

**Journalism Department Program Review
2013-2014
Final Draft**

1. Overview of the Program

a. Program narrative

In the fall of 1946, the first student body representatives of El Camino College gathered at Redondo Union High School to vote on the newly formed El Camino College constitution. It was a tiny school in those days, with fewer than 200 enrolled students. Modest as it was, that event made front-page news – in the first-ever edition of the El student newspaper.

The paper changed names a few times during the first year at the behest of the student body; first it was *El Camino College News*, then *La Campana* then *El Camino Press*; finally in November of 1947 it became the *War Whoop*. That name stuck until the late '90s when the student editorial board again changed the name to the *Union*, as it is known today. Before the college had a board of trustees or was officially established in July of 1947, the student newspaper had been reporting on campus life, creating a continuous permanent record for the EC campus community.

In addition to providing an historical record of campus life for almost 70 years, the journalism program has also provided a practical, hands-on learning lab for students, many of whom go on to work in media, while others go on to work in different professions that still value the skill-set taught in the program. Regardless of where they are headed, students are well served by the practical skills taught in the journalism department. Civic engagement and awareness, written and oral communication skills, information literacy, critical thinking, professional responsibility and work ethic, relationship building, an appreciation for ethical standards, and an informed regard for accuracy, credibility, and

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transparency are some of the important skills that students who go through the program learn and master.

The program consists of 11 courses and 3 student media outlets: *eccunion.com*, a daily online news site; the *Union*, a weekly 8 to 10-page print newspaper; and *Warrior Life*, an annual, 40-page, general interest magazine. All content creation, editorial decisions, and business operations are 100 percent student-directed. Led by an all-student editorial board, the student news organization reports, writes, edits, lays out and manages all aspects of the publications. The department employs two full-time journalism advisers (one who has announced her retirement for fall of 2013) who oversee the department and program, teach the journalism courses and advise the student-run publications. In a role that is often misunderstood, the media adviser is ethically, pedagogically and legally bound (see California Student Free Expression Law, California Education Code: section 48907; California Constitution, Article 1: section 2; and the First Amendment to the United States Constitution) to advise the students, not run the paper, make editorial decisions or exercise prior review. The obligation of the student media adviser is defined in the nationally recognized College Media Association adviser code of ethics and is excerpted here:

"...The ultimate goal of the student media adviser is to mold, preserve and protect an ethical and educational environment in which excellent communication skills and sound journalistic practice will be learned and practiced by students. There should never be an instance where an adviser maximizes quality by minimizing learning. Student media should always consist of student work. Faculty, staff and other non-students who assume advisory roles with student media must remain aware of their obligation to defend and teach without censoring, editing,

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directing or producing. It should not be the media adviser's role to modify student writing or broadcasts, for it robs student journalists of educational opportunity and could severely damage their rights to free expression. Advisers to student media must demonstrate a firm dedication to accuracy, fairness, facts and honesty in all content of the medium...."

Studies show that learning happens best by doing. This idea is embodied in the idea of experiential learning, a prominent theme in the work of John Dewey, Kurt Lewin and Jean Piaget. Perhaps Aristotle said it best: "For the things we have to learn before we can do them, we learn by doing them." Any attempt on the part of the adviser to overtake student production of news on any level denies students full participation in the educational process.

Therefore, prior review in any form (excluding cases of obscenities and/or material that is libelous or slanderous or that incites others to commit illegal or disruptive acts) is strictly forbidden. Any attempt at prior review exposes the institution to liability. For these reasons, the program is committed to students retaining full editorial control of their news organization. Although vexing to members of the college community who focus on the occasional spelling or grammatical errors (issues inherent in all homework, not exclusive to the journalism students, though the journalism students are the only ones whose class work gets published), the news organization is and will remain 100 percent student-produced. However, advisers engage in detailed written critiques of all student media post-publication.

The journalism program focuses much time and attention on scholastic competition and is active throughout the entire calendar year in this area. All EC journalism students

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who participate in content creation for the organization participate in various local, state and national competitions, pitting their work as individuals and as a group against that of their intercollegiate peers. EC students have done well in these competitions throughout the years. Rigorous competition is at the heart of the program, much as it is with athletics; competition helps to focus and drive the students to achieve excellence in their work and in their character.

The journalism program's mission is to provide quality education to students who study in both transfer and vocational classes. Thus, the department's mission supports the college's mission that seeks to offer quality comprehensive educational programs and services to ensure the educational success of students from our diverse community. The journalism program serves almost 300 students directly and the entire campus community indirectly through the three media platforms. Dozens of students who have gone through the program have continued on in media and can be found in various capacities at the highest levels. The variety of instructional methods offered to students in the journalism program – lecture, lab, production, competition, critiques, internships, campus leadership and regular visits from media professionals – aligns the program with most all of the Strategic Initiatives.

b. Degrees and Certificates

The journalism program is made up of 11 courses, nine of which are currently being offered. In 2012 the program served nearly 300 students. Since the last program review in 2008-2009, the program has grown in three key areas: annual sections offered, number of students enrolled, and fill rate (see attachment). To obtain a degree, students must complete 21-22 units; To obtain a certificate, students must complete 19 units.

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Historically, students look to transfer as quickly as possible. In most cases they bypass the degree/certificate route entirely because it is easier and faster for them to simply transfer once they have the required number of credits. So while many students engage with and benefit from the program and then transfer, we do not capture those numbers in our success rates. Sticking around for a degree or certificate slows down their transfer progress, so they bypass it entirely. This should be somewhat rectified with the newly-created journalism transfer degree, which has been created and will be introduced in fall of 2014.

c. How does the program fulfill the college's mission and align with the strategic initiatives?

The college mission statement says: "El Camino offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community." The journalism program fulfills that mission by offering quality, comprehensive educational programs, as evidenced by the high success rates and many awards the student journalists win at state and national competitions. During the last five years, the program has expanded its course offerings and increased the number of sections offered, while adding a third student media platform to keep pace with the changes in the industry. Our high success rates are evidence of our alignment with that part of the mission that ensures educational success. The fact that the student demographic profile of the program mirrors that of the college, demonstrates that we align with the college mission to meet the needs of our diverse community. The journalism program aligns with several of the strategic initiatives, such as Strategic Initiative A: Enhance teaching to support student learning using a variety of

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instructional methods and services. The program uses a variety of instructional methods and services, including lecture, lab, distance education, visiting professionals, summer training camps, media production across multiple platforms, competition and travel to student media conferences. It also aligns with Strategic Initiative D: Develop and enhance partnerships with schools, colleges, universities, businesses and community-based organizations to respond to the workforce training and economic needs of the community. Those within the program have worked hard the last four years to develop and enhance partnerships with schools and businesses and community-based organizations, developing close personal ties with the advisers at Long Beach State, Chico State, ASU and the University of Maryland to ensure that EC students have a direct connection to journalism transfer programs. We've worked to develop internship opportunities with many community organizations, such as the LA Clippers, The LA Kings, The *Palos Verdes Peninsula News*, the *Long Beach Press Telegram* and others. The program's one full-timer presents a 2-day journalism training workshop every year with students at Mira Catalina elementary school in Palos Verdes and is working on a similar project at Miraleste Intermediate. She has also hosted community training days open to students, staff community members and other college media advisers.

d. Recommendations from prior program review

The 2008-2009 program review itemized the following recommendations. Each recommendation is followed by the results.

Short-term goals and results:

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1. Hire a part-time permanent employee to serve as an advertising/business manager (25 hours per week). **Result:** We have been unable to receive approval and funding for this goal. Our ability to run an efficient and effective program is suffering substantially as a result. With the addition of a third platform in recent years and substantial investment in technology needed to report in the 21st century, there is far more to do than in the past; the effectiveness of the instructors plummets as much of their time is spent doing administrative and maintenance tasks instead of performing teaching and academic-based work, such as innovative lesson planning and curriculum updating. Other college journalism programs comparable to EC, such as Cerritos, Southwest, Orange Coast, San Diego City, LA Pierce and others, have a permanent classified staff member to handle the business side of the operation. Without that support, the journalism program at EC will continue to lose ground.
2. Hire a part-time permanent lab assistant to maintain the computer lab and equipment (10 hours per week). **Result:** We have been unable to receive approval and funding for this position. This position and the one outlined in goal No. 1 above should be combined. The lack of either one of these positions continues to degrade the program's success and growth. See above explanation for the impact on the program.
3. Continue to provide updated equipment and technology so that students keep up with industry changes. **Result:** We have been somewhat successful in this area. We've received some new video cameras and modest funding through CTEA to create a tablet version of the magazine *Warrior Life*. We've also been able to get automatic Adobe upgrades for the suite of creative software needed to produce a newspaper and magazine. In addition, we've been able to purchase a license to Camayak, an online workflow tool that has made a positive difference in the newsroom and given students a chance to work with an innovative digital workflow

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product. But we have been unable to get replacement computers for the machines that break down from years of use. This is a dire situation as our machines were purchased in 2008 and they are failing fast. Last semester alone we lost six machines. They were not replaced. Our requests for replacements, even through federal funding, have been denied.

4. Hire a temporary employee to train the editorial board on the software needed to produce the publications. **Result:** We have been able to hire a professional designer to come in once each semester and work with students on design and digital tools. Instructors would be able to do this work provided they were able to get more professional development and had a permanent part-time support staff to assist with office duties, the computer lab, the reporting technology, the administrative work, etc.

5. Find a small room in the Humanities Building for podcasting and videocasting. **Result:** We have been unsuccessful in securing this goal. There is no time to tackle this problem, but it is a problem. We have no place to record podcasts, videos, newscasts, etc.

