

**Journalism Department**  
**2008-2009**  
**Program Review**

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## I. Overview

### A. Description of Program

Journalism courses at El Camino College have been a part of the curriculum since the college's founding. In fact, in 63 years of existence, the program has had only five changes in full-time faculty. From 1989 to 2007, two full-time faculty members ran the program, but then one of the two retired in January 2008. Since that retirement, a single full-time faculty member has headed the program. In Fall 2008, the department had one full-time faculty member and five part-time faculty members.

In Fall 2008, the El Camino College Journalism Department offered 10 sections of courses serving approximately 225 students. Classes are offered in a variety of settings, including the traditional classroom setting and online. The department is also a part of the CTEA program with professional media liaisons, has a strong Cooperative Career Education program and offers a Certificate of Achievement as well as a major in Journalism.

The department produces three publications for the campus community. The centerpiece of these is the student newspaper, the *Union*. Continuously covering the campus since 1946, the *Union* is considered one of the best student publications in the country, as evidenced by the thousands of regional, state and national awards the publication and its students have earned over the decades. These awards include 13 Associated Collegiate Press (ACP) Pacemaker Awards, considered to be the college version of the Pulitzer Prize, as well as dozens of regional and state General Excellence awards from the Journalism Association of Community Colleges (JACC). The *Union* is published nine times a semester and usually runs between 8 and 12 pages long. The paper is 100% student-produced and serves as a valuable, hands-on training ground for the journalists, communications specialists and media professionals of the future.

The showcase of the department is the general interest magazine, *Warrior Life*, which is produced at the end of each fall and spring semester and is also 100% student-produced. *Warrior Life* has been continuously published since the mid 1960s. It is regarded as one of the top college magazines in the country and has won hundreds of regional, state and national awards from JACC and other student press organizations.

The journalism program launched the online news site ElCaminoUnionOnline.com in December of 2007. This site is an online version of the *Union* print edition. Although still in its early stages of development, our venture into new media provides students the opportunity to report stories 24/7 using a variety of storytelling and reporting modes, including audio, video, hyperlinks, digital archives, social networking and Twittering. This site will provide students with the skill sets needed to compete in the new realm of Web-based journalism.

In producing these three media publications, students learn to gather, analyze, evaluate and present information clearly and accurately through a variety of modes and channels; to write well; to think critically; to adhere to a strict code of journalistic ethics and fairness; to serve their community; to collaborate, edit and design, and to run the business side of the operations including staff management, ad sales and policy procedures.

The budget to produce these publications and run the department comes mostly from Auxiliary Services, which in Fall 2008, gave the department \$60,000 with which to operate. Expenses for equipment, supplies, professional training and other needs were supplemented from grant requests awarded through CTEA as well as the Humanities Division through Block Grants and other division funding.

The philosophy of instruction involves hands-on training and includes a speaker's bureau of more than 50 sources from every area of the media. With the three publications, students actually produce material for the campus community so that they can use the program as a stepping-stone to a job in journalism. In addition, the program provides students with opportunities to network and to compete with other journalism students on the state and the national level. Students are encouraged to take part in the twice-yearly conventions put on by the JACC and in the annual College Media Advisers convention, where students can network with university-level journalism students from around the country.

Historically, the journalism program has maintained a strong relationship with a variety of local media outlets such as the *Daily Breeze*, the *Palos Verdes Peninsula News*, the *Beach Reporter*, the *Long Beach Press-Telegram*, the *Orange County Register*, the *Gardena Valley News*, KTLA, ABC-TV, Fox Sports and others. These relationships are part of a successful internship program that has yielded dozens of real-world, hands-on opportunities for El Camino journalism students, many of whom have gone on to successful careers at major American media outlets such as the *Wall Street Journal*, *The Washington Post*, the *Los Angeles Times*, CBS, NBC and Fox, as well as a variety of community news outlets. Ours is a proud program with a long tradition of excellence and of training students for careers in all aspects of journalism.

Professor Lori Medigovich, the sole full-time faculty member, runs a busy department. Her duties include, but are not limited, to the following:

She oversees the department's budget and makes sure all money is spent appropriately and within the spending deadlines of the college. She writes all purchase orders and orders all supplies, equipment and everything else needed to run the department. She maintains an inventory of purchased equipment and supplies. She loans students equipment needed to complete journalistic assignments and makes sure it is returned in the same condition in which it was loaned out. She maintains communication with the printers of the publications, supervises delivery of the publications and oversees distribution on campus. She hires, trains, supports and evaluates adjunct faculty. She maintains the Journalism Department's Journalism Center and makes sure that everyone using its equipment and facilities is authorized to do so. She teaches and monitors students using the equipment and software. She advises the student publications and oversees the editorial boards for these publications. These advising duties include, but are not limited to, counseling students with personal problems; maintaining a positive newsroom atmosphere; advising students about publication content, design, libel and ethics; teaching leadership and group communication skills to editorial board members; attending twice weekly editorial board meetings; critiquing the publications; evaluating student work, and advising reporters, photographers, editors, page designers on a daily basis. She trains and oversees the student advertising/business manager and makes sure all time sheets for this student worker are filled in properly. She accompanies students to off-campus professional and educational conferences. She recruits high school and other students into the program. She develops curriculum. She creates and oversees the implementation of SLOs. She prepares for monthly Journalism Department meetings with Humanities Division Dean Tom Lew. She writes CTEA grant proposals. She requests Humanities Division Block Grant and other funds and then orders any equipment awarded. She meets each semester with the Journalism Department's Vocational Education Advisory Board to get input and recommendations from these professionals about the future of journalism and the program. She answers all on-campus and off-campus mail and

telephone requests regarding the department. She maintains the department's memberships in professional and educational journalism organizations. She enters the publications and individual articles from the publications into national, regional and state community college newspaper, magazine and online contests. She keeps abreast of all relevant changes in the journalism profession. She communicates regularly with community college journalism instructors from across the region, state and country via e-mail and luncheon meetings. She coordinates an Awards Luncheon for the *Union* and *Warrior Life* staffs at the end of each semester and makes sure that trophies, certificates and awards for this luncheon are created. She continues her professional education in the technology needed for the program as well as in media law, ethics and media trends. She teaches classes. All of this continues throughout the semester and from semester-to-semester. This job is too much for one full-time faculty member to handle alone, so it is with gratitude that Professor Medigovich welcomes a new, full-time colleague to the department in Fall 2009.

## **B. Degrees/Certificates Offered**

The department offers an Associate of Arts Degree in Journalism and a Certificate of Achievement.

The Requirements for the El Camino College A.A. degree in Journalism are 24-27 units from the following courses:

Journalism 1, News Writing and Reporting; Journalism 3ab, Advanced Reporting and News Editing (one semester); Journalism 5, Broadcast News Writing; Journalism 11 abcd, Newspaper Production (two semesters); Journalism 12, Mass Media and Society; Photography 51, Elementary Photography; two courses from the following: Journalism 2, Public Relations Methods; Journalism 4, Feature Writing; Journalism 7ab, Advanced Photojournalism or Photography 11ab, Advanced Photojournalism; Journalism 9abcd, Magazine Editing and Production (one semester); Journalism 11abcd; Journalism 96abcd, Cooperative Career Education; Economics 1, Principles of Economics: Macroeconomics; Political Science 5, Ethnicity in the American Political Process; Political Science 8, California State and Local Government and Intergovernmental Issues; Speech Communication Studies 5, Mass Communication.

The Requirements for the El Camino College Certificate of Achievement in journalism are 34-38 units, (at least 15 of which must be completed at El Camino) from the following courses:

Journalism 1; Journalism 2 or Journalism 5; Journalism 3ab (one semester); Journalism 7ab or Photography 11ab; Journalism 9abcd (one semester); Journalism 11abcd (two semesters); Journalism 12; English 1B, Literature and Composition or English 1C, Critical Thinking and Composition; and three courses from the following: Journalism 3ab; Journalism 4; Journalism 7ab or Photography 11ab; Journalism 9abcd; Journalism 11abcd; Journalism 96abcd.

## **C. Status of Previous Recommendations**

The last Journalism Department program review was conducted in 1997-1998 and much about the profession has changed since that time. However, this review predicted that the journalism profession would become more technologically and Web-based and that is what has happened. The 1997-1998 program review noted five major areas of concern:

- New facilities and more equipment;

- Updating the curriculum to provide online courses as well as at least one course in Web-based journalism;
- Launching an online version of the *Union*;
- Hiring another full-time instructor to replace one who would be retiring; and
- Hiring a part-time casual employee as an advertising/business manager to provide consistency to this position.

The first concern has been addressed by the campus bond initiative that funded construction of a new Humanities Building that was opened in the Spring 2008 semester. This building includes a Journalism Center with state-of-the-art equipment that includes a newsroom, a digital photojournalism lab, a conference room, an advertising office and a faculty office. The space also has an impressive trophy case where the department's substantial collection of awards and trophies is exhibited to passersby, which acts as a recruiting tool for the program. The department's location on the first floor of the Humanities Building also gives the program a much higher profile, which is important to the work the students do when covering the campus. The prominent location makes accommodating visitors and recruiting high school students on campus tours and others easier and more effective. The move to these facilities has produced a noticeable improvement in the students' enthusiasm and commitment. In addition to the new computers and software that were funded with the bond initiative, the department was successful in getting Humanities Division block grant and CTEA grant funds to purchase a variety of digital cameras, digital recorders, digital camcorders, microphones, laptop computers, and a range of software for creating multimedia content, including Final Cut Pro and SoundSlides.

To address the second concern, in the summer of 2000, the department offered the first of several online courses and it has been expanding this component of the program since. Online offerings now include Journalism 1, Journalism 4 and Journalism 12, launched in Spring 2009. Recognizing the need to teach the basics of Web-based journalism, the full-time faculty member was able to create and prepare Journalism 14, Multimedia Journalism, which will be offered for the first time in Fall 2009.

To address the third concern, the department received permission from administrators on campus to sign a contract for College Publisher to provide a free template upon which the department could more easily launch the *Union* online. Working with College Publisher officials and colleagues from other campuses already using this program, faculty and students were trained in its use during Fall 2007 and launched the *Union* online news site in December 2007. Since then, ElCaminoUnionOnline.com has grown to include a variety of multimedia reporting methods and Web tools. Although the site is in its early stages, the students have attracted hundreds of subscribers to the site. Every week, the online newspaper is e-mailed to those who have signed-up for this service.

The fourth concern, hiring another full-time faculty member to replace a retiring one, has ultimately been addressed, but this has been a difficult process. Jolene Combs, the full-time leader of the department since 1984, unexpectedly announced her retirement in the Fall of 2007 while Lori Medigovich, the other full-time faculty member, was on sabbatical. This retirement became effective in January 2008, meaning that Professor Medigovich spent most of her sabbatical rearranging and planning the Spring 2008 and Fall 2008 semester schedules as well as handling all departmental business. Professor Medigovich also prepared a request for a full-time faculty member to be hired for the 2008-2009 year, but that request was ultimately denied. Another request to hire a full-time faculty member, this time splitting the

job so that it is approximately 75% to 80% journalism and the rest English composition, was approved in the Fall of 2008 and an offer has been made and accepted by a candidate who will begin teaching full-time in Fall 2009.

