

**CTEA Supplemental Questions for Journalism  
Fall 2015**

1. **How strong is occupational demand for the program? As you analyze demand over the past five years and projected demand for the next five years, address the state and local needs for the program.**

According to data compiled by the college, “In the past five years (2009 vs. 2014), jobs in Journalism increased 6% in Los Angeles County and the local area (El Camino Service Area); a surge in Public Relation specialists caused the uptick. Projected demand in the next five years will be relatively subtle, increasing a mere 2% in Los Angeles County, state and the local area.”

The data is pasted below.

Although demand is modest, it is at 6 percent and projects to grow by 2 percent. Although the journalism program uses journalism as a mechanism for training students, many of them go on to work in related media fields, such as PR. The program focuses on the skill set, standards and practices of the professional journalist, with which graduates can obtain employment in many peripherally related fields, including PR and communications more broadly.

**Occupations shown in report include:**

- Radio and Television Announcers (27-3011)
- Broadcast News Analysts (27-3021)
- Reporters and Correspondents (27-3022)
- Public Relations Specialists (27-3031)
- Editors (27-3041)
- Writers and Authors (27-3043)

**Key Figures:**

Annual Openings Estimate (2014)	852
Related Completions (2013)	3,222
Current Job Postings	700

**Completions for 2013-2014:**

Associate	2
Certificate	3

2. **How does the program address needs that are not met by similar programs in the region?** The journalism program addresses several needs that are not being met by similar programs in the region. They are:

**Robust digital and mobile reporting program**

Digital and mobile reporting by the journalism program is consistently ranked in the top three regionally and top five statewide for its work in this area as measured by the Journalism Association of Community Colleges and by a small pilot program being run by Rich Cameron of Cerritos College. Criteria for ranking includes (but is not limited to) newsworthiness of stories, quality of reporting and number of posts. Increasingly, analytics are being included in those measures. In 2016, the program will be implementing a new digital metrics tool called Chartbeat, which will meet another need not being met by similar programs in the region. This tool will modernize the newsroom and give students the tools they need to succeed in media careers. No other program in the region has this tool.

**Revenue-generating display advertising office**

The journalism program maintains a profitable display advertising office that last year sold \$25,000 in ads to local businesses, municipalities and institutions. With the sharp decline in print platforms over the last two decades, the program provides a resource not offered at other similar programs. The advertising office generated almost \$25,000 in ad sales revenue, which goes into the AX general fund.

**Cooperative Career Ed/ internship program**

Through its J96 Cooperative Career Education course, the journalism programs offers students the year-round opportunity to accept internships that require college credit, even during the summer. Only Fullerton College offers the same type of program. In the last two years, We've had students intern for Surfer Magazine, KABC sports radio and several other high-profile media outlets.

**Local reporting on the EC community**

Through its active student media outlets -- The Union, EccUnion.com, Warrior Life and numerous social media platforms -- the program provides the college and the community with local reporting that is not offered at any other program in the region, or any other local media outlet. Many news outlets will cover big stories at EC, but not the day to day operations of the college, the school board and the ASO, or the stories of people in the community. Only the journalism program provides daily coverage of the EC campus community.

3. **What are the completion, success and employment rates. If applicable, what is the program doing to improve these rates?** Success rates over the last year have dropped from an average of 77 percent in 2013-2014 (including summer 14) to a low 51 percent. This is due in large part to the fact that the two instructors in the program have many additional duties far in excess of teaching that prevent the

kind of close one-on-one help students producing daily journalism need. Yes, instructors are in and around the newsroom every day for eight to 10 hours, but much of that time is spent running the program, doing reports, managing infrastructure, amassing and entering awards, handling all conference travel arrangements, managing large stores of media equipment writing and administering grants, handling all SLO and curriculum, managing adjuncts, maintaining a 40-Mac newsroom with printers, scanners and copiers and handling the annual budget, including all funding and purchasing requests, advertising business operations, vendor contact, student conference travel arrangements and much more. This takes an extremely negative toll on student success. For what it's worth, we hate this. We keep begging for more resources and support. We hope one day it will come.