Long-term goals and results:

1. Develop the *Union* website through interactivity, promotions. Plan for future once the contract with the free site host (College Publisher) expires in 2011. **Result:** Although we have been able to move the online publication to WordPress, an open source platform used by many professional media outlets, and to secure an excellent web host in School Newspapers Online, we have been unable to successfully promote the online site. This is due to several factors. First, the online site was not highly prioritized by the recently retired full-time professor. Second, the heavy load of teaching classes, preparing innovative lesson plans, working the lab, maintaining the condition and inventory of a vast store of equipment that gets heavy use, advising the publications, maintaining a program and department, updating curriculum,

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planning the budgets, heading the day-to-day operations, advertising department and business side of a multi-platform news organization, maintaining memberships, engaging in professional development where possible, staying abreast of rapid industry change, advising the student journalism club Phi Beta Gamma, working on campus-wide committees, coordinating the advisory board and its meetings, arranging student travel to conferences and competitions, trying to develop internship opportunities and run the sections of J96, and all the other tasks associated with the program prevent the one full-time instructor from innovating and building the program, which is and has been limping along.

2. Expand the journalism department's website so that it is up to date and comprehensive.

Result: This is an important goal because the department website is the face of our program to the world and could be good for recruiting. But it has not been updated or expanded. It is way down on the list, even though it is very important component to shaping public perception.

3. Create new courses that emphasize multimedia reporting, link with English, political science and other areas of study. **Result:** This is something the journalism instructor has long been eager to do. There is so much opportunity for effective and innovative cross-pollination between various departments such as business, graphic design and MESA. But we do not have the time or resources to develop these opportunities.

4. Provide outreach to the community through a newsletter to department alumni, an editors' training camp for regional journalism students and a regular presence on Facebook and Twitter. **Result:** With the day-to-day load of running the program and department and publications and teaching, there is no time to achieve these important outreach goals, with one exception. Kate McLaughlin put together a two-day community-training event in August of 2012 called EC J Days. But given the heavy load in the journalism department and the time-

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consuming realities of administering an event like this, it is impossible to repeat that effort given the current staffing levels. Much as the department would enjoy and excel at creating community training events and symposiums, a lecture series and conferences for high school students, there is no time to do so.

5. Revive the Compton Center journalism program by helping to create a newspaper produced for and by Compton Center students. **Result:** Despite much discussion surrounding this goal, it has not been achieved. Part of that is because of the position that Compton students should cover the Compton campus, not El Camino students. Compton students need their own voice. They do not need the students from across town at El Camino to speak for them. Several years ago, we discovered that a faculty member at Compton attempted to revive the student paper there, but the adviser's name was listed on the masthead as editor and his byline was included on the news pages as a staff writer; at that point it ceased to be a student-produced publication. We spoke to the administration and voiced our strong objection to this practice, based on the College Media Association's adviser code of ethics and the law regarding prior review of the student press.

6. Hire another full-time faculty member to teach journalism and photojournalism. **Result:** Kate McLaughlin, a full-time faculty member, was hired in September 2009. She received tenure in 2013. The improvements she effected during that time demonstrate the need for a second full-time faculty member. She secured funding for many advancements that have had a positive impact on the program and the community. She orchestrated a change over of the online news site, including a full data import of years of digital archives to the new site. She pioneered the use of a new CMS/web host, a move which, within two years, had been emulated by many other community college journalism programs in the state. She also introduced a new

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digital online workflow tool, Camayak, making the EC journalism program one of its first clients; since then, many pro and college media organizations have signed on as well. She worked with Ed Martinez on the EC Student Media Digital Archive Project, digitizing in a searchable database all student media back to 1946. She worked with IT to create a recruitment database that is open for all faculty and programs at EC, allowing instructors to generate a list of good candidates for a program based on certain characteristics such as GPA, number of units, major, etc. She is currently creating a digital learning center in the newsroom with the help of Howard Story. During the last four years, she has secured almost \$100,000 in funding through federal grants. Unfortunately, with the retirement of one of the full-time instructors in fall 2013, the department is now down to one full-time instructor. Until that position is filled, the overwhelming workload that falls to one instructor makes innovation impossible.

2. Analysis of Institutional Research Data

a. Provide and analyze the following statistics/data.

1. **Headcounts of students in the program:** Student enrollment in the journalism program is growing, significantly and rapidly. We are one of the only programs on campus that is growing. In the last year for which we have data, 2012, the program headcount was 282. That is a 13 percent increase over 2011, when there were only 250 students. In 2010, there were 228 students in the program. It should be noted that during a time of budget crisis and major cutbacks at the college, the journalism program increased significantly. If we had adequate resources, the program could grow even more and dramatically improve its student success, enrollment and retention rates. (see Enrollment Trends, page 16)

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2. **Course grade distribution:** Grade distribution between the years of 2008 to 2011 looks to be average, perhaps leaning toward the higher grades. The grade distribution during that period is: 26 percent As, 22 percent Bs, 15 percent Cs and 37 percent Ds or Fs. This shows that the department maintains academic rigor. Although the distribution of As and Bs may seem high at a collective 48 percent, most of the students we serve are highly motivated and understand – or quickly learn – the volume and intensity of the work expected of them in the journalism department. For that reason, the program tends to capture the more successful high-achievers. (See Grade Distribution, Success and Retention, pages 17 -18))
3. **Success rates:** The program's success rates look good. The 5-year success minimum is 60.6 percent and the 5-year average is 66 percent. Against the backdrop of the college's standard for success, which is 65 percent, the journalism department's range of success is aligned with the institution's standard. The program is setting a preliminary success standard of 60 percent. This represents the minimum success rate we are willing to accept and is based on an average of the 5-year minimum and maximum numbers. Our goal is to meet or beat the college standard of 65 percent. Looking at the success rates of individual courses, it should be noted that J1 and J12 are higher-enrolled classes but have lower success rates, in some cases below 50 percent. That is likely because those courses are introductory, so they attract a lot of people who are interested in media, but don't yet know about the scope and intensity of the work in journalism and media. J1- News Writing and Reporting, for instance, is the one of the most challenging course offerings in the journalism program. Once in, many students realize the course is not for them so they drop. On the other hand, most of the other courses in the journalism program – the production courses

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that make up the core sequence – are lower enrolled but enjoy a much higher success rate of 70-100 percent. Those courses include J3 (now known as J8) – Advanced Reporting and Editing, J11 – Newspaper Production, J9- Magazine Production, J96 – Cooperative Work Experience Education, J6 – Beginning Photojournalism, J14 – Multimedia Reporting, and J7 – Advanced Photojournalism. (See Grade Distribution, Success and Retention, pages 17-18)

4. **Retention rates:** Our persistence/retention rates are excellent. In most sections, the program has rates of 80 percent or better. There are a few courses that have rates in the 70s and fewer still that are in the 60s. Most of those low scores are the result of difficult financial times during the worst of the recession from 2008 through 2010 for students who had to drop classes and go back to work to help their families. This was the case for the J9 class in 2009 that had an abysmal retention rate of 50 percent. It should be noted that many of the lowest retention rates are from courses that are typically lower enrolled than most other courses on campus, so even a student or two dropping has a significant impact on the rate. The online J1 class offered in 2008 had a retention rate of 62.9 percent, which is low. That class was part of an experiment that aimed to see how well students would do in an online section of that course. Obviously, not well. We will not offer J1 online again. It's an introductory reporting course that requires students to write in a whole new way with a challenging level of accuracy. In that course, students need one-on-one coaching. (See Grade Distribution, Success and Retention, pages 17-18)

5. **Comparison of success and retention rates in face-to-face classes with distance education classes:**

Our success and persistence rates in distance education are not good. Success rates for the two distance education classes in 2008 were below 50 percent and retention is in the mid-

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60s. Because of this, the program doesn't offer many distance education courses. There is an exception that is not shown here and that is J12. One section of J12 has been offered as a distance education course, though we did not offer it during the years being reviewed in this report so the data isn't here to analyze. Based on anecdotal evidence of the distance education courses we have offered recently, the success and retention for those sections will be much better. The reason is likely because J12 is a survey course that looks at media history and is not writing-intensive. The course fulfills general education requirements for transfer for EC's wider student population so there is a larger pool of students to draw from, all of whom need the class to transfer for a variety of majors, and the subject matter lends itself to the online environment better because it functions within the very system it examines. (See Grade Distribution, Success and Retention, pages 17-18)

6. **Enrollment statistics with section and seat counts and fill rates:** The journalism program roughly mirrors the college rates in terms of gender, race and age, though at almost 50 percent we have a much higher percentage of full-time students in the journalism program than the college at 30 percent. We're proud to be one of the only programs on campus that is increasing in terms of both number of sections offered and student enrollment. The amount of annual sections has increased every year since 2008; so has annual program participation, up almost 20 percent during the same timeframe. Considering the difficult financial climate and the cutting of sections during that time, this is especially noteworthy. We'd like to continue that growth trend. That said, the program's fill rate is low. To some extent this statistic will always be a challenge as the workload in journalism is high and doesn't appeal to large numbers of students. We'd like to review the section cap limits on the production classes so that we don't appear to be doing a poor job

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in this area. Given the nature of the work, these classes are necessarily going to weed out anyone but the most motivated and capable students. A bright spot in the fill rate, low as it appears, is that it is improving. Since 2008, the rate has risen 15 percentage points. This is due in part to the instructors trying very hard to improve that rate. With additional staffing, students will get more individualized attention and will have guidance when the workload gets demanding, likely keeping them in the program instead of quitting. (See Demographic and Enrollment Characteristics, page 19)