For more than a dozen years, the department has asked that its fifth concern, hiring a part-time employee as advertising/business manager, be addressed, but no progress has been made on this item. Currently, a student receives student help hours to run the department's advertising and business section. This student is responsible for selling, creating, placing and managing all aspects of the advertising for the *Union* print and online and *Warrior Life* publications. The student also bills clients, sends out tear sheets, answers phone calls and maintains an office in the Journalism Center. If this job is done well, some \$20,000 in advertising revenue is generated, with that money going into the Auxiliary Services budget. If it is not done well, then little or no money is generated. It's important to note that advertising revenue appears to be increasing at community colleges and that there is plenty of opportunity for advertising revenue to be generated from the department's online *Union*. In fact, some community colleges reported making more than \$1,000 a month in Spring 2009 from online advertising revenue. So the potential is there for a part-time advertising manager to generate a great deal of money for this college if the college would hire a non-certificated worker.

Since this is a community college and the ultimate goal is to have students regularly transfer out of the program, the student advertising/business manager works a maximum of one year. However, the advertising manager lasted only one semester in Fall 2008, one semester in Spring 2009 and will be likely only be with the program one semester in Fall 2009. This means the department will have four different advertising managers in four semesters going back to Spring 2008. Since the student worker is transient, there is a lack of continuity in the operation and a constant need to retrain students as they move in and out of the office. Please note that it's not just the Journalism Department that must train these new advertising managers every semester, but training also falls upon Miriam Ifill in Accounting who handles the department's Auxiliary Services budget. She must teach these students how to properly log and deposit all checks into the Auxiliary Services budget. Additionally, Kate Collins in the Humanities Division must train each student each semester on how to manage the student worker paperwork as well as on how to fill out various Auxiliary Services forms. This means that many college employees spend an inordinate amount of time retraining students practically every semester to handle a job that the department believes would be best handled by a part-time worker who is here semester after semester, year after year.

While the idea of training a student for a career in advertising sales is a worthy one, it's important to note that in the 20 years Lori Medigovich has been with the department, only one student has used this advertising/business position as a stepping-stone to a career in advertising sales. Taking all of this into consideration, then, the department believes the best way to handle this job is to hire a non-certificated, part-time employee to do this work. It is the department's contention that until a part-time employee is hired to do this job, the department's advertising and business section will never produce the amount of money it could for the college. It is also the department's contention that this worker would more than pay for herself or himself because the amount spent to hire a part-time, non-certificated employee is only approximately \$10,000 a year, but at least \$20,000 a year, if not much more, could be generated by this employee.

## II. Program Statistics

### A. FTES

The department's overall FTES is remarkably consistent over the period studied. In Fall 2006, the department's total FTES was 31.036 and the average FTES was 2.586. In Fall 2007, the department's total FTES was 26.414 and the average FTES was 2.641. In Fall 2008, the department's total FTES was 25.953 and the average FTES was 2.595. In Fall 2006, the department offered 12 sections of courses compared to the 10 sections of courses that were offered in Fall 2007 and Fall 2008, which would explain the high FTES of 31.036.

Course	Fall 2006 (# of Sections)	Fall 2007 (# of Sections)	Fall 2008 (# of Sections)
Jour-1	12.151 (4)	9.395 (3)	10.817 (3)
Jour-3ab	0.971 (1)	0.680 (1)	0.207 (1)
Jour-4	1.078 (1)	0.503 (1)	1.509 (1)
Jour-5	1.699 (1)	n/a	n/a
Jour-7ab	1.010 (1)	1.443 (1)	1.155 (1)
Jour-9abcd	2.274 (1)	1.769 (1)	1.539 (1)
Jour-11abcd	5.027 (1)	3.537 (1)	2.607 (1)
Jour-12	6.826 (2)	9.087 (2)	8.119 (2)
<b>Total FTES</b>	<b>31.036</b> <b>(12)</b>	<b>26.414</b> <b>(10)</b>	<b>25.953</b> <b>(10)</b>
<b>Avg. FTES</b>	<b>2.586</b>	<b>2.641</b>	<b>2.595</b>

The lowest FTES in the department is for the Journalism 3ab course. This course, Advanced Reporting and News Editing, is a required course for students wanting to be page editors on the publications. Since the publications only have a maximum of five page editors in any given semester, there are usually between six and 10 students enrolled in this class. Enrollment plummeted to two students for this course in Fall 2008 due in part to a larger than average number of returning page editors to the staff and the fact that this staff was the first without Professor Combs as co-adviser of the publication. While Professor Medigovich is an experienced and a capable adviser, there can always be some expected decline in enrollment when someone who has been so integral to the program retires.

The FTES of most of the department's individual courses has remained consistent over the three-year period examined, except for Journalism 9abcd and Journalism 11abcd. These are the magazine and the newspaper courses, respectively, and they have undergone some dramatic changes since Fall 2006. Fall 2006 was the last semester that Professor Combs and Professor Medigovich co-advised both publications for the entire semester. In Fall 2007,



Professor Medigovich was on sabbatical and Professor Combs was co-advising these publications with adjunct instructor Kate McLaughlin. In Fall 2008, Ms. McLaughlin was advising *Warrior Life* magazine students alone and Professor Medigovich was advising *Union* newspaper students alone. Again, transitions such as the retirement of a well-respected professor like Professor Combs can have an impact on students and a department. It can be particularly difficult for one full-time faculty member to advise publications, teach classes and run the department, as has been the case since the Fall of 2007. Despite this, enrollment in Journalism 11abcd, the *Union* production class, increased in Spring 2009, indicating that the program will quickly recover once the new full-time faculty member is onboard.

Given the personnel transitions in the department over the last few years, it's remarkable that FTES has stayed more or less consistent during the past three years.

## B. Grade Distribution

The department's grade distribution shows that over the period examined from Fall 2006 to Fall 2008, most of the students successfully completed their journalism courses, including many who earned A's. In Fall 2006, 25.5% received A grades and in Fall 2007, 27.6% of the students received A grades. In Fall 2008, 28.5% of the students received A grades. The statistics also show that an average of about 20% of the students during the time examined received W notations.

### Grade Distribution

<b>Fall 2006</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>I</b>	<b>W</b>	<b>Total Grades</b>
Jour-1	16	27	17	7	9	2	36	114
% of Dept Total	14.0%	23.7%	14.9%	6.1%	7.9%	1.8%	31.6%	
Jour-3ab	1	6	1	1	0	0	1	10
% of Dept Total	10.0%	60.0%	10.0%	10.0%	0.0%	0.0%	10.0%	
Jour-4	3	2	0	1	0	0	9	15
% of Dept Total	20.0%	13.3%	0.0%	6.7%	0.0%	0.0%	60.0%	
Jour-5	11	1	0	1	0	0	3	16
% of Dept Total	68.8%	6.3%	0.0%	6.3%	0.0%	0.0%	18.8%	
Jour-7ab	3	1	0	0	0	0	0	4
% of Dept Total	75.0%	25.05	0.0%	0.0%	0.0%	0.0%	0.0%	
Jour-9abcd	3	4	1	0	0	0	4	12
% of Dept Total	25.0%	33.3%	8.3%	0.0%	0.0%	0.0%	33.3%	
Jour-11abcd	14	10	0	0	0	0	3	27
% of Dept Total	51.9%	37.0%	0.0%	0.0%	0.0%	0.0%	11.1%	
Jour-12	15	15	9	6	4	0	15	64
% of Dept Total	23.4%	23.4%	14.1%	9.4%	6.3%	0.0%	23.4%	
<b>Dept. Total</b>	<b>66</b>	<b>66</b>	<b>28</b>	<b>16</b>	<b>13</b>	<b>2</b>	<b>71</b>	<b>262</b>
<b>% of Dept Total</b>	<b>25.2%</b>	<b>25.2%</b>	<b>10.7%</b>	<b>6.1%</b>	<b>4.9%</b>	<b>0.8%</b>	<b>27.1%</b>	

<b>Fall 2007</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>I</b>	<b>DR</b>	<b>W</b>	<b>Total Grades</b>
Jour-1	17	14	11	7	7	0	4	28	88
% of Dept Total	20.2%	16.7%	13.1%	8.3%	8.3%	0.0%	4.5%	33.3%	
Jour-3ab	2	2	3	0	0	0	1	0	8
% of Dept Total	28.6%	28.6%	42.9%	0.0%	0.0%	0.0%	12.5%	0.0%	
Jour-4	2	0	1	0	1	0	1	2	7
% of Dept Total	33.3%	0.0%	16.7%	0.0%	16.7%	0.0%	14.3%	33.3%	

Jour-7ab	0	3	0	0	0	0	0	0	3
% of Dept Total	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Jour-9abcd	7	3	0	0	2	1	0	0	13
% of Dept Total	53.8%	23.1%	0.0%	0.0%	15.4%	7.7%	0.0%	0.0%	
Jour-11abcd	8	8	0	1	0	0	0	2	19
% of Dept Total	42.1%	42.1%	0.0%	5.3%	0.0%	0.0%	0.0%	10.5%	
Jour-12	24	23	13	9	9	0	1	6	85
% of Dept Total	28.6%	27.4%	15.5%	10.7%	10.7%	0.0%	1.2%	7.1%	
<b>Dept. Total</b>	<b>60</b>	<b>53</b>	<b>28</b>	<b>17</b>	<b>19</b>	<b>1</b>	<b>7</b>	<b>38</b>	<b>223</b>
<b>% of Dept Total</b>	<b>26.9%</b>	<b>23.7%</b>	<b>12.6%</b>	<b>7.6%</b>	<b>8.5%</b>	<b>0.5%</b>	<b>3.1%</b>	<b>17.0%</b>	

<b>Fall 2008</b>	A	B	C	D	F	I	DR	W	Total Grades
Jour-1	26	22	13	5	8	0	5	25	104
% of Dept Total	25.0%	21.2%	12.5%	4.8%	7.7%	0.0%	4.8%	24.0%	
Jour-3ab	1	1	1	0	0	0	0	0	3
% of Dept Total	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	
Jour-4	6	1	0	0	7	0	0	7	21
% of Dept Total	28.6%	4.8%	0.0%	0.0%	33.3%	0.0%	0.0%	33.3%	
Jour-7ab	2	0	0	0	0	0	1	0	3
% of Dept Total	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	
Jour-9abcd	6	0	0	0	0	0	0	2	8
% of Dept Total	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	
Jour-11abcd	7	2	4	0	0	0	0	1	14
% of Dept Total	50.0%	14.3%	28.6%	0.0%	0.0%	0.0%	0.0%	7.1%	
Jour-12	17	14	12	3	16	1	3	9	75
% of Dept Total	22.7%	18.7%	16.0%	4.0%	21.3%	1.3%	4.0%	12.0%	
<b>Dept. Total</b>	<b>65</b>	<b>40</b>	<b>30</b>	<b>8</b>	<b>31</b>	<b>1</b>	<b>9</b>	<b>44</b>	<b>228</b>
<b>% of Dept Total</b>	<b>28.5%</b>	<b>17.5%</b>	<b>13.2%</b>	<b>3.5%</b>	<b>13.6%</b>	<b>0.4%</b>	<b>3.9%</b>	<b>19.3%</b>	

In Fall 2006, 27% of the students received a W, 25.5% received an A and 25.1% received a B. That W number decreased in Fall 2007 to 17.5% and rose slightly in Fall 2008 to 19.3%. Percentage wise, the department gives out more A, B and C grades than any other grade and has done so during the time studied.