Retention rates over the last year have also dropped, from 92 percent to 71 percent. This is due to a variety of reasons, most notable among them is the lack of support we have for a program of this complexity and magnitude. Students show up and are interested, but get frustrated by the hands-on, practical nature of the work; coupled by not much support from the instructors in the beginning because instructors are doing considerable office work necessary to run this type of program or man the journalism department's not-stop front desk traffic or umpteen other non-teaching tasks that demand hours and hours each day, student success suffers. For what it's worth we hate these low rates. We could do so much better with adequate support.

Completion rates over the last year also are down. Part of the problem here is that many students are unprepared for the pace and intensity of practicing daily and weekly journalism. Efforts are afoot within the division to help boost student preparedness and success which we hope will help us be more successful in this area. But the biggest problem is the lack of support in running the program and the time it takes away from students, instruction and successful outcomes.

4. **Is there a licensure exam?** Not applicable to journalism.
5. **Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input been used in the last two years to ensure employer needs are met by the program? Describe any advisory committee recommendations that the program is either unable to implement or is in the process of implementing.** The advisory committee is satisfied with the level of preparation of program graduates. This is true to the extent that several committee members who work in the field are eager to employ students in the journalism while they're still in school at EC. We see a possible trend where some employers are skipping traditional internships and moving students right into freelance/contributing roles.

In the last two years, we have attempted to act on input from the advisory committee, particularly in the area of mobile reporting. Unfortunately, a request

for mobile reporting tools in our 2013 CTEA proposal was denied, but since then, we have been approved for mobile journalism kits and they have been received. There have been problems with the equipment not fitting together properly, but that is in process of being resolved. We hope to introduce the kits in spring of 2016. The advisory committee also suggested that the program focus more on civically-minded, public affairs reporting, including investigative coverage that focuses on accountability and transparency of the institution. As a result, we have re-emphasized that reporting area as one of importance to the students. As a result, we've received several prestigious national awards.

The advisory committee membership list, credentials and minutes from the last meeting follow:

- Larry Altman, Cops, courts and crime reporter for the Daily Breeze
- Jay Clendenin, photographer at the LA Times
- Amara Aguilar, Associate Professor of Professional Practice at USC's Annenberg School
- David Rosenfeld, owner and editor of Westside People Magazines
- Jill Reed, Communications Professional, the City of Torrance (former photo editor at the OC Register)
- Mariecar Mendoza, digital features editor, Los Angeles News Group

### **Journalism Department Advisory Board Meeting Minutes Tuesday, Feb. 24, 2015**

#### **Attendees:**

Jay Clendenin, photographer with the Los Angeles Times  
Larry Altman, crime and courts reporter with the Daily Breeze  
Amara Aguilar, digital and professional practices professor at USC  
David Rosenfeld, editor/publisher/founder of Westside People magazine

(Not in attendance, but provided ideas individually)  
Mariecar Mendoza, digital features editor, Los Angeles News Group

Each person stressed that students need to be trained on the fundamental basics of news gathering, reporting and writing. They should have strong interviewing and note-taking skills. They should be taught professionalism and how to send a proper email to a source. They need to know how to talk to people and not just send an email or take a press release and never speak with a source. They need to confirm everything and not hide behind texts and emails. Students need strong critical thinking skills and good news judgment. They need to have a strong spirit of embracing new things. They need to know how to do EVERYTHING. Telling stories in multiple ways is the name of the game now. They must engage with their audiences through social media. These are skills that can be taught as soon as the introductory journalism classes. Allow the story to dictate the engagement. Each student needs to have a social media account and begin to build their brand. They need to think about social media with a purpose.

Interns at the LA Times need to be tech savvy and ambitious.

EVERYTHING is being done with phones. Gathering sound, taking notes, shooting pictures, posting to social media, posting to websites, taking video, etc. is all done on the mobile device.

Cameras with built in wi-fi are important. You can connect your digital camera to send photos to your phone, which you then edit on your phone and then upload to the Internet.

Coding and knowledge of producing news on a digital platform is highly important. Students should understand basic coding for websites and have photojournalism skills that extend beyond just a point and shoot camera.

They should know lighting, composition, structure, angles and more. Knowing audio and video is highly important. Each journalist should be able to write, report, take pictures, shoot video, create audio and publish their own articles/projects. Having the right equipment is important. They should be shooting on mobile devices (to gather audio, video and still photography) in addition to having higher end photography equipment with tripods, flash, proper battery power, etc.