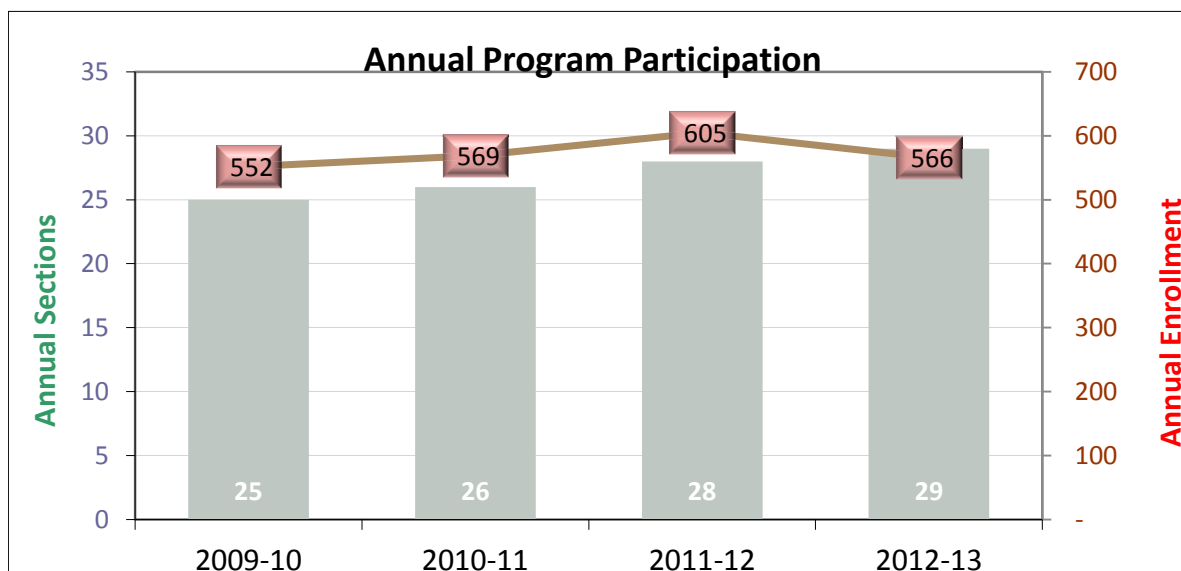
7. **Scheduling of courses:** Most of our students enroll in daytime classes because most of our sections are offered during the day. The fill rate is better in day classes. That said, the program makes sure to offer several evening classes to accommodate working students and to align with the college mission of “...ensuring the educational success of students from our diverse community.” Many students work during the day, so we try to vary the times we provide.
8. **Improvement rates:** Students move through the sequence well, though many don’t complete the full requirements for a degree or certificate because they are here for practical experience and then they transfer without either a degree or certificate or with a less specific degree that requires fewer units. We have addressed this by amending the courses needed for a journalism degree or certificate. (See Grade Distribution, Success and Retention, pages 17-18))
9. **Additional data compiled by faculty:** This is not applicable. We would like to compile data, especially data on what students do once they leave the program, but we are perennially understaffed, so extras like this, though important, go undone.

Program Participation (4-year Trend)

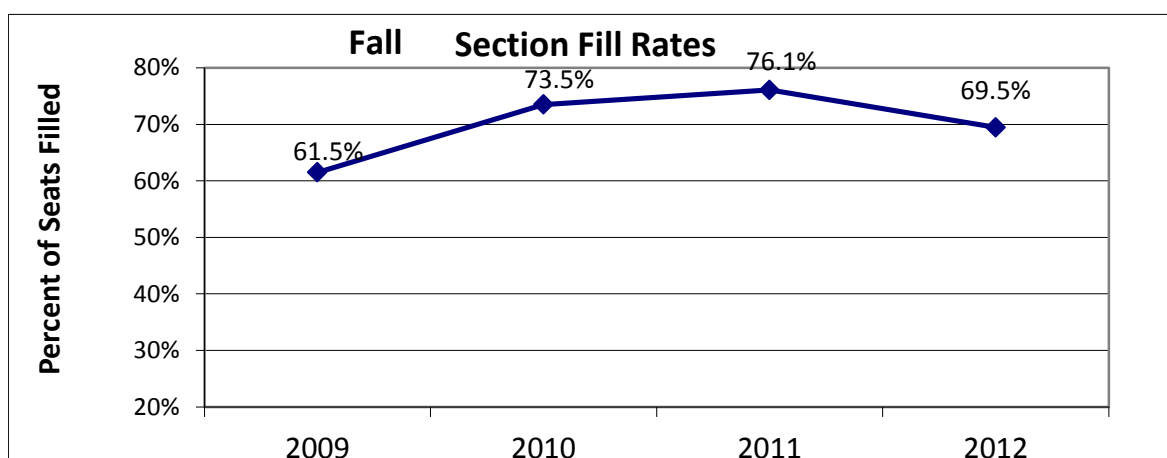
Journalism

Years: 2009-10 to 2012-13

	2009-10	2010-11	2011-12	2012-13	4 Yr Average
Annual Enrollment	552	569	605	566	573



	2009-10	2010-11	2011-12	2012-13
Headcount	387	414	445	418
Enrollments/Student	1.43	1.37	1.36	1.35



Enrollment by Time of Day

Fall Term	2009	2010	2011	2012
Day	65.7%	65.8%	65.7%	56.0%
Night	26.4%	27.9%	28.2%	31.2%
Weekend/Unknown	7.9%	6.3%	6.1%	12.8%

Grade Distribution, Success, and Retention

Journalism

(All)

Program Journalism
Term (All)

Preliminary Success Standard

65.5%

5 year Success Average

68.1%

5 year Success Minimum

62.9%

Do Not select more than one term or Program.

Year	COURSE	Method	Weeks	Grade Distribution											Total	Succ.	Reten.
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'			
2009	JOUR-1	Lecture	8	9	14	4	-	3	4	-	-	-	-	6	40	67.5%	85.0%
			16	17	17	12	-	9	5	-	-	-	-	15	75	61.3%	80.0%
	JOUR-11ABCD	Lecture	16	4	9	10	-	-	-	-	-	-	-	2	25	92.0%	92.0%
	JOUR-12	Lecture	16	16	19	11	-	9	4	-	-	-	-	17	76	60.5%	77.6%
	JOUR-14ABCD	Lecture	16	7	2	1	-	-	1	-	-	-	-	2	13	76.9%	84.6%
	JOUR-3AB	Lecture	8	-	4	3	-	1	-	-	-	-	1	-	9	77.8%	88.9%
	JOUR-6	Lecture	16	5	6	-	-	-	-	-	-	-	1	-	12	91.7%	91.7%
	JOUR-7AB	Lecture	16	4	3	-	-	-	-	-	-	-	-	-	7	100.0%	100.0%
	JOUR-96ABCD	Work Exp	16	1	1	-	-	-	-	-	-	-	-	-	2	100.0%	100.0%
	JOUR-9ABCD	Lecture	16	1	-	1	-	1	-	-	-	-	-	3	6	33.3%	50.0%
2009 Total				64	75	42	-	23	14	-	-	-	2	45	265	68.3%	82.3%
2010	JOUR-1	Lecture	8	22	21	12	-	6	6	-	-	-	2	6	75	73.3%	89.3%
			16	21	27	14	-	10	12	-	-	-	2	26	112	55.4%	75.0%
	JOUR-11ABCD	Lecture	16	16	22	6	-	1	1	-	-	-	1	2	49	89.8%	93.9%
	JOUR-12	Distance l	16	6	9	4	-	5	1	-	-	-	6	3	34	55.9%	73.5%
		Lecture	16	44	37	25	-	15	19	-	-	-	5	16	161	65.8%	87.0%
	JOUR-14ABCD	Lecture	16	7	8	8	-	1	-	-	-	-	-	3	27	85.2%	88.9%
	JOUR-3AB	Lecture	8	7	11	5	-	-	-	-	-	-	-	1	24	95.8%	95.8%
	JOUR-6	Lecture	16	16	4	1	-	-	-	-	-	-	1	6	28	75.0%	75.0%
	JOUR-7AB	Lecture	16	6	6	2	-	-	-	-	-	-	-	1	15	93.3%	93.3%
	JOUR-96ABCD	Work Exp	16	2	-	-	-	1	-	-	-	-	-	1	4	50.0%	75.0%
	JOUR-9ABCD	Lecture	16	12	6	5	-	-	-	-	-	-	-	4	27	85.2%	85.2%
2010 Total				159	151	82	-	39	39	-	-	-	17	69	556	70.5%	84.5%
2011	JOUR-1	Lecture	8	13	33	21	-	7	2	-	-	-	-	2	78	85.9%	97.4%
			16	9	34	28	-	13	17	-	-	-	5	32	138	51.4%	73.2%
	JOUR-11ABCD	Lecture	16	14	10	3	-	1	-	-	-	-	-	4	32	84.4%	87.5%
	JOUR-12	Distance l	16	8	6	7	-	4	5	-	-	-	1	7	38	55.3%	78.9%
		Lecture	16	37	38	40	-	14	15	-	-	1	3	12	160	71.9%	90.6%
	JOUR-14ABCD	Lecture	16	5	10	5	-	2	1	-	1	-	2	3	29	72.4%	82.8%
	JOUR-3AB	Lecture	8	4	3	8	-	2	-	-	1	-	1	-	19	84.2%	94.7%
	JOUR-6	Lecture	16	18	4	3	-	1	-	-	-	-	1	4	31	80.6%	83.9%
	JOUR-7AB	Lecture	16	12	1	1	-	-	-	-	-	-	1	3	18	77.8%	77.8%
	JOUR-96ABCD	Work Exp	16	4	1	1	-	-	-	-	-	-	-	1	7	85.7%	85.7%
	JOUR-9ABCD	Lecture	16	12	7	3	-	1	1	-	-	-	-	6	30	73.3%	80.0%
2011 Total				136	147	120	-	45	41	-	2	1	14	74	580	69.8%	84.8%
2012	JOUR-1	Lecture	8	6	20	16	-	8	12	-	-	-	2	9	73	57.5%	84.9%
			14	13	7	5	-	1	1	-	-	-	-	16	43	58.1%	62.8%
			16	6	22	27	-	13	6	-	-	-	5	37	116	47.4%	63.8%
	JOUR-11ABCD	Lecture	16	3	12	6	-	3	-	-	-	-	3	12	39	53.8%	61.5%
	JOUR-12	Distance l	16	18	7	5	-	-	7	-	-	-	2	5	44	68.2%	84.1%
		Lecture	16	47	37	30	-	6	12	-	-	-	4	23	159	71.7%	83.0%
	JOUR-14ABCD	Lecture	16	4	6	-	-	3	1	-	-	-	-	3	17	58.8%	82.4%
	JOUR-3AB	Lecture	8	4	3	1	-	5	-	-	-	-	-	6	19	42.1%	68.4%
	JOUR-6	Lecture	14	10	9	-	-	-	1	-	-	-	-	12	32	59.4%	62.5%
	JOUR-7AB	Lecture	16	8	1	-	-	-	-	-	-	-	-	4	13	69.2%	69.2%
	JOUR-96ABCD	Work Exp	16	5	-	-	-	-	1	-	-	-	3	3	12	41.7%	50.0%
	JOUR-99ABC	Independ	16	1	-	-	-	-	-	-	-	-	-	-	1	100.0%	100.0%
	JOUR-9ABCD	Lecture	14	7	-	-	-	-	1	-	-	-	-	-	8	87.5%	100.0%
			16	7	3	-	-	-	-	-	-	-	-	2	12	83.3%	83.3%
2012 Total				139	127	90	-	39	42	-	-	-	19	132	588	60.5%	74.3%

