of the program. This redistribution of responsibilities would improve the overall effectiveness of the program and enhance its ability to support students' academic and professional goals.
- Sustaining the Program's Growth: As the demand for media production and content creation continues to grow, especially in the digital age, the program needs to maintain a high level of operational capacity and technical expertise. A technician would ensure that the newsroom is always prepared to meet the needs of a growing student body and a rapidly changing media landscape. This would support the program's ability to expand course offerings, collaborate with industry partners, and create more opportunities for students.
- Long-Term Program Sustainability: A dedicated technician would contribute to the long-term sustainability of the program by ensuring that students have access to the latest tools and technologies, which in turn enhances their employability and readiness for the workforce and by freeing up the adviser's time so that other curriculum needs will be met.

10. How does the position support on-going college operations and/or student success? (refer to the comprehensive program review areas: Exploring Course Success Rate Trends, Programs and Services, Access, Equity, Diversity, and Inclusion)

The addition of a classified professional technician in the La Voz newsroom is integral to supporting ongoing college operations and directly contributes to student success. This position would enhance the efficiency of daily lab functions, improve student access to essential resources, and support the development of technical and professional skills, which are all critical components of the college's mission to help with student success, access, and equity.

1. Enhancing Access to Resources: The technician would be responsible for managing the lab's technological infrastructure, ensuring that students have access to necessary tools and equipment. This directly supports students in completing their coursework and media production tasks, regardless of their level of technical expertise. By providing timely troubleshooting and instructional support, the technician would help reduce barriers that could hinder students' ability to succeed.
2. Supporting Diverse Student Needs: In alignment with the college's commitment to diversity and inclusion, the technician would help address the needs of a diverse student population by providing tailored technical support. Whether students are learning new software, operating media equipment, or troubleshooting technical problems, the technician would ensure that all students, regardless of their prior experience, have the resources they need to succeed.
3. Supporting Student Success and Retention: Student success and retention are closely linked to students' ability to access and effectively use resources in their courses. By providing dedicated, in-person support for technical issues, the technician would help students overcome common challenges that could otherwise impede their progress. This is especially crucial during production nights, when students are under tight deadlines and need to complete assignments on time.
4. Promoting Equity in Student Learning: The technician's role in facilitating the use of various media tools and technologies ensures that all students have an equal opportunity to develop the technical skills required in modern journalism. This is particularly important in ensuring that students from diverse backgrounds are not disadvantaged by their lack of access to specialized tools or technical knowledge.
5. Supporting College Operations and Strategic Goals: This position aligns with the college's operational goals by providing consistent, dependable technical support, which is essential for the smooth functioning of the La Voz newsroom.
6. Contributing to Career Readiness: The technician's role also contributes to students' career readiness by helping them develop practical skills in media production, technical troubleshooting, and the use of industry-standard tools.

11. How does this request align with the program's needs as detailed in the program review or CAS form?

This request for a classified professional technician directly aligns with the La Voz newsroom's identified needs as outlined in the program review and the Comprehensive Assessment of Student Learning form. The program review highlights the importance of maintaining a well-equipped, operational space that supports students' academic and professional development in journalism.

1. Addressing Staffing Gaps: The current staffing model relies heavily on faculty and student workers to manage the operational and technical needs of the newsroom. While student employees play a vital role, they are often in training, have varying levels of commitment, and are frequently changing. This inconsistency creates gaps in technical support and places a strain on faculty

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member who is responsible for both teaching and managing the newsroom operations as well as other needs of the program.

2. Ensuring the Operational Efficiency of the Newsroom: The program review emphasizes the need for a fully operational newsroom that functions seamlessly during class hours and production nights. The technician's role in managing equipment, troubleshooting technical issues, and assisting students with the use of various media tools will directly address the challenges detailed in the program review.

3. Supporting Student Learning and Success: Ensuring student success is a central goal of the journalism program. The technician's role is aligned with this goal by providing students with the technical support needed to complete their assignments and projects successfully. This is particularly important for students who may not have prior experience with media production tools and technology. Providing equitable access to learning resources and ensuring that students feel supported throughout their academic journey are essential to improving student success rates and retention.