When compared to the Division statistics for the Fall 2006 through Fall 2008, the Journalism Department consistently gives more A grades than the division by about a 10% margin. The W notations vary from the department and the division, with the division W notations in 2006 21.6%, 2007, 19.8% and 2008 14.7%.

When compared to the French department in the Humanities Division that is of similar size to the Journalism Department, grade distribution is similar. In Fall 2006, 31.5% of the French Department's grades were A; in Fall 2007, 28.8% of the French Department's grades were A and in Fall 2008, 32.8% of the French Department's grades were A. During those years, the French Department had 213 total grades in Fall 2006 compared to the Journalism Department's 263 grades; in Fall 2007 the French Department had 207 grades compared to the Journalism Department's 224 grades and in Fall 2008 the French Department had 267 grades compared to the Journalism Department's 228 grades.

In Fall 2006, 23% of the French Department's notations were W; in Fall 2007, 17.2% of the French Department's notations were W and in Fall 2008, 19.1% of the French

Department's notations were W. Except for Fall 2006 when 27% of the Journalism Department's notations were W, the Journalism and the French Departments notation distribution is similar.

When looking at the courses themselves, it appears that the Journalism Department's online courses are contributing to the higher percentage of W notations. During the time studied, at least one section of the Journalism 1 course was offered online with at least two sections offered in the traditional classroom setting. Since there are no statistics on the grades given to the online version of the Journalism 1 course, a look at the Journalism 4 course might reveal significant information because this course is only taught online. In Fall 2006, 20% of the Journalism 4 students received A grades and 60% received W notations. In Fall 2007, 33.3% of the students in the class received A grades and 33.3% of the students in that class received W notations. In Fall 2008, 28.6% of the online Journalism 4 students received A grades and 33.3% of the students received W notations. Since online courses often have higher drop rates, this could in part explain the Journalism Department's high numbers in the W category.

There is also a high distribution of A grades in the publication classes, Journalism 9abcd and Journalism 11abcd. Journalism 9 students produce the *Warrior Life* magazine, while Journalism 11 students produce the *Union* newspaper. In Fall 2006, 25% of the Journalism 9 students received A grades and 51.9% of the Journalism 11 students received A grades. In Fall 2007, 53.8% of the Journalism 9 students received A grades and 42.1% of the Journalism 11 students received A grades. In Fall 2008, 75% of the Journalism 9 students received A grades and 50% of the Journalism 11 students received A grades. Traditionally, the students in these classes work hard to produce these nationally recognized publications. For the most part, they either do the work required and then earn an excellent grade for it, or they drop the course early after they realize the amount of work required from them.

When looking at the Humanities Division's other departments, all of them except for English, German and Humanities have higher A grade distribution rates than the Journalism Department. While one could argue that the Journalism Department is giving out too many A grades and too many W notations, compared to the majority of the other departments in the division, the Journalism Department is average.

### C. Success and Retention Rates

When examining the Success and Retention rates for the Journalism Department, the rates are overall similar to those of the Humanities Division's rates. In Fall 2006, the department had a Success Rate of 61.2% compared to the division's rate of 63%. In Fall 2007, the department had a Success Rate of 63.4% compared to the division's rate of 62.6%. In Fall 2008, the department had a Success Rate of 59.2% compared to the division's rate of 63.1%. All of these figures include the W notation.

#### Success Rate

Course	Fall 2006	Fall 2007	Fall 2008
Jour-1	52.6%	47.7%	58.7%
Jour-3ab	80.0%	87.5%	100.0%
Jour-4	33.3%	42.9%	33.3%
Jour-5	75.0%	n/a	n/a
Jour-7ab	100.0%	100.0%	66.7%

Jour-9abcd	66.7%	76.9%	75.0%
Jour-11abcd	88.9%	84.2%	92.9%
Jour-12	60.9%	70.6%	57.3%
<b>Total Success Rate</b>	<b>61.2%</b>	<b>63.4%</b>	<b>59.2%</b>

When looking at the courses within the department, the Success Rates vary from a high of 100% in a few cases to a low of 33.3%. For the most part, the Success Rate for each course is stable from year to year. For example, the Journalism 1 Success Rate is 52.6% in Fall 2006 and 58.7% in Fall 2008, indicating not much change. The same is true with all of the courses, except for Journalism 7ab that went from a Fall 2006 Success Rate of 100% to a Fall 2008 Success Rate of 66.7%. It's important to note that there were only three students enrolled in that course and one of those students was dropped, so this change is statistically irrelevant because of the small number of students enrolled in this class each semester.

#### **Retention Rate**

Course	Fall 2006	Fall 2007	Fall 2008
Jour-1	68.4%	66.7%	74.7%
Jour-3ab	90.0%	100.0%	100.0%
Jour-4	40.0%	66.7%	66.7%
Jour-5	81.3%	n/a	n/a
Jour-7ab	100.0%	100.0%	100.0%
Jour-9abcd	66.7%	100.0%	75.0%
Jour-11abcd	88.9%	89.5%	92.9%
Jour-12	76.6%	92.9%	87.5%
<b>Total Retention</b>	<b>72.2%</b>	<b>79.5%</b>	<b>76.3%</b>

In Fall 2006, the Journalism Department's retention rate was 73% compared to the Humanities Division's 78.4%. In Fall 2007, the department retention rate was 79.9% compared to the division's 76.9%. In Fall 2008, the department retention rate was 76.8% compared to the division's 81.2%. Campus wide, the retention rate was 77.6% in Fall 2006, 77.3% in Fall 2007 and 80.9% in Fall 2008. Overall, the department has a solid retention rate when compared to the division and the campus as a whole. Online courses traditionally have a high drop rate compared to traditional, classroom setting courses. Since at least 20% of the department's sections are taught online, this could explain why the retention rate may be lagging a bit. In Fall 2006, three of 12 sections were online; in Fall 2007, three of 10 sections were online, and in Fall 2008, two of 10 were online. Still, the department could improve upon these numbers.

#### **D. Seat Counts and Fill Rates**

The Journalism Department's Seat Count has been relatively stable over the three years examined. In 2006-2007, the Annual Seat Count was 507. In 2007-2008, the Annual Seat Count was 472. In 2008-2009, the Annual Seat Count was 534. The three-year average was 504. Again, the low point, 2007-2008, was while Professor Medigovich was on sabbatical in the Fall of 2007 and when Professor Combs announced her retirement in the Spring of 2008. In Fall 2007, Professor Combs advised both publications with the assistance of adjunct instructor Kate McLaughlin. Professor Combs also ran the department alone and taught

several other classes. Ms. McLaughlin taught several classes that Professor Medigovich would have taught. In Spring 2008, Professor Medigovich returned to run the department alone since Professor Combs had retired. While adjunct instructors taught many classes, the consistency of having the same two women run and co-advise the publications together since 1989 was gone and all departmental work was handed to one person. Given this, it's not surprising that 2007-2008 had the lowest seat counts.

### Seat Count

	2006-2007	2007-2008	2008-2009	3 year Avg.
Annual Seat Counts	507	472	534	504
Unduplicated Students	339	Not Available	Not Available	Not Available

What is surprising is that 2008-2009 had higher seat counts since Professor Medigovich was running the department alone. Perhaps this has to do with the fact that Ms. McLaughlin had become a fixture in the program, in the division and with the students and was now able to recruit more students to the program. Whatever the cause, overall, the department's Annual Seat Counts are relatively stable.

As for the Fill Rate, overall, these numbers are also pretty stable, although they have risen slightly over the time period examined. In Fall 2006, the department's total Fill Rate was 67.8%. In Fall 2007, the department's total Fill Rate was 68.7%. In Fall 2008, the department's total Fill Rate was 70.2%.

### Fill Rate

Course	Fall 2006	Fall 2007	Fall 2008
Jour-1	81.4%	83.8%	97.0%
Jour-3ab	28.6%	20.0%	5.7%
Jour-4	42.9%	20.0%	60.0%
Jour-5	53.3%	n/a	n/a
Jour-7ab	20.0%	28.6%	22.9%
Jour-9abcd	72.0%	56.0%	48.0%
Jour-11abcd	90.0%	63.3%	81.8%
Jour-12	91.4%	121.4%	108.6%
<b>Total Fill Rate</b>	<b>67.8%</b>	<b>68.7%</b>	<b>70.2%</b>

If one looks at the Fill Rate for the individual courses during that time period, the Journalism 1 rate has increased from 81.4% in Fall 2006 to 97% in Fall 2008. The Journalism 12 rate has increased from 91.4% in Fall 2006 to 108.6% in Fall 2008. (This class was overenrolled with 43 students instead of 40.) These two courses are the core, general education courses of this department. These courses also fulfill general education requirements for the El Camino College associate degree and transfer to all CSUs and UCs. Therefore, these are the department's most popular courses. Journalism 1 is also a prerequisite for Journalism 9abcd and Journalism 11abcd, so if students want to write for the publications, they must pass this course with a C grade or better.

Looking at the Fill Rate for the magazine class, Journalism 9, it is not surprising that it dropped from a high of 72% in Fall 2006 to a low of 48% in Fall 2008. As has been explained, Fall 2006 was the last time this course was co-adviced by Professor Combs and

Professor Medigovich. It is also the last time Professor Combs and Professor Medigovich co-advised the newspaper class, Journalism 11, which also saw a drop from 90% in Fall 2006 to 81.8% in Fall 2008. It is expected that with the program having somewhat stabilized since the retirement of Professor Combs, and a full-time faculty member joining the program in the Fall, that the Fill Rate will increase.