Year	COURSE	Method	Weeks	Grade Distribution											Total	Succ.	Reten.
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'			
2013	JOUR-1	Lecture	8	2	6	12	-	2	6	-	-	-	-	6	34	58.8%	82.4%
			14	1	7	7	-	1	8	-	-	-	-	9	33	45.5%	72.7%
			16	10	6	13	-	3	2	-	-	-	-	6	40	72.5%	85.0%
	JOUR-11ABCD	Lecture	16	5	1	3	-	1	1	-	1	-	-	3	15	66.7%	80.0%
	JOUR-12	Distance l	16	5	8	10	-	3	3	-	-	-	-	11	40	57.5%	72.5%
		Lecture	16	33	16	17	-	4	6	-	-	-	-	8	84	78.6%	90.5%
	JOUR-14ABCD	Lecture	16	4	2	2	-	1	1	-	-	-	-	1	11	72.7%	90.9%
	JOUR-3AB	Lecture	8	1	5	4	-	2	1	-	-	-	-	-	13	76.9%	100.0%
	JOUR-6	Lecture	14	1	3	-	-	-	-	-	-	-	-	2	6	66.7%	66.7%
	JOUR-7AB	Lecture	16	6	1	-	-	-	-	-	-	-	-	1	8	87.5%	87.5%
	JOUR-96ABCD	Work Exp	16	1	2	-	-	-	-	-	-	-	-	2	5	60.0%	60.0%
	JOUR-9ABCD	Lecture	14	2	1	2	-	2	-	-	-	-	-	4	11	45.5%	63.6%
2013 Total				71	58	70	-	19	28	-	1	-	-	53	300	66.7%	82.3%

Demographic and Enrollment Characteristics

Journalism

Fall

Will show 0.0% if you did not select Program AND Term on the Academics Tab

Fall					ECC Student Population	District Boundary Population	
		Term					
		2009	2010	2011	2012	Fall 2012	2010 Census
Term Headcount		224	232	228	225	23,409	556,400
Gender	F	59.8%	61.2%	57.9%	60.0%	52.5%	51.0%
	M	40.2%	38.8%	42.1%	40.0%	47.5%	49.0%
Ethnicity	African-American	13.8%	15.5%	20.2%	21.3%	17.0%	15.1%
	Amer. Ind. or Alask. Native	0.4%	0.9%	0.0%	0.4%	0.2%	0.2%
	Asian	11.6%	11.6%	14.9%	14.2%	16.1%	13.6%
	Latino	32.6%	36.6%	38.6%	39.6%	44.7%	34.5%
	Pacific Islander	1.8%	1.3%	0.4%	0.0%	0.5%	0.5%
	White	24.6%	24.6%	15.8%	16.0%	15.6%	32.8%
	Two or More	2.2%	3.9%	4.4%	5.3%	3.8%	2.9%
	Unknown or Decline	12.9%	5.6%	5.7%	3.1%	2.0%	0.4%
Age/ Age Group	<17	0.0%	0.0%	0.0%	0.9%	0.8%	24.2%
	17	1.3%	1.3%	0.9%	0.4%	2.0%	
	18	11.6%	9.9%	7.0%	5.8%	11.6%	2.5%
	19	18.3%	13.8%	18.9%	13.8%	14.7%	
	20	17.0%	19.0%	17.5%	22.7%	13.1%	1.2%
	21	13.4%	14.2%	14.0%	11.6%	9.5%	1.2%
	22	6.3%	9.9%	9.6%	9.8%	7.3%	3.9%
	23	4.9%	6.0%	8.3%	10.7%	5.6%	
	24	4.9%	6.0%	3.1%	4.9%	4.6%	
	25-29	10.3%	9.9%	8.3%	9.3%	12.7%	7.4%
	30-39	7.1%	6.0%	7.9%	7.6%	9.0%	14.9%
	40-49	2.7%	2.2%	1.8%	1.3%	4.7%	15.9%
	50-64	2.2%	1.7%	2.6%	1.3%	3.5%	18.1%
	65+	0.0%	0.0%	0.0%	0.0%	0.8%	10.6%
Class Load	Full-time	50.9%	48.7%	50.4%	43.1%	29.8%	
	Part-time	49.1%	51.3%	49.6%	56.9%	69.2%	
Academic Level	College degree	7.1%	9.1%	10.5%	9.8%	12.3%	
	HS Grad	88.4%	84.9%	83.3%	87.1%	83.2%	
	Not a HS Grad	1.8%	0.9%	1.8%	0.0%	1.4%	
	K-12 Special Admit	0.4%	0.0%	0.4%	0.0%	1.1%	
	Unknown	2.2%	5.2%	3.9%	3.1%	1.9%	
Educational Goal	Intend to Transfer	39.3%	32.8%	34.2%	29.3%	31.4%	
	Degree/Certificate Only	1.8%	0.9%	2.2%	3.6%	3.9%	
	Retrain/recertif.	3.6%	1.3%	2.2%	3.6%	3.8%	
	Basic Skills/GED	2.2%	4.3%	3.1%	4.4%	5.3%	
	Enrichment	4.5%	3.9%	6.6%	5.3%	4.1%	
	Undecided	21.9%	21.1%	18.4%	12.0%	16.7%	
	Unstated	0.0%	0.0%	0.0%	0.0%	35.0%	

Demographic Success Characteristics

Journalism

Fall: 2009 to 2012

<i>Ethnicity</i>	Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Success	N	Success	N	Success	N	Success	N
African-American	65.7%	35	62.9%	35	67.2%	61	53.3%	60
Amer. Ind. or Alask. Native	100.0%	X	100.0%	X	0.0%	X	100.0%	X
Asian	74.3%	35	82.1%	28	85.4%	41	71.8%	39
Latino	73.0%	89	61.1%	95	66.0%	103	58.0%	100
Pacific Islander	80.0%	X	40.0%	X	50.0%	X	0.0%	X
Two or More	80.0%	X	37.5%	X	71.4%	X	41.7%	12
Unknown or Decline	59.4%	32	57.1%	14	50.0%	16	44.4%	X
White	63.9%	61	74.6%	71	80.5%	41	62.2%	45

Gender

M	65.1%	106	64.4%	104	71.2%	104	49.5%	103
F	71.3%	157	67.5%	154	70.1%	167	64.4%	163
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X

Age Groups

19 or less	65.3%	75	55.9%	59	62.5%	64	54.7%	53
20 to 24	67.2%	128	67.1%	149	73.8%	141	61.5%	156
25 to 49	74.1%	54	76.6%	47	68.3%	60	54.7%	53
Over 49	100.0%	X	66.7%	X	100.0%	X	50.0%	X

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively.

Reference groups are White, male, and 20 to 24 years old.

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3. Curriculum: Review and discuss the curriculum work in the program during the past four years, including the following:

a. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

J1 – News Writing and Reporting: Fall 2014

J2 - Public Relations Methods: Fall 2015 (though this course is in the process of being inactivated)

J4 – Feature Writing: Fall 2015 (deactivated Fall 2011)

J5 – Broadcast Writing: n/a (deactivated Spring 2011)

J6 – Basic Photojournalism: TBD (last reviewed Fall 2011)

J7ab – Advanced Photojournalism: TBD (last reviewed Fall 2011)

J8 (formerly J3) – Advanced Reporting and News Editing: Fall 2014

J9abcd – Magazine Editing and Production: Spring 2015

J11abcd – Newspaper Publication: TBD (last reviewed Fall 2011)

J12 – Mass Media and Society: TBD (last reviewed Fall 2012)

J14abcd – Multimedia Journalism: Fall 2015

J50 – Special Topics in Journalism: (deactivated 2013)

J96abcd – Cooperative Work Experience Education: TBD (last assessed Fall 2012)

J99abc – Independent Study: TBD (last assessed Spring 2012)

b. Explain any course additions to current course offerings: In 2008 the program created J14 - Multimedia Reporting to keep pace with rapid changes in the industry. That course has focused on producing content for eccunion.com, the online news site. Those in the journalism program firmly believe that an information literacy course should be

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created by and housed in the journalism department, but due to chronic understaffing this has proven impossible.

c. Explain any course deletions from current course offerings. J4 - Feature Writing was deactivated in 2011. Journalism 2 – Public Relations Methods is in the process of being inactivated this year, in 2013. J5 – Broadcast Writing was inactivated in 2011. These classes have not been offered in a couple years and with the recent faculty retirement, the program is not in a position to offer them any time soon.

d. How many courses do you offer in distance education? We offer one distance education course per semester. The J12 - Mass Media and Society fills and has a good success rate, so clearly it is working for students. Since that class is a general education requirement, it is popular. And the media-centric content is well-suited to online learning. We tried to offer J1 online, but due to low success rates we no longer offer that via distance education.

e. How well are the courses, degrees or certificates meeting students' transfer or career training needs? The courses have succeeded in meeting the career training needs of students. Our advisory board and the organizations for whom our students intern are happy with our students' range and degree of skill attainment. However, the degree and certificate have not met the needs of students as well. Many students don't want to stay at El Camino the extra semester or two it takes to complete a journalism degree or certificate. They take the minimum number of units needed to transfer and just those select production classes that teach them how to report, write and create a publication, and then they leave without completing the degree. To address this, the journalism degree and certificates have been revised to require fewer units, so students can attain the degree or

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certificate more quickly. This change reflects similar revisions at community college journalism programs around the state. We also created a new journalism transfer degree that guarantees admission to a Cal State. It will be rolled out in fall of 2014 and we expect it to be successful.