4. Enhancing Career Readiness: The program review emphasizes the need to prepare students for the workforce by providing hands-on experience with the tools and technologies used in the journalism industry. The technician's role in ensuring that all media equipment and software are in working order will help students gain the technical proficiency required for success in the field. This aligns with the program's goal of equipping students with practical, job-ready skills, which are vital for their career advancement.

5. Aligning with Institutional Priorities: The program review also reflects the institutional priorities outlined in De Anza's Educational Master Plan and Equity Plan. These include supporting students' academic success, creating an inclusive learning environment, and closing equity gaps. By providing equitable access to resources and technical support, the technician will help ensure that all students, regardless of their background or prior experience, have the tools they need to succeed. This aligns with De Anza's goals of improving access, equity, and student success.

12. Explain how the work will be accomplished if the position is not filled.

If this position for a classified professional technician is not filled, the La Voz newsroom will continue to operate under the current staffing model, which relies only on a combination of the one adviser who is also the scheduler, department chair and the instructor. This arrangement presents significant challenges:

1. Increased Workload for Faculty: The adviser, department chair, scheduler and program coordinator already takes on a wide range of responsibilities, including scheduling, instruction, curriculum needs, industry partnership, managing newsroom operations and many other small and big responsibilites. La Voz newsroom operates like a work-place environment with all the needs of a media organization/company. It's not sustainable to rely on one person to run the media organization in addition to other needs of the journalism program.

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2. Limited Access to Technical Resources: The newsroom relies on a variety of tools and technologies, including cameras, software programs, teleprompters, microphones, and design tools. Without a dedicated technician, students may have limited access to these tools or may struggle to use them effectively, which hinders their ability to produce high-quality work.
3. Impact on Production Schedule: The La Voz newsroom has demanding deadlines, particularly on production nights when students work late into the evening to prepare the publication. If technical problems arise during these critical times, the absence of a professional technician to address issues quickly will likely delay production and compromise the quality of the publication. This situation could lead to missed deadlines, lower-quality content, and ultimately, a decrease in student satisfaction and learning outcomes.
4. Impact on Student Success and Career Readiness: A lack of technical support would impede students' ability to develop the hands-on skills they need for careers in journalism and media production. As mentioned in the program review, providing access to industry-standard equipment and tools is a key component of preparing students for success in the field. Without a technician, students may not have the opportunity to master these tools, which could limit their career readiness and diminish the value of their educational experience. Also, students' access to the newsroom lab would be limited, as the newsroom cannot be open every day of the week and for long hours.

Again, the current staffing model is not sustainable in the long term, and the addition of a professional technician is essential to ensuring that the La Voz newsroom remains a functional, effective, and supportive learning environment for students.

13. Other information, if any.

It is important to note that the La Voz newsroom serves as a vital space for students to exercise their First Amendment rights and gain hands-on experience in journalism, media production, and communication. This position will not only support the technical aspects of the newsroom but also provide an invaluable learning resource for students who will be working with complex, industry-standard equipment and software.

As we continue to adapt to the rapidly changing media landscape, this position will provide much-needed support for keeping the newsroom up-to-date with the latest technology and trends in journalism and media production. This will ensure that students are being trained with the most relevant tools and knowledge, increasing their employability and preparing them for success in their future careers.

I want to emphasize the impact this position will have on the overall sustainability and long-term success of the La Voz program. The increased workload on faculty creates a situation that is not ideal for providing a high-quality, consistent educational experience. By filling this position, we can create a more stable and effective newsroom environment, which ultimately supports the mission and goals of both the Journalism Department and De Anza College.

14. Dean/Manager Comments (Deans, please review the form for completeness and clarity and provide additional details as needed)

Journalism is a unique program on campus that requires the faculty coordinator to have multiple skills and has an exceptional workload. Prior to 2012, the program had a half-time computer laboratory technician, who provided both technical computer support and extended the hours students in the program could work on production. This position would restore that technical support and provide relief for the faculty coordinator.