**Average Fill Rate Of Distant Ed (Online) courses**

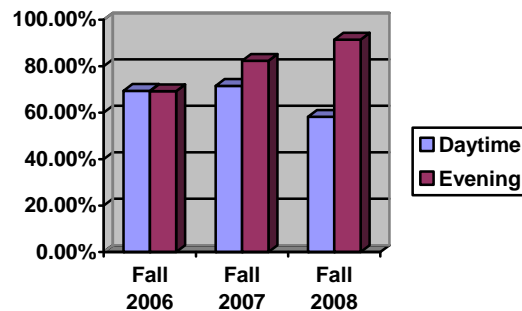
Course	Fall 2006	Fall 2007	Fall 2008
Jour-1	74.3%	70.0%	100.0%
Jour-4	42.9%	20.0%	60.0%
<b>Avg. Distant Ed</b>	<b>58.6%</b>	<b>45.0%</b>	<b>80.0%</b>

When looking at the Fill Rate for the online courses, those numbers are excellent with an average of 80%. Only two courses were offered online, Journalism 1 and Journalism 4. Again, there is that drop in Fill Rate for the Fall 2007 semester when Professor Medigovich was on sabbatical and an adjunct faculty member took on this course at the last minute. Overall, there is consistency in the Fill Rate from year to year for the online courses.

Finally, it appears that the Fill Rate has risen considerably over the past two years for courses offered in the Evening compared to those offered in the Daytime. Since there is usually only one, sometimes two Evening classes a semester, this increase is not statistically relevant. However, it does point out the popularity of the Evening courses and indicates that these courses should remain a part of the department’s offerings.

**Course Fill Rate-Daytime vs. Evening Sections**

	Fall 2006	Fall 2007	Fall 2008
Daytime	69.4%	71.5%	58.2%
Evening	69.2%	82.3%	91.4%



**E. Departmental Survey**

During the week of May 4, 2009, the Journalism Department conducted a survey of students taking the Journalism 1 M-W-F class, Journalism 11 class, Journalism 2 class and both the Journalism 12 day and night classes. A total of 106 students participated in the anonymous survey that was given out during the classes. The following questions were asked in the same order below in which they appeared on the survey, with an analysis of these findings as follows:

**Which Journalism classes have you taken, including this class? Please check all that apply:**

Beginning News writing (J1)	65	61.3%	Advanced Photojournalism (J7)	3	2.8%
Public Relations (J2)	15	14.2%	Magazine (J9)	7	6.6%
Editing (J3)	10	9.4%	Newspaper (J11)	26	24.5%
Broadcast News Writing (J5)	1	0.9%	Mass Media and Society (J12)	78	73.5%

The results show that most of the students, 73.5%, have taken the Journalism 12 course. The Journalism 1 course had been taken by 61.3% of those surveyed. This is not surprising as these are the department's general education courses and at least two sections of these courses are offered each semester. The next most popular course with 24.5% is Journalism 11, the newspaper production course.

**What was the main reason you first enrolled in a class offered by the Journalism Department? Please check only ONE:**

The Journalism class I took fulfilled a General Education requirement	38	35.9%
I thought the class would help me learn to be a better writer	10	9.4%
I am interested in a career in journalism	45	42.5%
A friend recommended the class	1	9.4%
Journalism is my major	25	23.6%
Multiple Responses	1	0.9%

When asked why they enrolled in a class offered by the Journalism Department, the most popular response at 42.5% was that they were interested in a career in journalism, while the next most popular response at 35.9% was that the course fulfilled a general education requirement. This indicates that the department's courses are popular with journalism majors.

**The class/classes I have taken from the Journalism Department have changed: Please check all that apply:**

	Increased	No Change	Decreased
My writing skills	62 (58.5%)	43 (40.6%)	1 (0.9%)
My confidence in my writing skills	49 (46.2%)	56 (52.8%)	1 (0.9%)
My confidence when meeting / talking with new people	58 (54.7%)	46 (43.4%)	2 (1.9%)
My self-confidence	46 (43.4%)	59 (55.7%)	1 (0.9%)
How much I question what I see and hear in the mass media	92 (86.8%)	14 (13.2%)	0 (0%)
My interest in a career in journalism	72 (67.9%)	30 (28.3%)	4 (3.8%)

Students were asked to check all that applied when asked whether there had been an increase, decrease or no change in certain skills since taking courses from the Journalism Department. When it comes to whether the skills had Increased, the No. 1 response with 92 checked was an increase in "How much I question what I see and hear in the mass media." The No. 2 response with 72 checked was "My interest in a career in journalism." The No. 3 response with 62 checked was "My writing skills." The No. 4 response with 58 checked was "My confidence when meeting/talking with new people." The No. 5 response with 49

checked was “My confidence in my writing skills.” The No. 6 response with 46 checked was “My self-confidence.” What is most interesting here is that there were few categories where the students said that their interest level had decreased since taking one of the department’s courses. For example, one student checked that their writing skills had decreased, one checked that their confidence in their writing skills had decreased, two checked that their confidence when meeting/talking with new people had decreased, one checked that their self-confidence had decreased and four checked that their interest in a career in journalism had decreased. This indicates that the journalism department is doing an outstanding job in increasing the confidence, the mass media awareness and the writing skills of its students.

**What class scheduling options work best for you? Please check all that apply:**

Monday / Wednesday / Friday classes (MWF)	53	50.0%
Tuesday / Thursday classes (Tue/Thur)	46	43.4%
Monday / Wednesday classes (MW)	61	58.0%
I prefer online courses	14	13.2%
I prefer night classes	18	17.0%

**What time do you prefer to have your classes start? Please check all that apply:**

7 a.m. to 9 a.m.	14	13.0%
9:15 a.m. to 11:15 a.m.	64	60.4%
11:30 a.m. to 1:30 p.m.	51	48.1%
1:45 p.m. to 3:45 p.m.	9	8.5%
4 p.m. to 5 p.m.	7	6.6%
After 5 p.m.	20	18.9%

Most of the students, 61, checked that they preferred taking M-W classes and 53 checked that they preferred taking M-W-F classes. Since most of the department’s classes are offered M-W-F or Monday and Wednesday, this schedule seems to work for the students. The same can be said for the times courses are offered with most students wanting classes to start between 9:15 and 11:15 a.m., which is when the majority of journalism department classes begin. For those taking night classes, the majority wanted the class to begin at 6 p.m., which is when all of the department’s night classes begin.

**What additional classes would you like to see offered? Please check all that apply:**

Beginning Photojournalism	44	41.5%
Multimedia Journalism (creating content for Web publications)	56	52.8%
Broadcast News Writing	39	36.8%
Beginning Online Reporting	34	32.1%
Ethics for Journalists	42	39.6%
Associated Press Style	40	37.7%

As for additional classes that they would like offered, the majority, 56, checked Multimedia Journalism and the next most popular course was Beginning Photojournalism. Both of these courses will be offered in Fall 2009.

**What will keep you from taking more classes from the Journalism Department?**



***Please check all that apply:***

I am transferring to another university or college	70	66.0%
I am leaving El Camino College but not transferring to another school	4	3.8%
I can't find a class that fits my schedule	13	12.2%
I have taken all their classes	0	0%
I don't like the professors	0	0%
The classes are too hard	1	0.9%
I am changing my major from journalism to something else	2	1.9%
<b>Nothing</b> —I will be taking more Journalism classes	33	31.1%

When asked what would keep them from taking more journalism courses, the largest response with 70 checked was that students were transferring to another university or college. The next most popular response with 33 checked was “Nothing—I will be taking more journalism classes.” This shows that if students stay at El Camino College, they stay in the journalism department. Since so many of the students appear to be transferring, the department might want to publicize the program more heavily on campus so that students don't wait until their second year to begin taking the department's courses. However, since this was a Spring semester survey and since most students traditionally transfer in the Spring, this may not be that unusual of a number.

**Please help us determine whether our classes enroll the full diversity of El Camino College:**

Are you a:	Part-time student	29	27.4%	Full-time student	77	72.6%
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**Your age:**

Ages ranged from 17 to 53 years old.

The average age was 22.4

The most common age was 19 with 25 respondents, or 23.6% of those who responded

<b>Your gender:</b>	Male	39	36.8%	Female	67	63.2%
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**Your Ethnicity / Race:**

White	31	29.2%
Black	25	23.9%
Latino	33	31.1%
Asian	13	12.3%
Native American	3	2.8%

The majority of those who responded, 77, said they were full-time students, with 29 stating that they were part-time students. As for gender, 67 said they were female and 39 said they were male. The ages of the students ranged from 17 to 53, with the average student age at 22 and the most common age at 19. Finally, the ethnicity of the students is similar to the overall ethnicity of the campus, with 33 checking Latino, 31 checking White, 25 checking Black, 13 checking Asian and 3 checking Native American.

Overall, the survey showed that the department is serving a representative population of the college and is serving them well. The students seem quite happy with the program.

### III. Curriculum

#### A. Courses and Content

Over the last three years, the Journalism Department has offered the following courses:

•**Journalism 1, News Writing and Reporting.** This three-unit course is the department's beginning news writing course and is a prerequisite for the publications courses. Generally, three or four sections of this course are offered every semester, with at least one of these sections offered online. The prerequisite is eligibility for English 1A. It transfers to all CSUs and UCs and fulfills the El Camino College General Education requirement for the Associate degree. It is also degree applicable.

•**Journalism 2, Public Relations Reporting.** This three-unit course provides basic instruction in the practice of public relations, including writing news releases. This course is offered only once a year, usually in the Spring semester. Recommended preparation for this course is eligibility for English 1A. It transfers to all CSUs and is degree applicable.

•**Journalism 3ab, Advanced Reporting and News Editing.** This three-unit course is required for students wanting to serve as editors of the student publications, the *Union* and *Warrior Life*. The prerequisite for this course is Journalism 1 with a C grade or the equivalent. This course is offered every semester, but it generally has an enrollment of only six to 10 students due to the fact that there are only six page editors for the publications. It transfers to all CSUs and is degree applicable.

•**Journalism 4, Feature Writing.** This two-unit course is offered online only. It provides the basics of feature writing and prepares the student to write articles for publication. The prerequisite for this course is eligibility for English 1A or the equivalent. Due to the fact that this is a specialty and an advanced course, it often suffers enrollment problems. The course is being shifted to being offered only once a year, likely in the Spring semester, to help boost enrollment. It transfers to all CSUs and is degree applicable.

•**Journalism 5, Broadcast News Writing.** This three-unit course provides basic instruction in writing news scripts for television and radio. This course is offered once a year, generally in the Fall semester. Due to faculty transitions in the department over the past two years, this course has not offered been offered since Fall 2006. Recommended preparation for this course is Journalism 1 or English 1A. It transfers to all CSUs and is degree applicable.

•**Journalism 7ab, Advanced Photojournalism.** This two-unit course is a production course for the student publications. Photographers shoot all assignments for the *Union*, *Warrior Life* and the *Union* online. The prerequisite for this course is Photography 51 with a minimum grade of C or the equivalent. This course is offered every semester because photographers are needed to support the publications, but enrollment is low. The Photography 11ab course offered in the Fine Arts Division is cross-listed with this course and the two are the same courses. It is transfers to all CSUs and is degree applicable.