1. **Have all the courses that are required for your program's degrees and certificates been offered during the last two years?** Not all the courses in our program have been offered in the last two years. J2 has not been offered for several years. Low enrollment and chronic understaffing were the main reasons for not offering the course. This course is inactivated and is not required for the major, but is one of several choices. We have not established a course offering cycle, but we will discuss setting one up with the dean by the next program review.
2. **Discuss any concerns regarding program courses and their articulation:** Our greatest concern is that J12 Mass Media and Society does not articulate with Arizona State University, which is a top-choice university for many of the journalism program students, so we hope to address this with our articulation officer. It appears as though ASU accepts Communications 5, the speech communications equivalent of J12, but not J12.
3. **How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so what is the pass rate? If few students receive degrees or certificates or if few pass the licensure, should the program's criteria or courses be re-examined? Set a goal for future degrees, certificates and/or licensure pass rates:** Although the number of degrees and certificates earned is low, recent changes made to the degree and certificate and the addition of the new transfer

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degree (which should be rolled out by fall of 2014) and a renewed focus on the part of faculty to encourage students to obtain a certificate or degree should increase those numbers in the coming years. That said, during 2010-2011, the program increased the number of degrees awarded (5) by 150 percent over the 2008-2009 year (2). That trend should continue because of the changes itemized above. The program's goal going forward is to continue turning out degreed and certificated students and to focus on achieving good numbers of students who complete the newly created journalism transfer degree. We hope over the next five years to have at least two students in each category (degree, certificate and transfer degree) and ideally to have the numbers increase every year. Students in the journalism program do not take licensure exams.

f. List any recommendations: One issue of major, ongoing concern in this area is the mandate given to counselors to get students through the system as quickly as possible, which works in direct opposition to what we're expected to do in the journalism program, which is generate degrees and certificates. Every semester, instructors in the journalism program meet journalism majors (usually in the J1 or J12 classes) who have been instructed by counselors not to go through our program because it will mean another semester or two at El Camino. These are journalism majors who are told instead to acquire the minimum number of units needed to transfer, or to get a more generalized degree in an area that requires fewer units and less work and to transfer in to the university as a journalism major. In some cases, EC journalism majors are not even advised that the college has a student news organization with a paper, magazine and online site, so they lose their chance to get practical experience, a portfolio of clips and an internship. They walk in to the university as juniors wholly unprepared and

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inexperienced. At the university level, competition for bylines is fierce. EC students who lack practical experience because they were hustled out in the name of a better “success” rate get little or no opportunity to work on any college media outlets because they have no experience late in the game. Journalism students should be getting basic, hands-on practical experience during their freshman and sophomore years so that as juniors they can accept leadership roles and refine their skills. This would enable them to enter the working world ready to produce in a professional environment.

Unfortunately, this lack of experience at EC also prevents them from getting an internship. Journalism students cannot get internships without a portfolio. No junior-year journalism major without a portfolio can get an internship, especially when competing against juniors who do have the experience. Students who go through the EC journalism program and work on the publications go on to the university and rise through the ranks rapidly, because they walk in the first day with the skills necessary to produce content, manage a team of people, run a news organization and land the best internships. But without the practical experience at EC, many students never go beyond the theoretical. It is a losing battle for us, one we have tried hard to correct by educating the counselors, creating marketing material for them to hand out, holding an open house where we explain the situation, and calling individual counselors every time we hear of this happening – all to no avail. The number of students who come through our office with instructions to bypass all the production classes at EC remains alarmingly high. Yet we are expected to have students earn degrees and certificates. It’s an impossible situation. To correct this, we’ve worked with Cheryl Shenefield in IT to create a student recruitment database, so that we can recruit students and educate

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them about what it takes to be successful in journalism long before counseling directs them to avoid our program. Unfortunately, given the demands of running a department and a program and teaching classes, and organizing awards and travel and equipment and doing all the other things it takes to run the journalism program, it has been impossible to utilize this innovative recruitment tool which would dramatically improve our enrollment, success rates, and number of degrees and certificates. If we had a part-time lab tech/admin position in the department, the instructors could focus on recruitment, retention and success rather than photocopying, ordering supplies, changing batteries, loading paper, filling out forms, checking equipment in and out, cleaning off old files and other time-consuming tasks that prevent us from focusing on student success.

4. **Assessment and Student and Program Learning Outcomes:** The program is moving aggressively toward a culture of SLO creation and assessment. Currently each course has one SLO and the assessments for many of our courses show good results that roughly mirror our success rates. That said, the current SLOs are inadequate. Therefore, in fall of 2013, the one full-time faculty member will be redrafting and assessing the Program Level Outcome using existing data from course SLOs. She will then draft new SLOs for each course as each comes up for assessment.
- a. **Provide a copy of your alignment grid, which shows course, program and institutional learning outcome alignment.** The alignment grid is attached to this report. It should be noted that the grid as presented is not current. The course-level SLOs have been rewritten and submitted. The grid is awaiting an update. Once it has been updated, the new grid needs to be added to Program Review as an addendum. The program and course learning outcomes are aligned to each other through the

Humanities Institutional (ILO), Program (PLO), and Course (SLO) Alignment											
Program: Journalism			Number of Courses: 9		Date Updated 2.15.13	Submitted by Kate McLaughlin					
Institutional SLOs	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy					
Program Rating	4	3	3	1	1	3					
Program Level SLOS						ILOs to PLOs Alignment (Rate 1-4)					
						I	II	III	IV	V	VI
1. Upon completion of their course of study in the Journalism Department, students will be able to accurately identify the various types of journalistic stories and compose and edit articles in each style, conforming to standards established by the Associated Press.						4	3	3	1	1	3
Course Level SLOs					Course to Program SLO Alignment Mark with an X	ILOs to Course SLOs Alignment (Rate 1-4 Change X's to Numerals)					
					P1	I	II	III	IV	V	VI
JOUR 1 News Writing and Reporting: Students will be able to identify the lead, the direct quotes, the indirect quotes, the partial quotes and the transitions in a typical news story.					X	4	3	3	1	1	3
JOUR 2 Public Relations Methods: Given an in-class press release, students will be able to identify the structure of a press release written in journalistic style.					X	4	3	3	1	1	3
JOUR 3ab Advanced Reporting and News Editing: Students will be able to identify the basic design elements—the headlines, the bylines, the captions, the packages, the decks, the art and the nameplate—of the front page of a daily newspaper.					X	4	3	3	1	1	3
JOUR 6 Basic Photojournalism: Students will be able to identify the three main characteristics of photojournalism images: timeliness, objectivity, narrative.					X	4	2	3	1	1	3

JOUR 7ab Advanced Photojournalism: Students will be able to identify the three essential items that must be included in all photograph captions as required by the Associated Press: 1. Names, ages, titles and other identifying information for all of the individuals shown in a photograph. 2. Description of who is in the photograph and what is going on and any information that can provide more insight as to the significance of the photograph. 3. The date, city and state where the photograph was made.	X	4	2	3	1	1	2
JOUR 9abcd Magazine Editing and Production: Given an in-class magazine feature article, students will be able to identify the structure of a magazine story written in journalistic style.	X	4	2	3	1	1	2
JOUR 11abcd Newspaper Publication: Students will be able to demonstrate the ability to identify and edit errors in Associated Press (AP) style.	X	4	3	3	1	1	3
JOUR 12 Mass Media and Society: Students will be able to correctly identify the eight mass media serving the country. The eight mass media are: Books, newspapers, magazines, sound recordings, film, radio, television and the Internet.	X	4	3	2	1	1	3
JOUR 14abcd Multimedia Journalism: Students will be able to identify the four major differences between print journalism and Web-based journalism.	x	3	3	3	1	1	4

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identification of common styles and procedures. For instance, the program-level SLO says that upon completion of the program, student can identify the various types of journalistic stories and compose and edit articles in each style. This is aligned with the course-level SLOs, which have students doing that same thing (identifying journalistic style and composing in that style). For instance, the SLO for J11 - News Writing and Reporting says that students will be able to demonstrate the ability to identify and edit errors in Associated Press Style. The PLOs and the SLOs are somewhat aligned to EC's Institutional Learning Outcomes, which are: content knowledge, critical, creative and analytical thinking, communication and comprehension, professional and personal growth, community and collaboration, information and technology literacy. The ability of students to identify and compose within a certain style is aligned with content knowledge, communication and comprehension, and information and technology literacy. When the PLOs and SLOs are re-written in the coming months, the program's SLOs will be even more closely aligned with the institution's ILOs.

b. Provide a timeline for course and program level SLO assessments.

J1: Spring 2014

J2: Deactivated

J4: Deactivated

J5: Deactivated

J6: Fall 2016

J7: Fall 2016

J8: Fall 2014

J9: Spring 2013

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J11: Spring 2015

J12: Spring 2014

J14: Fall 2015

J50: Deactivated

J96: Spring 2016

J99: n/a

- c. **What percent of the course SLO statements have been assessed in the past four years.** About 70 percent of the total course SLOs have been assessed in the past four years. Those that haven't been assessed (J2, J4 and J5) are deactivated or in the process of being deactivated. Excluding those three, 100 percent of the courses have been assessed in the last four years, except for J50, which is just a placeholder for a new course, should we create one.
- d. **Summarize the SLO and PLO assessment results and describe how those results led to improved student learning.** We want to improve our SLOs on the student level and program level. We are in the process of revising our SLOs and PLOs to more accurately measure learning. Changes to be implemented as a result are a thorough overhaul of the PLOs and SLOs. The program will have new PLOs by the end of fall 2013 semester and then as each course comes up for assessment, three meaningful SLOs will be written and then assess. Also, the schedule of learning modules in J9 Magazine Production has been restructured. It was clear from the assessment results – only about 40 percent were proficient in AP style and feature story structure at the beginning of the semester – that students need a refresher of AP Style and feature story structure

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early on in the course. This information has been offered halfway through the course when students begin drafting their stories. It will be moved up sooner.

- e. **Determine and discuss the program's level of SLO and assessment implementation: Awareness; Development; Proficiency; or Sustainable**

Continuous Quality Improvement: The program is at the developmental stage of the rubric, actively re-writing the PLOs and the SLOs as they come up for assessment as dictated by the timeline. Awareness has been fully realized and we are engaged in the developmental phase. We will be proficient inside of a year and will achieve sustainable continuous quality improvement by the next program review. Although a tremendous amount of added work, SLO creation and assessment is helping to improve the program by providing an opportunity to improve instruction in a way that is measurable.

- f. **Describe how you have improved your SLO process and engaged in dialogue about assessment results.** We are in the process of rewriting all course-level SLOs so that each course has three, effective SLOs. We are also rewriting all out PLOs. Care is being taken to be sure there is alignment throughout the levels of learning outcomes. Discussion of this process takes place at department meetings, informal planning sessions between faculty and during any non-related curriculum work, such as the creation of the transfer degree, alignment of C-ID descriptors, etc.

5. Facilities and Equipment: Impact on program if you don't have the facilities and equipment you need.

- a. **Describe and assess the existing program facilities and equipment.** Opened in 2008, the EC student newsroom is one of the finest in the state. Many people from other colleges and universities who visit our facilities express their

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admiration and envy of our newsroom. We have a lab of more than 40 Mac desktops, 15 laptops and 10 iPads used to produce the student media. In addition we have two cabinets with video cameras, SLRs, lenses, mics, recorders, tripods, cables, pre-amps, iPads, chargers, lights, adapters, splitters and other technology consistent with media production. This equipment helps us create great content for the online site, the newspaper and the magazine, particularly with regard to sports coverage, which is an important desk in the EC newsroom. We also have two printers and a copy machine. The major concern for the program is that the computers in the lab are from 2008 and have begun to fail en masse. Another concern and significant issue regarding our facility is that there is limited IT support. Because ours is an all-Mac lab (which is industry standard) there is only one man in IT able to provide support, and he is far too busy with larger institutional priorities to have the time to work with us when we need him. The program relies heavily upon technology and works with daily and weekly deadlines; one person teaching, advising three publications, working with students, running the program, handling all administrative duties and resolving the day-to-day tech issues for the entire computer lab has been an ongoing nightmare. To get assistance, that one journalism instructor has to physically track down the one Mac-savvy IT tech and beg for help. Following up is equally time-consuming and takes away from the many duties that need to be addressed day to day with students. If the department had a permanent part-time business manager/lab tech in the newsroom, we would not have the kind of severely debilitating technological support issues that we have now. Last

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semester alone we lost six machines, none of which have been replaced. Another concern for the program is the fact that we cannot do software or design training in the newsroom because there is no overhead projector or monitors. But that problem has been solved. The program was awarded CTEA funds this year to build a digital learning lab in the newsroom. It will consist of monitors connected to the Internet so we can do software and design training and can monitor breaking news events together and analyze the coverage. Another concern is the amount of time it takes to acquire the technology necessary to report in the digital age. It takes so long to secure funding and approval that in many cases by the time the equipment arrives, it is outdated. One final consideration is the fact that there is no production studio in which to shoot video or record audio. The program needs to find or build a small production studio/booth for this purpose.

b. Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals: The computers need to be replaced as they fail. Without them, some students do not have access to the tools they need to do the class work. Doubling people up at one machine to deal with this growing problem is an option, but that makes it very difficult for individual students to write or edit their own work because someone is sitting there with them. They are distracted and really only one person is hands on. The program also needs to get iPhones for mobile reporting. The future of media is digital and mobile. Without these tools, students will be unable to produce content in a way

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that is consistent with industry standards and the program will quickly become outdated.

c. Explain the long-range (2-4 years) needs related to facilities. Provide a cost estimate for each need and explain how it will help the program better meet its goals. There are several long-range goals. The first is to get a permanent part-time business/ad manager/lab tech. This will allow the program to be more effective as instructors will be able to focus on teaching, curriculum, success rates and enrollment instead of administrative tasks, updating software, chasing down and begging IT, ordering office supplies, fixing printers, checking equipment in and out, maintaining all the gear, etc. It will cost approximately \$40,000 per year; another goal is to find or build a production studio or small production booth in which to shoot video and record audio. The approximate cost would be about \$30,000. This will allow the program to provide an environment where students can create high-quality multimedia content for the news outlets and for their own portfolios, which will lead to better internship and job opportunities.

d. Related recommendations: The department needs a part-time person in the lab to help manage and maintain the infrastructure necessary to report news.

6. Technology and software:

a. Describe and assess the adequacy and currency of the technology and software used by the program: The hardware is outdated and failing fast.

Computers purchased in 2008 are starting to die and we are not able to replace

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them with new machines. Without the tools to create content, the program will be unable to sustain quality instruction or to produce content via the three student media outlets. As mentioned above, the program also needs iPhones so that mobile reporting can be taught. Not all students own smart phones, so they need to be provided with equipment that will allow them to report from the field. The software used is for the most part fine. Last year the college switched to automatic Adobe updates and that keeps our design software current. The program is falling behind in our use of iTunes-based apps, but having recently received some iPads, improvements in that area are being made. But the need for iPhones for mobile reporting still exists.

b. Explain the immediate (1-2 years) needs related to technology and software.

Provide a cost estimate and explain how it will help the program better meet its needs. We need new computers. The cost to replace those that have died to date is about \$20,000. As the others fail during the next year, they will also need to be replaced. In total, (including the above mentioned \$20,000), the total cost to replace the newsroom computers is about \$85,000. Given the age of the machines and the fact that we are losing them fast, it is expected that replacing them will be an immediate need. Without the tools to create content, the program will be unable to sustain quality instruction or to produce content via the three student media outlets.

c. Explain the long-range (2-4 years) needs related to technology and software.

Provide a cost estimate and explain how it will help the program better meet its needs. The program needs to be in a position to acquire new tech tools fast. Perhaps fast-tracking our acquisition of tech tools for mobile and digital reporting is a possibility.

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Without the ability to access production and social networking tools quickly, the program will be unable to provide practical reporting experience that is equivalent to industry standards. We also need to keep replacing the computers as they fail. Without the tools to create content, the program will be unable to sustain quality instruction or to produce content via the three student media outlets.

7. Staffing

a. Describe the program's current staffing, including faculty, administration and classified staff. Currently the program has one full-time faculty member. Six adjunct faculty members (five of whom are brand new) assist with teaching classes. There is no classified staff member or administrative help. This is a huge problem. Because of this, during the next year, the program is facing tough choices about what to cut. Probable cuts are all grant requests, travel to student conferences, summer training camp for editors, the staff awards luncheon, the editorial board dinner, the internship classes and any other time consuming task. Although these items are a vital part of the program and are in large part critical to its success, it is impossible for one person to maintain all that they entail. Cutting these elements from the program will negatively impact course instruction and enrollment, student retention, conference awards and the quality of the student publications.

b. Explain and justify the program's staffing needs in the immediate (1-2) years and long term (2-4 years). Provide cost estimates and explain how the positions/s will help the program better meet its goals. During the last several years, the program has grown substantially. We moved to a larger facility in 2008, added a daily online news site, created a new class to teach digital journalism and acquired a significant amount of new equipment and software to keep pace with changes in reporting. As mentioned, the program is growing, offering more

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outlets, classes and sections, all of which add up to more students enrolling. This growth makes it all but impossible for the one full-time instructor to teach and advise three publications and run an advertising office with a financial responsibility for paying clients, while managing a department with budgets and infrastructure and a program with grants, curriculum, advisory board, internships, vendors, purchasing, inventory, enrollment, scheduling, staffing, students, competitions, travel, board requests, meetings, and committee work. All of this is set against the backdrop of an industry that is changing rapidly. The need for professional development is great, but with one person to do everything, there is no time to do anything beyond keeping the operation barely above the waterline. Without help, and soon, the program will drown. Our immediate needs are a full-time tenure-track faculty member and a permanent part-time business/advertising manager/lab tech. Without this minimum level of support, the program will collapse quickly and the one faculty member will burn out. The full-time faculty member will cost about \$100,000 and the part-time manager/lab tech about \$40,000. With this much-needed support, the program will be in a position to keep pace with industry standards, to host training workshops, media events and lecture programs, to engage in community outreach, to recruit the top high school students and reach out to the top EC students and to earn more awards for student work – in short, to become once again one of the premier programs in the state. Once the immediate needs have been met, the program needs a third full-time tenure track faculty position that focuses on photojournalism. At that point, we will be able to offer an excellent course of study for students that will be one of the top 2-year journalism programs in the state and in the nation, and we will be on par with other programs of our size in terms of staffing. As of now, we are woefully understaffed as compared to similar programs, such as L.A. Pierce and Cerritos.