•**Journalism 9abcd, Magazine Editing and Production.** This two-unit course is the production course for the general interest magazine, *Warrior Life*, which comes out at the

end of every semester. The students create, write, edit and design all stories that appear in the magazine. The prerequisite for this course is Journalism 1 with a minimum grade of C or the equivalent. This course is offered every semester, but because it is an advanced and a specialty course, it generally has enrollment of less than 15 students. Without these students, there is no magazine. It transfers to all CSUs and is degree applicable.

•**Journalism 11abcd, Newspaper Publication.** This three-unit course is the production course for the student newspaper, the *Union*. The *Union* is published nine times each semester and the students create, write, edit and design all content for the newspaper. The prerequisite for this course is Journalism 1 with a minimum grade of C or the equivalent. The course is offered every semester and generally has an enrollment in the low- to mid-20s. Since this is an advanced course, the enrollment generally does not get higher than 30 students. It transfers to all CSUs and is degree applicable.

•**Journalism 12, Mass Media and Society.** This three-unit course examines the history and the influences of the mass media in American society. Recommended preparation for this course is eligibility for English 1A. At least two sections of this course are offered every semester and the sections generally have more than 30 students each, with sometimes more than 40 students in one section. This course was taught online for the first time in the Spring 2009 semester, meaning that three sections of this course were offered that semester. It transfers to all CSUs and UCs and it fulfills the El Camino College General Education requirement for the Associate degree. It is degree applicable.

•**Journalism 96abcd, Cooperative Career Education.** This two- to four-unit course offers students college credit for an internship at a professional media outlet. The students are overseen by the full-time journalism professor and before they begin working at the outlet, fulfill all of the college requirements for a CCE course. Over the past few semesters, at least one student has been enrolled in this course each semester. For Spring 2008, two students are enrolled in this course. This course transfers to all CSUs, although limitations apply, and it is degree applicable.

## 1. Courses Not Reviewed In The Last Five Years

The courses not reviewed in the past five years are: Journalism 1, Journalism 2, Journalism 4 and Journalism 11abcd. The timeline for reviewing these courses and submitting course revisions to the College Curriculum Committee is this summer. The CCC is offering four opportunities this summer to bring course revisions forward and it is the plan of the department to submit these revisions no later than the last CCC meeting in July.

Due to the sabbatical of Professor Medigovich in Fall 2007 and the subsequent retirement of Professor Combs in Spring 2008, the sole full-time journalism professor has been too overwhelmed with departmental duties to review and revise these courses. This work will be completed, though, as promised.

## 2. Course Revisions and Additions

For several years, the Journalism Department has attempted to offer a Beginning Photojournalism course as a prerequisite to its Advanced Photojournalism course. More than 15 years ago, Photography 10, Beginning Photojournalism, was offered. This course was

dropped from the department's offerings due to a lack of enrollment. Since then, the department has struggled with having to teach beginning photojournalism to students who enroll in the Journalism 11ab course. Therefore, the department approached the Photography Department with a proposal to create a Journalism 6 course that would be cross-listed and identical to the Photography 10 course. This would be like the situation that exists with the Journalism 7ab and Photography 11ab courses. At that point, it was discovered that the Fine Arts Division had deactivated the Photography 10 course. To avoid delay in trying to reactivate the course and because the only full-time Photography Department professor was on sabbatical in Fall 2008, the Journalism Department moved forward with the Journalism 6 curriculum. The course was approved by the CCC to be offered in the Fall of 2009. As soon as the full-time Photography Department professor returned from sabbatical, she immediately agreed to support the Journalism Department's request to reactivate and update the Photography 10 course. That course outline has been approved by the Photography Department and should be approved by the CCC shortly.

For several years, the full-time Journalism Department faculty have been wanting to offer a course to teach students how to create multimedia presentations for the new world of Web-based journalism. Not only do students need to learn this skill since most journalism is now Web-based, but there has been tremendous interest from the students in such a course. Additionally, the department has discovered that the only students capable of producing the *Union* online are the students currently producing the print version of the *Union*. However, asking these students to produce two publications when they're only getting credit for producing one has not only been ineffective, it's also been unfair. Therefore, in the Fall of 2008, the full-time journalism professor wrote the course outline for Journalism 14, Multimedia Journalism. The course was approved by the CCC and will be offered in the Fall of 2009. This course is envisioned to be similar to the Journalism 11abcd course in that it will serve as a production course for the online *Union*. The students of Journalism 14abcd will produce all content for the *Union* online, thereby improving the content and the quality of the site. The department is excited to be offering a cutting-edge course that is currently being offered by about 10 other California community colleges.

Since the department added two new courses to its curriculum, Journalism 6 and Journalism 14abcd, it was decided in Spring 2009 to revise the department's certificate and major. Since neither the certificate nor the major had been revised in more than 20 years, the addition of the new courses offered a great opportunity to see what other community college Journalism Departments statewide are doing and to update the certificate and the major. The College Curriculum Committee approved this revision and the two new courses were added to the certificate and the major.

Over the next five years, the department would like to offer the Journalism 5, Broadcast News Writing, course as soon as possible. In addition, the department would like to create the following course curriculum:

•**Entrepreneurial Journalism.** There is a need in the profession to blend traditional journalistic principles with Web and business skills in an entrepreneurial spirit. The purpose of the course would be to find ways to build Web-based journalistic enterprises. Students would be taught to create such things as products for news consumers, or a Website for photojournalists. Throughout the course, students would identify, pitch and create a digital media project appropriate to the El Camino College community and its needs and present that

business plan to the class as a PowerPoint presentation. It is hoped that the Business Department would embrace this idea and be willing to cross-list this course.

•**Literature and Journalism.** Journalism and English students would come together to examine the connections between literature and journalism as exemplified by many journalists-turned-literary writers including Samuel Clemens, Ernest Hemingway, Raymond Chandler and George Orwell. The focus of the class would be on how the journalistic experience of these writers helped shape their ideas and goals in the literary world and the similarities and differences in the two types of work.

The following could be one-unit or two-unit courses that would last only eight weeks:

•**The Democracy Project.** This would be a collaborative effort where political science students and journalism students would create two- to three-minute video editorials on a topic relating to democracy. This project would encourage students to think critically, collaborate with others, build technical skills, examine important social and political issues, refine and share their ideas with others, create community and participate in the ongoing national conversation via the Web.

•**Think!** Journalism and philosophy students would work in teams to create short audio podcasts highlighting central ideas in Western philosophy. Students could choose to record an opinion piece on a given topic or record a discussion on a given philosophical topic with a class partner. As with The Democracy Project, Think! podcasts would be published on the Web and would encourage students to think critically, collaborate with others, build technical skills, examine important social and political issues, refine and share their ideas with others, create community and participate in the ongoing national conversation via publication.

**ItMatters.** The ItMatters project would be a project between journalism and history in which students work together to create a multimedia package using SproutBuilder. SproutBuilder allows students to harness a variety of storytelling modes, such as image galleries, videos, audio slideshows, polls, text-based stories with hyperlinks, and bring them together in one place to report on a single topic or theme. The theme of this project would be the importance that the United States has placed on the free flow of information, public access to information and the importance of the mass media as identified through the many movements, laws and agencies set up to facilitate these critical elements in a free society.

### 3. Courses Not Offered Recently

The following courses have not been offered by the Journalism Department in several years and may not be offered for several more years. These courses are:

•**Journalism 50, Special Topics in Journalism.** This course was established more than 12 years ago to allow the department to teach specialized courses to gauge student interest in such courses before proceeding with creating course outlines for such courses. This course has not been used in more than a decade, but could be used for teaching some of the proposed courses mentioned earlier. The college had planned to inactivate all such courses, but recently asked that these courses be updated. A template is being created for departments to use for these updates. Once these templates are completed, the department will revise this course and consider whether to offer it again in the next few years.

•**Journalism 99abc, Independent Study.** This course offers students credit for special advanced studies in journalism not covered by the existing course offerings. This course has not been used in more than 12 years and will likely not be used in the near future.

•**Journalism 100, Supervised Tutoring: Journalism Laboratory.** This course was very successful and offered for many years. A few years ago the state of California expressed concern about tutorial laboratories, so this course was suspended. As of this reporting, it is unclear when this course will be offered. The department would love to offer it as soon as possible because it provides income to the college and is an excellent means of tracking the time the students spend working on the publications.

## **B. Articulation**

The Journalism 12 course has been approved for CSU General Education Requirement and UC IGETC (Intersegmental General Education Transfer Curriculum). The Journalism 1 course articulates to both UCs and CSUs. We believe that all articulation agreements are sufficient at this point, but will keep abreast of any potential to update or change the status of any of our courses. The ultimate goal is to make sure that journalism courses transfer to the university with the students, so whatever can be done to make this happen will be pursued.

## **IV. Student Learning Outcomes**

### **A. SLOs For Each Course**

The department has developed Student Learning Outcomes for nine of the 10 courses offered in the past three years. Below are those courses with their SLOs:

#### **•Journalism 1 Course-Level SLO Statement:**

Given an in-class newspaper article, students will be able to identify the structure of a news story by correctly labeling the lead, the direct quotes, the indirect quotes, the partial quotes and the transitions in the story.

#### **•Journalism 2 Course-Level SLO Statement:**

Given an in-class press release, the students will be able to identify the structure of a press release written in journalistic style.

#### **•Journalism 3 Course-Level SLO Statement:**

Given an in-class front page of a local newspaper, the students will be able to identify the journalistic design characteristics of that sample.

#### **•Journalism 4 Course-Level SLO Statement:**

Students will be able to identify the five main structure and content differences between a news lead and a feature lead block.

#### **•Journalism 5 Course-Level SLO Statement:**

Given an in-class series of unidentified news leads representing a print, a TV and a radio news script, students will be able to properly identify which script was produced for a TV news program, a radio news program and a newspaper.

#### **•Journalism 7ab Course-Level SLO Statement:**

Students will be able to identify the three essential photograph caption elements required by the Associated Press for a standard photo caption.

**•Journalism 9abcd Course-Level SLO Statement:**

Given an in-class magazine feature article, students will be able to identify the structure of a magazine story written in journalistic style.

**•Journalism 11abcd Course-Level SLO Statement:**

Students will be able to demonstrate the ability to identify and edit errors in Associated Press (AP) style.

**•Journalism 12 Course-Level SLO Statement:**

Students will be able to correctly identify the eight mass media serving the country.

The only course being taught that does not yet have a Course-Level SLO Statement is Journalism 96abcd, Cooperative Career Education. It is the department's understanding that the college is creating a template for all Cooperative Career Education courses. Once that template is provided, a Course-Level SLO will be created.

**B. Courses With Assessments**

In Spring 2009, the Journalism Department assessed Journalism 1, Journalism 3, Journalism 9abcd, Journalism 11abcd and Journalism 12. The assessments produced the following results:

**•Journalism 1 Assessment**

During the second week of the Spring 2009 semester, approximately 33 Journalism 1 students were given a copy of a newspaper article and asked to identify the lead, the direct quotes, the indirect quotes and the transitions in the story. None of the students were able to identify all of the parts of the story. It was expected that less than 10% of the students would be able to identify these four parts of the news story during the second week of class, but that at least 85% of the students would be able to do so by the eighth week of class. In the eighth week of the class, 26 students were given a copy of a newspaper article and asked to identify the lead, the direct quotes, the indirect quotes and the transitions in the story. Of that number, 23 of the students, or 88.46%, were able to correctly identify all parts of the story.