8. Future direction and vision:

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a. Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years? Looking forward, the program faces many changes and big challenges, which mirror the changes and challenges taking place in professional newsrooms. Bryan Murley, the vice president of College Media Associates who created and writes the Innovations in College Media blog, correctly identified these future challenges as “financial, technological and cultural,” which every scholastic journalism program faces. Financial pressures come in the form of budget cuts; technological challenges come in the form of constant changes in the digital environment; cultural changes arise from generational changes in the way news is produced and consumed. El Camino needs to be proactive in meeting these news challenges while at the same time continuing to improve and innovate.

b. Explain the direction and vision of the program and how you plan to achieve it. The program will continue to monitor the rapid changes happening in the industry and respond to them. In the near future, the program will continue to develop mobile reporting strategies and other digital media platforms, including the web. It will, if granted funding and support from the college, significantly increase its engagement with the campus and members of the community, continuing its tradition of outreach to the best EC students, both on campus and at local high schools. The program will seek to cross-pollinate with other divisions and departments on campus through innovative, joint projects. The department will also provide campus and community training events featuring top industry talents and former journalism students who are working at the highest levels of media today. In addition, the program needs increased resources to enhance professional development. Most professional development happens at college media conventions across the nation throughout the year. Instructors need to beat these important events, many of which are large with hundreds of workshops and program sessions. We also need to attend media

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teacher training at the Poynter Institute. This can happen in person at the Institute in Florida, or Poynter fellows can come to EC. We can also participate in webinars and online classes through Poynter's NewsU. The key to achieving these goals is support from the college for staffing and equipment. We plan to achieve it by getting the help we desperately need, which will free up instructors to create innovative projects within the program. We also need to ramp up our student recruitment, which could be done with the new database we created. But we need more manpower to make it happen, which is why the program needs a second full-time instructor and a part-time lab tech/administrative position. We also need to strengthen our internship program. Now we just take student as they come. We need to be more proactive, by formalizing the internship portion of the program, reaching out to potential employers, and actively seeking internships for our students. We also need to develop close one-on-one relationships with those 4-year universities that have good journalism programs. If we create a direct line to these universities, we can boost our success and transfer rates. The program has connections with ASU, Cal State Chico and University of Maryland, but we need to cultivate those and create new ones. We also need to boost our outreach to high schools. All of this cannot happen until we are properly staffed.

9. Prioritized Recommendations:

- a. Provide a single, prioritized list of recommendations and needs for your program/department, including cost estimates for salaries, expenditures and purchasing needs. List what college Strategic Initiative supports each recommendation.**

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1. Hire a full-time, tenure track faculty member. \$100,000 annually. Strategic Initiatives A, B, C and D support this.
2. Hire a part-time permanent 25-hour per week business/advertising/lab tech person. \$10,000 annually. Strategic Initiatives A, B, C, E and F support this.
3. Attend more conferences and professional development workshops and symposiums by Poynter, Associated Collegiate Press, College Media Associates, and other professional development opportunities offered by professional organizations. Faculty need more professional development training to keep pace with rapid change in the industry. \$20,000 annually. Strategic Initiatives A, B, C, D, E, F and G support this.
4. Rewrite all the course outlines of record so that they reflect the current realities of news gathering, including online-first publishing, publishing across multiple platforms, integration of social media, and application of circular workflow.
5. Add or rewrite as necessary Student Learning Outcomes to assure a consistent measurement of student learning using an SLO aligned assessment tool to ensure academic rigor.
6. Replace computers as they fail with new ones. To replace all the computers provided to us in 2008 it would cost about \$85,000. Industry standard is Macintosh with advanced processors and a full suite of multimedia tools. such as Adobe Creative Suite, Final Cut Pro Express, iMovie, Garageband, iTunes, etc. Strategic Initiatives A, B, D, F and E support this.

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7. Reduce section caps on production courses to more accurately reflect the realities of those courses that rarely generate high numbers of students but have excellent success and retention rates.
8. Increase our funding at least to the level it was before the 20 percent cut we suffered in 2011. This would cost \$12,000 annually, which should be off set by the student media fee voted in by the ASO in spring of 2013. Strategic Initiatives A, B, D, E and F support this.
9. Reallocate our budget to more accurately reflect the changing needs of the student media organization, which include digital publishing tools, multimedia equipment and accessories, and more competition. Strategic Initiatives A, B, C, E, F and G support this.
10. Eventually hire a third full-time faculty member to teach photojournalism and design. The cost will be \$100,000 annually. Strategic Initiatives A, B, C and D support this.

b. Explain why the list is prioritized this way. The list is prioritized this way because the biggest problem right now is that the program is woefully underfunded and understaffed. Without immediate support, damaging cuts will be made to the program, which will impact students negatively. Therefore, the top two items on the list address the most pressing staffing needs. The third item addresses the need to keep instructors current in an industry undergoing a complete revolution. These three most highly prioritized items address the critical problems of deficiencies in staffing and professional development. The rest of the list consists of equipment needs, curriculum issues and financial concerns, ending with a final plea for additional staffing. The

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pattern is obvious: A program this large and labor-intensive needs more resources, beginning with, at the absolute least, one more full-time instructor.

Career and Technical Education Supplemental Questions

1. **How strong is occupational demand for the program?** According to the Annual Survey of Journalism and Mass Communication compiled by the The Cox Center at the University of Georgia, “The job market for journalism and mass communication graduates showed signs of improvement in 2012 and 2013, suggesting that the worst in terms of the market is past.” The Journalism Analyst Report from El Camino College using data gathered from Economic Modeling Specialists International projects an average growth rate of 12.8 percent between 2010 and 2020 for jobs in the target occupation, which include broadcast news analyst, reporters and correspondents, editors, and writers and authors. Therefore, demand looks strong.
2. **How has the demand changed in the past five years and what is the outlook for the next five years?** Demand during the past five years was low, largely because of the perfect storm of digital news delivery, the last gasp of classifieds and advertising in print and the recession of 2008. But since then, as the above cited report states, media companies have been restructuring, shedding many of the industrial-age assets (buildings, presses, pensions) that were weighing them down. There has also been a surge of new media companies looking for content creators and a raft of new financing models that are helping to close the gap in terms of profit and jobs. Underscoring this point is the investment in the *Washington Post*, the *Boston Globe* and the *OC Register*. Although media is still in the midst of revolutionary change, it is starting to settle and it is expected that in this much larger, more accessible and collaborative ecosystem, more jobs will be created. And of

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course the skill set of the journalism program transfers to many sectors of business, not just specifically media.

- 3. What is the district's need for the program?** The district's need for the program is high. Media companies in the immediate frequently provide our students with internships and employment. Media outlets such as the *Daily Breeze*, *Long Beach Press Telegram*, *Palos Verdes Peninsula News*, *Gardena Valley News*, *Easy Reader*, *San Pedro Today*, *Random Lengths*, The LA Kings, Torrance cable channel and others regularly seek out our students to fill internships and job opportunities. The EC report says that from 2010 to 2020 within a 7.9-mile radius of the college, the job openings trend in the occupations cited will increase 9.7 percent, which translates to 42,727 jobs by 2020. Increasing the radius to all of LA County that percentage likewise increases to 10.5 percent, which translates to 50,166 jobs by 2020.
- 4. What is the state's need for the program?** The state's need for the program is solid. The EC report says that from 2010 to 2020, the state's job openings trend will increase 12.8 percent, translating to 67,298 jobs by 2020.
- 5. How does the program address needs not met by similar programs in this region?** The program provides advertising opportunities for local businesses, which can't be offered elsewhere simply because of geography. It also provides students with access to industry-standard software, which prepared them for the workplace. Many other programs are not current with the many software programs needed to produce modern journalism. Related to that, the EC journalism program has a budget that keeps students publishing and competing, which many programs do not have because they have not been as well managed financially as has EC. The one full-time instructor also writes grants annually to supplement key areas of the program. The program also maintains an internship program that targets local employers, which other programs do not.

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- 6. Are the students satisfied with their preparation for employment?** Yes. Many students stay in contact with the department and rave about how well prepared they were for the workplace after completing the program. For instance, Jill Reed went through the EC journalism program and went straight to work. She is now the photo editor for the *OC Register*. Dennis Johnson also went straight to work from the program and is editor at *Motorcycle Dealer News*. Jaena Rae Cabrera transferred to San Francisco State after her time in the program, but the skills she acquired here allowed her to work in the field while attending college. She is now finishing up her master's from Syracuse and is working at the Center for Investigative Reporting in Berkeley. The stories of this kind are numerous. Crisitan Vasquez, now editor of the *Culver City News*, was the first of his family to graduate college (and one of a few in his family to have graduated high school); he still likes to joke that the journalism program saved him from being a life-long ditch digger. He recently completed his master's degree in political science.
- 7. Are the employers in the field satisfied with the level or preparation of our graduates?** Yes. Many employers itemized above say they are thrilled with our students' ability to begin working immediately. The program is rigorous and demanding, but it prepares students well for the workplace.
- 8. What are the completion, success and employment rates for students?** The program's success rates look good. The 5-year success minimum is 60.6 percent and the 5-year average is 66 percent. Against the backdrop of the college's standard for success, which is 65 percent, the journalism department's range of success is aligned with the institution's standard. The program is setting a preliminary success standard of 63.3 percent. This represents the minimum success rate we are willing to accept and is based on an average of the 5-year minimum and maximum numbers. Our goal is to meet or beat the college standard of 65 percent. Looking at the success rates of

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individual courses, it should be noted that J1 and J12 are higher-enrolled classes but have lower success rates, in some cases below 50 percent. That is likely because those courses are introductory, so they attract a lot of people who are interested in media, but don't yet know about the scope and intensity of the work in journalism and media. J1- News Writing and Reporting, for instance, is the one of the most challenging course offerings in the journalism program. Once in, many students realize the course is not for them so they drop. On the other hand, most of the other courses in the journalism program – the production courses that make up the core sequence – are lower enrolled but enjoy a much higher success rate of 70-100 percent. Those courses include J3 (now known as J8) – Advanced Reporting and Editing, J11 – Newspaper Production, J9- Magazine Production, J96 – Cooperative Work Experience Education, J6 – Beginning Photojournalism, J14 – Multimedia Reporting, and J7 – Advanced Photojournalism.