**•Journalism 3ab Assessment**

During the first week of the Spring 2009 semester, 12 Journalism 3ab students were given the front page of The Daily Breeze and were asked to correctly identify and label the following design characteristics of that page: Nameplate, Teasers, Package, Caption and Deck. Two of the students correctly identified all of the design characteristics on the page, which represents 16.66% of the students. It was expected that 20% or less of the students would be able to identify those attributes of the newspaper during the first week of class and that 90% or more would be able to correctly do so during the last week of class. In the last week of the class (this is an eight-week course), the 12 students were given the front page of The Daily Breeze and asked to correctly identify and label the nameplate, teasers, package, caption and deck. All of them were able to do so.

### •Journalism 9abcd Assessment

During the second week of class, 12 students were given a magazine feature article and were asked to label the lead block, the nut graph, the body and the conclusion. Only two students successfully labeled all four of these items, which is 16.66% of the class. It was expected that 20% or less of the students would be able to identify these journalistic traits of the feature article, and that 85% or more would be able to do so by the eighth week of class. During the eighth week of class, all 12 students, or 100%, were able to correctly label the lead block, the nut graph, the body and the conclusion of a magazine feature article.

### •Journalism 11abcd Assessment

During the first week of class, 27 students were given a quiz and asked to write the following correct according to Associated Press Style: 8 a.m., Humanities Building, Dr. Tom Fallo, seven, Combs' book. There were five students who were able to write all five of the items in the correct AP style, which means that 18.5% of the students identified these items correctly. It was expected that 20% or less of the students would be able to properly use AP style for these five items and that 90% or more would be able to properly use AP style for these five items in the 10<sup>th</sup> week of class. During the 10<sup>th</sup> week of class, 23 students were given the quiz with the same style questions on it. There were 22 students who wrote all five of the items correctly according to AP style, which is 95.65% of the total.

### •Journalism 12 Assessment

During the first week of class, 35 students were asked to write down the mass media that serve this country. Of that number, 15 correctly identified the eight mass media serving this country, which is 42.85% of the total. It was expected that 15% or less of the students would be able to identify these mass media during the first week of class and that 90% or more would be able to identify the eight mass media during the eighth week of class. During the eighth week of class, all of the 31 students in class correctly identified the eight mass media.

An analysis of the assessments indicates that the students are coming into the course with limited knowledge about the learning objectives and are leaving the courses having gained knowledge and successfully mastered the objectives. The only course where this is not true is with the Journalism 12 assessment. Nearly half of the students already knew the learning objective and while that number increased to 100% by the time the students were asked the question again, it is believed that this assessment may be too simple and probably needs to be rethought and changed.

### C. Description of Changes Resulting From Assessment

The SLOs that were assessed indicated the students effectively learned the objectives being assessed. Therefore, no changes were needed as a result of these assessments. The one exception is the Journalism 12 assessment. Since so many of the students already know the answers to the learning objective, the SLO for this course should be changed. It is Professor Medigovich's plan to develop a more rigorous SLO for the Journalism 12 class and begin assessing this new SLO in Fall 2009.

### D. Certificate and Degree SLOs and Manner of Assessment

As of this writing, there have been no program certificate or degree SLOs created for the Journalism Department. Deadlines have not yet been established for these SLOs, but as soon as they are established, the department will fulfill those requirements.



### **E. Level Of SLO Assessment Implementation**

The Journalism Department has begun the SLO process and its implementation. In Spring 2009, the department created a Program-Level SLO and plans on assessing it next year. The program is proud to have created SLO statements for all but one of the courses taught in the past three years. (The one course without an SLO is Journalism 96abcd. As mentioned above, the college is creating a template for all Cooperative Career Education courses, which explains why there is currently no SLO for this course.) The department is creating SLOs and assessing them, but the lack of two full-time faculty members in the department for the past two years has hit hard in this area. Again, there is only so much work that one full-time faculty member can do because running the department while teaching several classes is a huge task in and of itself.

The department's Program SLO and Assessment Timeline shows that the department is pretty much on target toward meeting its deadlines. There was a problem in assessing one class in Spring 2009. Although the adjunct faculty member teaching that class was given a copy of the SLO Course-Level SLO Statements and Rubric during the first week of class, Professor Medigovich did not follow-through on this assessment. Considering all of the work that the one full-time faculty member has done this Spring and considering that there were five adjunct faculty to coordinate with, it is amazing that only one assessment was not completed. With the new full-time faculty member joining the staff this Fall, the department's priority will be to assess every course with a SLO. Overall, the department is meeting its timelines and is committed to the SLO process.

Based on the Accrediting Commission for Community and Junior Colleges Rubric for Evaluating Institutional Effectiveness, Part III Student Learning Outcomes, the Journalism Department is in the Development Level of Implementation, as is the rest of the college. The department is meeting its SLO and Assessment Timeline deadlines and once the new full-time faculty member joins the program, meeting the rest of the deadlines should be no problem. The department will assess all of its courses with SLOs in Fall 2009, then assess the two new courses, Journalism 6 and Journalism 14abcd in Spring 2010. The department will also assess its program-level SLOs in Spring 2010 and will meet its April 2011 deadline of completing its program-level SLO reports. All in all, the department is moving forward and is set to meet its deadlines.

## **V. Facilities, Equipment and Technology**

### **A. Use of Facilities, Equipment and Technology**

Just two years ago, the Journalism Department was struggling to survive in the 21<sup>st</sup> century world of Web-based journalism with woefully inadequate facilities, equipment and technology. The department was hidden away in the basement of the Communications Building where there were no nearby classrooms, where students, faculty and staff rarely walked and where visitors had difficulty finding the newsroom. The students were creating the paper while using computers placed atop 1950s-era wooden desks in a room that had inadequate power and power outlets. The only similarity in the computers was that they were all made by Apple, Inc., but some were up to 10 years old and few were new. The students sat on chairs ranging from 1950s-era wooden, 1960s-era plastic and 1990s-era desk chairs.

There was no air conditioning, there were no windows, there was no conference room, the power supply was inadequate, there were not enough telephones and the space was laid out in an inefficient manner.

In Spring 2008, thanks to the president, the board of trustees, and the voters who approved the campus bond initiative, the situation has improved dramatically with the construction of the Humanities Building. The Journalism Department is now proudly housed in a state-of-the art newsroom with space for more than 50 computers, a separate conference room, a separate ad manger's office and a faculty office that looks into the room through a glass window. Perhaps most importantly, the department is on the first floor of the building, near the elevators, where hundreds of students, faculty and staff walk by daily and where the Center can easily be found by visitors. In fact, the Journalism Center is such a beautiful facility that it has become part of the college campus tour for high school students, visitors and others wanting to get a sense of what El Camino College offers. The department is thrilled and honored to have such wonderful facilities.

Inside the facilites, the department has 33 iMac computers, six Mac Pro computers, two printers and modern furniture to hold everything. There is also a separate conference room with a desk and built-in storage cabinets as well as a separate Advertising Office with office furniture similar to that of the faculty offices in the building. The faculty office has a separate entrance, but is adjoined to the room by a large window so that faculty can easily see everything going on in the Journalism Center. The physical facilities are excellent.

Throughout the years, the Journalism Department has been successful at obtaining numerous CTEA grants, Humanities Division block grants and has used Auxiliary Services and other funding to purchase a variety of equipment. The department has sought this funding because the journalism profession has become more and more technology based over the past 10 years and the department has done its best to keep up with these changes. The department currently owns the following equipment:

Three digital SLR cameras and eight lenses to go with these cameras, four point-and-shoot digital cameras, 24 digital recorders, 24 microphones for the recorders, 10 laptop computers, 15 digital video camcorders, 33 iMac computers, six Mac Pro computers, two HP printers, one Xerox color printer and four tripods.

The department uses this equipment to produce the *Union* newspaper, the *Warrior Life* magazine and the *Union* online newspaper. The students need this equipment so that they can create all of the content for these publications. The students do everything, including writing all of the stories, designing and creating all of the pages, taking all of the photographs, conducting all of the interviews, taking all of the video and putting it all together in a journalistic manner for the campus community to use and enjoy. The department is proud of its role in providing news and entertainment for the community and believes that without these publications, the college would lose part of its identity and there would be nothing to bind us together as a community.

The technology used by the department includes the software that is loaded on the computers. This software allows the students to design and edit pages as well as to create audio slideshows and video news stories. The department currently owns the following software technology:

SoundSlides, Final Cut Pro, Adobe InDesign, Adobe Photoshop, Adobe Flash, Adobe Illustrator, Audacity, iMovie, GarageBand, iPhoto, and Microsoft Office.

In the past several years, the journalism profession has become increasingly Web-based. What this means is that today, not only does every major newspaper have its own online version of its print edition, but these Web-based products are producing what is known as multimedia content. Multimedia content allows consumers to find video stories, audio stories and slideshow stories with text and/or audio on these Websites. Multimedia journalists are those who produce a news story using text, audio, video and photographs. Since this is where the profession is heading, it is important that the El Camino College Journalism Department head in this direction, too. With the help of its Vocational Education Advisory Board, the department has been aware of this trend and has been busy purchasing the equipment and the technology needed to prepare its students for this brave new world of journalism.

It is important to note that while the equipment and technology are excellent, it should be maintained by a professional. There is no one maintaining this equipment on a regular basis because the college Information Technology Services Department employees are overworked keeping up with all of the computers and other technology on this campus. While ITS does a great job of responding to the department's emergencies within a week or less, a week or less is often not soon enough for an emergency. Also, if a laboratory technician maintained the department's computers on a regular basis, it could likely avoid emergencies. In the longrun, this employee could probably get the equipment to last longer, work more efficiently and save the college money.

#### **B. Adequacy and Currency of Facilities, Equipment, and Technology**

The new Journalism Center in the Humanities Building is a beautiful facility that is currently adequate for the department's needs. The equipment and the technology the department recently purchased are also adequate for the department's needs.

#### **C. Immediate Needs of Facilities, Equipment, and Technology**

The new Journalism Center has a sufficient number of computers for use by its students. The equipment the department recently purchased with CTEA grants and Humanities Division block grant funds are adequate for the department's immediate needs.