Our persistence/retention rates are excellent. In most sections, the program has rates of 80 percent or better. There are a few courses that have rates in the 70s and fewer still that are in the 60s. Most of those low scores are the result of difficult financial times during the worst of the recession from 2008 through 2010 for students who had to drop classes and go back to work to help their families. This was the case for the J9 class in 2009 that had an abysmal retention rate of 50 percent. It should be noted that many of the lowest retention rates are from courses that are typically lower enrolled than most other courses on campus, so even a student or two dropping has a significant impact on the rate. The online J1 class offered in 2008 had a retention rate of 62.9 percent, which is low. That class was part of an experiment that aimed to see how well students would do in an online section of that course. Obviously, not well. We will not offer J1 online again. It's an introductory reporting course that requires students to write in a whole new way with a challenging level of accuracy. In that course, students need one-on-one coaching.

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Unfortunately, the employment rate is not something the department has kept track of, largely because it is understaffed so there simply isn't anyone to do this kind of data collection. Anecdotally, the rate is high. Certainly the masthead from the last five years worth of newspaper staffers would provide a vast majority of those students working directly in the field or specifically utilizing the skill set they developed in the journalism program.

9. What is the role of the advisory committee and what impact does it have on the program? The advisory committee serves as a bridge to the working world. It provides information on industry standard tools and best practices, and on what skill set they need from our students. Many on the advisory board offer insight on relevant applications, software, storytelling modes and innovations, and even help us look at new ethical frameworks through real-world case studies. They also serve as guest speakers and will occasionally critique the paper, online site or magazine. The board also provides some measure of professional development, but that role is limited.

11. Is there a licensure exam for students to work in their field of study? No.

El Camino College



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Journalism Analyst Report

Journalism

CIP 2010: A program that focuses on the theory and practice of gathering, processing, and delivering news and that prepares individuals to be professional print journalists, news editors, and news managers. Includes instruction in news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and journalism history and criticism.

Target Occupations

Broadcast News Analysts (27-3021)


Reporters and Correspondents (27-3022)

Editors (27-3041)

Writers and Authors (27-3043)

Target Occupation Performance

59,642 Jobs (2010) Nation Location Quotient: 1.36	12.8% Growth (2010-2020) Nation: 14.0%	\$22.42/hr Median Earnings Nation: \$18.98/hr
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Regional Openings (2010)	3,095	
Regional Program Completions (2010)	686	
All Regional Completions for Target Occupations (2010)	6,372	

Target Occupations	Regional Openings (2010)	Median Hourly Earnings	Growth (2010-2020)
Broadcast News Analysts (27-3021)	40	\$34.72	29.2%
Reporters and Correspondents (27-3022)	425	\$19.79	16.1%
Editors (27-3041)	930	\$24.47	15.4%
Writers and Authors (27-3043)	1,699	\$21.87	11.3%

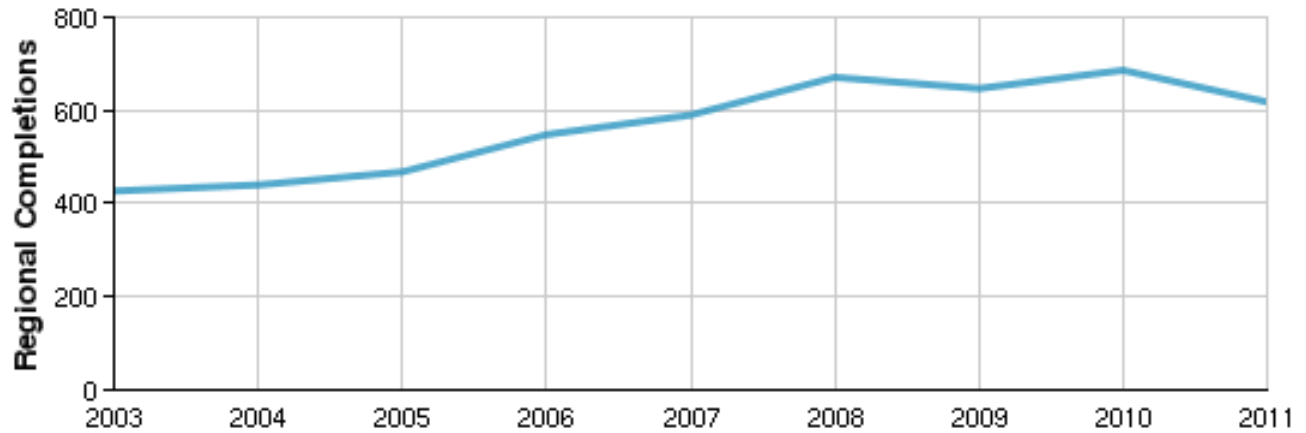
California I Training Providers

28

Institutions

686

Completions (2010)



Institution	Degrees	Certificates	Total Completions
Bakersfield College	7	0	7
Los Angeles Valley College	6	0	6
East Los Angeles College	1	4	5
Santa Monica College	4	0	4
Long Beach City College	3	1	4
Pasadena City College	0	3	3
Fullerton College	3	0	3
Southwestern College	3	0	3
Cerritos College	2	0	2
Taft College	2	0	2
Los Angeles Pierce College	1	1	2
Glendale Community College	2	0	2
Palomar College	1	1	2
Grossmont College	1	1	2
Orange Coast College	1	0	1
Los Angeles City College	1	0	1
Chaffey College	0	1	1
Rio Hondo College	1	0	1

Job Postings by Occupation

Occupation	Job Postings*
Editors	139
Writers and Authors	86
Reporters and Correspondents	77
Broadcast News Analysts	28

* The maximum radius of your region is greater than the maximum job posting search radius provided by [indeed.com](https://www.indeed.com). As such, the maximum available radius of 100 miles has been used, but does not necessarily represent the full range of possible job postings for your selected region.

Occupation Group

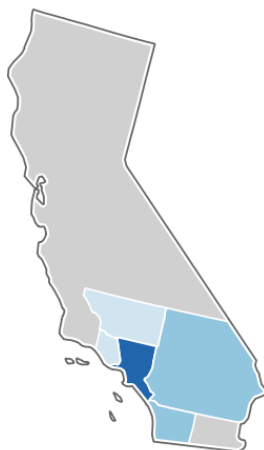
Broadcast News Analysts (27-3021)

Reporters and Correspondents (27-3022)

Editors (27-3041)

Writers and Authors (27-3043)






Job Distribution



Overview

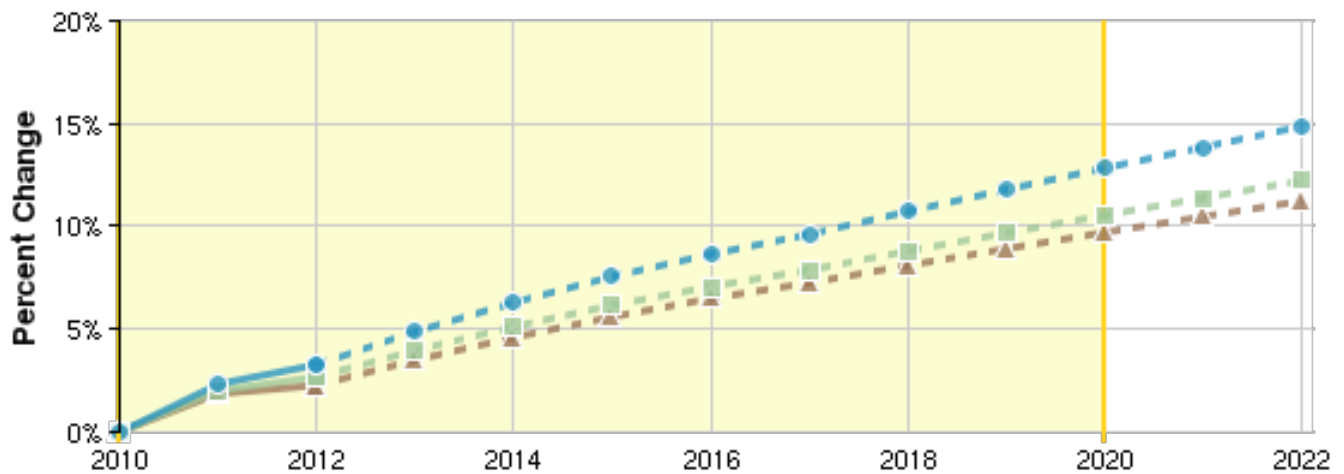
Annual Openings Estimate (2012)	2,680
Related Completions (2010)	6,372
Current Job Postings	N/A for Multiple Codes

Gender		
Male	50%	
Female	50%	

Age		
14-18	0%	
19-24	2%	
25-44	46%	
45-64	41%	
65+	12%	

61,595 Jobs (2012) Nation Location Quotient: 1.36	12.8% % Change (2010-2020) Nation: 14.0%	\$22.42/hr Median Earnings Nation: \$18.98/hr
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Regional Trends



Educational Programs

19 Programs (2011)			6,444 Completions (2011)		
Program	2007	2008	2009	2010	2011
Speech Communication and Rhetoric (09.0101)	2,682	2,782	2,750	2,648	2,879
Radio and Television (09.0701)	1,081	1,106	1,214	1,183	1,132
Journalism (09.0401)	590	671	647	686	618
Communication, General (09.0100)	0	0	0	571	578
Creative Writing (23.1302)	464	547	558	556	440

Inverse Staffing Patterns

Industry	Occupation Group Jobs in Industry (2012)	% of Occupation Group in Industry (2012)	% of Total Jobs in Industry (2012)
Independent Artists, Writers, and Performers (711510)	24,772	40.2%	17.9%
Motion Picture and Video Production (512110)	3,788	6.1%	3.1%
Periodical Publishers (511120)	2,379	3.9%	26.0%
Internet Publishing and Broadcasting and Web Search Portals (519130)	1,983	3.2%	11.9%
Other Spectator Sports (711219)	1,873	3.0%	15.8%

Data Sources and Calculations

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Completers Data

The completers data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Staffing Patterns Data

The staffing patterns data in this report is compiled from several sources using a specialized process. Sources include Occupational Employment Statistics, and the National Occupation Matrix. EMSI uses ratios from the national matrix and inputs regional jobs by industry, converting these to jobs by occupation. The ratios derived from this are adjusted to equal actual regional data, resulting in a unique regional staffing pattern.