One area that is not adequate is the department's laptop computers. Since the Journalism Center is only accessible to students when journalism faculty are available, student editors must work at home using laptop computers. Since most students work on weekends and since the Journalism Center is not open on weekends, student editors need access to state-of-the-art laptop computers so that they can produce the *Union* newspaper, *Warrior Life* magazine and *Union* online. Some of the laptop computers used by the students are more than six years old and no longer have the memory needed to load the software being used. Essentially, six of the department's 10 laptop computers are inadequate for student editors to do much more than word processing and Web browsing. Since there are five newspaper page editors, an editor-in-chief, a managing editor and two photo editors, there are not enough laptop computers of sufficient capability to let all of the editors do their work when the Journalism Center is closed. Therefore, we need as many as six state-of-the-art laptop computers. It's important to note that in the 12 years the department has been loaning laptop computers to editors, none of these computers has been lost, stolen or broken. It's also important to note that ours is not the only program loaning out equipment to students as there are musical instruments loaned out by the Fine Arts Division.

Another area that is inadequate is the department's Adobe software. For the past four years, the department has used a software suite that includes Adobe InDesign, Photoshop and Acrobat Professional. This software suite is known as Adobe Creative Suite. An updated version of this software, Adobe Creative Suite 4 (CS4), has been available for a year, but the department has not upgraded from Adobe Creative Suite 3 (CS3). The updated version would make production of the publications quicker and easier because the update corrects problems inherent with the older version of this software and the new operating system on our computers. This can slow us down, especially on production night, and there are glitches with CS3 that would be solved with CS4.

#### **D. Long-range Needs in Facilities, Equipment and Technology**

With the launching of the department's Journalism 14abcd Multimedia Journalism course in Fall 2009, the department will need more digital recorders, more microphones, more inexpensive camcorders, and one professional camcorder. For all of the students to have access to equipment to produce content for the *Union* online, which is what the students will be doing in Journalism 14abcd, more equipment will be needed. The department envisions needing another 20 video camcorders, another 20 digital voice recorders, another 20 microphones, another 20 point-and-shoot digital cameras and one professional camcorder.

As has already been mentioned, the department needs at least six more laptop computers for the student editors, but 10 would be optimum. This is because the Journalism 14abcd class will have four to six student editors in charge of editing and uploading and updating content for the *Union* online. The computers needed for this task include laptops capable of handling the latest software we have, Final Cut Pro, so that professional quality videos can be produced for the *Union* online. Therefore, at least six Mac Pro laptops are needed with the speed and the capability to handle Web design, editing and creation.

The department will need to upgrade to either Adobe Creative Suite 4 (CS4) or, more likely, Adobe Creative Suite 5 (CS5). It is expected that CS5 will be out no later than September of 2010. When laptops are included in the number of computers the department currently has, this means a minimum of 50 licenses are needed for this upgrade, plus one complete copy of this software.

The department will also need to upgrade the operating system of all of its Apple computers. Currently, the department's computers are using OS X (Operating System 10), but Apple has already updated the operating system from Leopard to Snow Leopard. Snow Leopard fixes many of the incompatibility glitches inherent in Leopard. It's unclear whether the department needs to upgrade immediately to Snow Leopard or if it would be wiser to wait about a year to do a major update when CS5 is released. Again, though, when that upgrade is made, a minimum of 50 licenses and one copy of this software would be needed. Updates are vitally important if the program is to maintain its current technological advantage brought about by the new Journalism Center. Therefore, it's vital that the program be provided money on a yearly basis for updates of software and equipment.

With the expansion of the photojournalism program by adding the Journalism 6 course, there is a need to purchase two professional SLR digital cameras and corresponding lenses.

The department also needs to explore the possibility of creating and hosting its own Website for its online newspaper and its online magazine. There would be some expense involved in purchasing software for this purpose, as well as a domain name and perhaps even monthly maintenance costs for this site. The department currently uses a Website provided for

free by College Publisher. However, the College Publisher site is not only difficult for the students to use since it requires knowledge of HTML coding, there are also limits as to what can and cannot be done with this site. One of the main limitations is with advertising revenue. Currently, College Publisher provides advertising for the site and collects all profit generated by that advertising. The department ad manager could sell advertising for the Website, but this profit would go mostly to College Publisher and not to the department. While the site was a great idea when the contract was signed two years ago and it was the only way to launch the *Union* online, the future lies in creating and maintaining a private Website for the publications. Since the College Publisher contract does not expire until 2011, this is something to plan for and prepare for within the next few years.

The department also needs to take a look at its facilities. While these facilities are beautiful and currently adequate, the department needs a bit more space. One thing the department must do to keep up with the profession is podcasting and videocasting. Podcasting involves preparing audio news content similar to what could be listened to on the radio, although podcasting involves putting that audio cast on the Web. Since audio recording requires quiet rooms and quiet space, there is no area of the Journalism Center where this could occur. Although this space was requested when the planning began on the Journalism Center years ago, cost overruns during the Humanities Building construction and the reality of the square footage the Center could use meant that some things had to give. Therefore, the original idea for a separate room containing a space for radio podcasting as well as photography and video recording got cut out of the plans. This space, though, is something the department needs, but is uncertain how this space can be created because every cubicle in the Journalism Center is being used to its maximum. Therefore, it is recommended that when it comes to long-range planning, the Journalism Department professors discuss this with the Humanities Division dean to see if there is storage space or any area on the first floor near the Journalism Center that might be converted into a recording studio. If this space is not available on the first floor, perhaps it is available somewhere in the Humanities Building. If not there, perhaps the department could work with the college's TV and Film Department or its Audio/Visual area to create this sort of space.

Overall, the department is grateful for its fabulous Journalism Center, but knows that the future of the journalism profession is becoming increasingly Web-based and dependent upon technology and equipment. It is important, then, that the department make sure that it keeps up with the equipment, the facilities and the technology being used in the profession. The Journalism Center is currently cutting edge, but it will remain so only if there is a commitment from the Humanities Division and the college to keep it cutting edge. At one point, the space the department occupied in the Communications Building was also cutting edge. It is imperative that the department and its facilities, equipment and technology keep moving forward and that the department be provided the money to purchase, update and to maintain this hardware and software.

## **VI. Staffing**

### **A. Current Staffing**

This year (2008-2009), the department secured CTEA funding to hire two people to train the faculty and the students in the use of multimedia software and equipment. The students were also trained on InDesign and Photoshop, the software used to produce the *Union* as well

as to post photographs for the *Union* online. With all of the work required to run the department and the fact that the profession has become increasingly technology-based, it is vital to have someone come in every year at the beginning of each semester and train the editorial board members on the software they need to produce their publications.

## **B. Current Needs**

As has been mentioned previously, the department needs a part-time, non-certificated worker to be hired as Advertising/Business manager for all of its publications. This job is currently handled by a student worker who often leaves this post after one semester. The person who does this job is responsible for generating some \$20,000 a year for the college through advertising revenue. When this job is handled by a student worker for only one semester, it is impossible for this student to generate that kind of revenue. To generate that kind of revenue, someone needs to develop a rapport with advertisers, needs to go into the community to solicit advertisements and needs to have the training in advertising sales or at least an interest in advertising sales. This job is never going to be maximized by a temporary, one-semester student worker who is often overwhelmed with schoolwork, often doesn't completely understand the job until the last week of the semester and often takes on the job only to make a few extra dollars but has no real interest in advertising sales. Hiring a regular, part-time employee for this position would provide the continuity, the interest and the training needed to maximize the money this person could generate for the college. This person would work at least 20 hours a week during the 16-week semester as part of a permanent budget item for the department.

The department also needs a part-time, non-certificated worker to maintain the equipment in the Journalism Center as well as to train the students on its use. This person could work at least 10 hours a week during the 16-week semester as part of a permanent budget item for the department.

Now that the department has entered the digital age, program software needs will change on a yearly basis, so a temporary employee skilled in cutting-edge software applications used in the journalism profession will be needed at the beginning of each semester to provide expertise in training new editorial staff.

Cost estimates on the three positions above are provided in section VIII.

The department would also like to recommend that the college consider providing a chair for the department with a release time of at least 25 percent. As has been previously noted, it takes a great deal of non-teaching time to run this department and to run it well. A dedicated department chair position with a dedicated amount of release time would mean that the chairperson would have more time to dedicate to running the department efficiently.

## **C. Future Needs**

The Journalism Department expects that its new courses and its emphasis on Web-based journalism and technology will attract more students. When the department teaches its Journalism 14abcd, Multimedia Journalism course this Fall, it will be one of only 10 community colleges statewide offering this course. In fact, not all Cal State Universities currently offer this course. Teaching cutting edge journalism is expected to bring in more students. This Fall the department also welcomes its new full-time faculty member, so for the first time in two years, the department will have two full-time faculty members. This means that the department can once again host high school journalism contests and can once

again take a prominent role in high school and other recruiting efforts. These two things indicate that the department will likely grow its student base and may need yet another full-time faculty member within the next few years. Cost estimates for future needs are also detailed in section VIII.

## VII. Planning

### A. Internal and External Trends

Journalism is in a period of dramatic change. Loss of circulation, advertising and classified revenue has caused major cutbacks. GraphicDesigner.net/Papercuts, an online site that tracks and maps journalism job losses in the U.S., reports that as of June 1, 2009, 10,000 journalism jobs have been lost to layoffs and buyouts, and dozens of papers across the country have shut down. While traditional news outlets are struggling, a new era of journalism is emerging and is boosting enrollment at journalism schools across the country.

In April 2009, *Forbes* magazine stated that: “punishing times for journalism have been an unlikely boon for journalism schools. Would-be Woodwards and Bernsteins hiding out from the bad economy or learning new skills to compete stormed the admissions offices of top-tier programs last fall. Columbia, Stanford and NYU applications increased 38%, 20% and 6%, respectively, from the previous year. Same thing at state schools. The University of Colorado (up 11%), University of North Carolina (up 14%) and University of Maryland (up 25%) all saw gains.”

The Bureau of Labor Statistics estimates that by 2016, the number of positions for entry-level reporters and news anchors will increase by 2%, while those for experienced writers and editors will grow 10%.

The Bureau adds that: “Competition will continue to be keen for jobs on large metropolitan and national newspapers, broadcast stations and networks, and magazines. Job opportunities will be best for applicants in the expanding world of new media, such as online newspapers or magazines. Small, local papers and news stations also will provide greater job prospects for potential reporters. For beginning newspaper reporters, freelancing will supply more opportunities for employment as well. Students with a background in journalism as well as in other specific subject matter, such as politics, economics, or biology, will have an advantage over those without additional background knowledge.”

Given these projections, and considering the fact that state budget constraints are limiting access at the Cal State Universities that offer journalism education, it is likely that enrollment in our program will increase in the next five years. The program is poised to provide students with the training they need to develop new skill sets and to flourish both at the university level and in the world of professional journalism.

When it comes to print journalism, a study released by Alloy Media + Marketing in New York on July 1, 2008, found that students and faculty read and appreciate their campus newspapers. The survey found that 82% of students read their campus newspaper, with 63% stating that they read the entire newspaper. The survey found that 82% of faculty and staff also read the campus newspaper, with 76% of faculty reading the entire issue. Students tend to spend more than 13 minutes with the paper and faculty and staff spend more than 11 minutes reading the paper. The survey also showed that 82% of all students ranked the editorial content of the paper as important or as very important to the campus community. The survey showed that only 18% read the online edition of their campus newspaper either

alone or in conjunction with the print edition of the paper. The research was conducted using Alloy's 250 media markets throughout the U.S. This survey is great news for the future of campus newspapers because it shows that the entire campus community reads and embraces its student newspaper.

This department sees these as exciting times for journalism. There is still a need for traditional media, but we must also prepare for the new, Web-based technology. We see these changes to the profession not as something to fear, but as something to embrace. We see our students as the ones who will be creating a new way of disseminating information. We see our program and its Journalism Center perfectly positioned to maximize the educational opportunities for those eager to learn this profession. We see our program also poised via its new Multimedia Journalism course to train current South Bay professionals, like those at the *Peninsula News* who have already asked for this training. We believe that being one of only a handful of Southern California community colleges with a Multimedia Journalism course makes ours the destination program for those seeking out these new skills.

We are confident in the future of journalism because a democracy cannot survive without a free and robust press. So we are not afraid of the future and what it portends for journalism because we know that there will always be a place for people who can write news. Therefore, it does not matter if the way news is disseminated changes from print to digital, all that really matters is that our country will continue to need unbiased, fair reporting. We believe the future of the profession is strong and we believe that the El Camino College Journalism Department is perfectly poised to educate a new generation of journalists.

## **B. Direction of The Program In Five Years**

While the rapidly changing profession will impact the way we teach some aspects of journalism, solid news reporting will never go out of style. From its beginnings, the El Camino College Journalism Department has been known for its ability to provide our students with a foundation in the basics of good interviewing, reporting, editing and writing. We plan to build upon these basics and hope to add the following in the next five years:

- Hire a part-time employee who will serve as Advertising Manager/Business Manager for the publications. This employee will provide consistency and continuity to an area that is frequently left after one semester when a student worker transfers to another college.

- Hire a part-time laboratory technician to keep all of the computers in the Journalism Center running efficiently and properly. This technician can also train students on the use of the hardware and software as well as handle emergency repairs.

- Hire a temporary employee at the beginning of each semester to spend up to 20 hours training the editorial board students on the software needed to produce the publications.

- Update software, including an update of the Adobe CS3 software as well as an update of the Mac OS X operating system.

- The department will continue to develop the online *Union* Website. We hope to improve the use of social networking sites and our interactivity with readers to improve coverage and increase readership.

- Create a Journalism Department Website that includes a list of all faculty, all courses being taught and all syllabuses, homework, lecture notes and other materials for these



courses. This site would also link the students to the *Union* Website and vice versa so that there is traffic between both.

- Create and host the *Union* Website. College Publisher is the for-profit company that provides the course management system and Web hosting for free, in exchange for complete control of all site ad space and revenue. While this company was once widely recognized as the industry standard, most programs are moving away from this vendor as technological advances make it easier for journalists to create and maintain their own sites. Once the current contract with College Publisher expires, the department will investigate ways to design and create its own *Union* site to regain control over ad space and revenue. It is believed that this will enable the site to generate income as well as to help students learn about online advertising.

- Create an Entrepreneurial Journalism course that melds the traditions of journalism with good business practices. This will enable students to build competence with the tools of print, broadcast and online storytelling while developing management and marketing skills.

- Purchase new equipment including laptop computers, digital cameras, digital camcorders, digital voice recorders, microphones and whatever other equipment is needed to maintain the integrity of the program.

- Revive the journalism program on the Compton campus and get students producing a small newspaper there for that campus. The full-time faculty at El Camino is eager to work with the faculty and students at The Compton Center to establish a newspaper for the campus community. This could be done relatively easily with however many students are interested in journalism. The paper could start as a four-page to eight-page tabloid that could come out once a month or bi-monthly to start. El Camino journalism students and faculty could work with Compton Center students and faculty to design a template for their newspaper and then train them on how to produce the paper. The Compton Center deserves its own newspaper to serve as its own voice for its community. This newspaper should be produced by Compton Center students and advised by a Compton Center faculty member. The El Camino College Journalism Department is happy to do whatever it can to make this happen.

- Create and maintain a journalism department FaceBook page and Twitter account to use for outreach, recruitment and networking. These types of pages will also create an instant, online archive of the working history of the program.

- Create an alumni newsletter. We have lists of dozens of our alumni, many currently in the profession, who would love to reconnect via a newsletter. We could produce this either in print or electronically as a way to keep our alumni involved in our program.

- Establish an editors' training camp at El Camino for Southern California journalism students who want to be trained in the basics of journalism. Our faculty and alumni could run this camp and provide a weeklong training seminar.

- Secure an independent online archiving service/site and move all digital archives to that site, regaining sole control over previously published content.

### **C. Goals and Objectives Of The Program**

The mission statement of El Camino promises to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. Since its beginnings, the Journalism Department has been offering a quality educational program designed to help its students succeed. Our program has

launched the journalistic careers of hundreds of students of all diversities. The college's mission statement has, therefore, always been the department's mission statement. With our new Journalism Center and the new, full-time faculty member ready to join our program in Fall 2009, the Journalism Department is poised like never before to provide students with the skill sets and the experience they need to be successful in this new world of journalism.

The Journalism Department has aligned its goals and objectives with the college's Strategic Initiatives. The first of these Strategic Initiatives is to provide excellent educational and student support services. The Journalism Department's faculty advisers are in the Journalism Center working one-on-one with students throughout the school week. In the classroom, they are constantly teaching, training and guiding students to become excellent journalists. In 2000, the department became one of the first to begin teaching courses online so that students had yet another instructional delivery method available to them. Its new facilities, smart classrooms and *Union* online Website allow the program to increasingly support and enhance student learning by using a variety of instructional delivery methods and services. The department advisers get to know journalism students individually so that they can assist students with their unique needs and help them overcome whatever challenges they face. That level of interaction allows advisers to see where individual students need assistance to help ensure their success. Knowing the students and their situations makes it easier to guide them to the services they may need, such as EOP&S, the Writing Center, the Health Center, Puente, Honors Transfer Program, financial aid and more.

The Journalism Department creates and maintains strong relationships with regional media outlets, high schools, colleges and universities. These relationships give the department's faculty a way of providing work experience through internships, recruiting efforts through outreach, and networking opportunities through workshops and collaboration with other community college journalism programs.

Another Strategic Initiative is to support self-assessment, renewal and innovation. The Journalism Department has created SLOs to be used in the assessment of the programs and its services. This Program Review is one way of assessing what is being done and using research to determine the most effective way of moving the program forward.

The program is in a state of renewal with its Journalism Center and an enthusiastic full-time faculty member ready to join it in Fall 2009. The program is innovative in launching the Multimedia Journalism course in Fall 2009, which makes it one of only a handful of Southern California community colleges offering such a program. The faculty meets with members of the department's Professional Journalism Advisory Board at the beginning of each semester to discuss the trends in the profession and to ascertain what can be done to keep the program up-to-date and innovative.

The final Strategic Initiative is to modernize infrastructure to support quality services. The Journalism Department is one of the first programs on campus to have benefited from the on-going campus wide infrastructure modernization project. It is well positioned to utilize technological advances to improve classroom instruction, services to students, and employee productivity. The Journalism Center and all of its technological advances will allow the program to swiftly embrace the new, 21<sup>st</sup> century journalism and to serve as a training ground for this generation's multimedia journalists.

## **VIII. Conclusion and Summary**

## **A. Prioritized Recommendations and Needs**

The El Camino College Journalism Department is an honored program that is recognized in the nation, the region and the state. With the retirement of Jolene Combs in January 2008, the department has been run by a sole full-time professor. Despite the fact that this professor has not been able to keep up with the workload of the department as well as she would have liked, the program has moved into new facilities that seemed to give it a boost during this time of transition. The new facilities have allowed the department to expand its curriculum to include the Multimedia Journalism course that is Web-based. With the recent hiring of a full-time faculty member who will join the department in Fall 2009, the program is poised to continue its tradition of excellence and embrace the new Web-based journalism.

Therefore, the Journalism Department's overarching goal continues to be maintaining the integrity of the program by giving students a solid foundation in the basics of newsgathering, reporting, editing, writing, Associated Press style, libel and ethics, preparing them for employment opportunities in the many fields related to journalism.

In order to better facilitate the program's cycle of continuous improvement, the department has adopted the following short-term objectives:

1. Hire a part-time employee to serve as Advertising/Business manager and run the print and the online advertising sections of the publications. This person will work at least 20 hours a week during the semester.
2. Hire a part-time employee to maintain the computers and equipment in the Journalism Center and train the students on the use of this equipment. This employee will also be responsible for checking out equipment when faculty members are in class or otherwise not available. This person will work at least 10 hours a week during the semester.
3. Continue to provide updated equipment and technology so that students keep up with the technological advances in the profession. This means immediately purchasing such equipment as 10 new laptop computers, two professional SLR digital cameras, 20 digital cameras, 20 digital recorders, 20 digital video camcorders, 20 microphones and one professional video recorder. By late 2010, purchase at least 50 copies of Adobe Creative Suite 5 and at least 50 copies of the updated Mac OS X system. After these purchases are completed, update and add equipment and software as needed.
4. Hire a temporary employee to train the editorial board members on the software needed to produce the publications. This person, likely a former student who is now a professional, would provide up to 20 hours of training at the beginning of each semester.
5. Find a small room in the Humanities Building for podcasting and videocasting. This room would need some soundproofing as well as one computer and printer, or, at a minimum, access to the Journalism Center's computer network server and an Internet connection.
6. Create a department chair position for the Journalism Department with a dedicated release time of at least 25 percent.

As part of its long-range planning, the journalism program anticipates that the addition of a new full-time faculty member and the development of new courses will produce

increased interest and enrollment in the program. Consequently, the department envisions the following objectives to complement its immediate ones above.

1. Develop the *Union* online Website by providing updated and continual coverage as well as creating interactive outlets on the site to attract students. Arrange promotional activities on campus to get students interested in the site. Plan for the future of this site by exploring the option of managing and creating a Website once the College Publisher contract expires in 2011.
2. Expand the Journalism Department's Website so that it is comprehensive and includes all faculty, all courses and detailed information about the courses like homework and syllabuses.
3. Create new courses that emphasize multimedia reporting as well as meld journalism courses with English, political science and other courses of study.
4. Provide outreach to the community with a newsletter to department alumni, an editors' training camp for Southern California journalism students and a presence on FaceBook and Twitter.
5. Revive the Compton Center journalism program by helping to create a newspaper produced by Compton Center students and advised by Compton Center faculty.
6. Hire another full-time professor to teach journalism and photojournalism. This could be advertised as a journalism/photojournalism opening.
7. Create a Journalism Department Chair position with at least a dedicated 20 percent release time for handling departmental work.

## **B. Estimated Costs and Expenditures**

The Humanities Division's Plan Builder Goals for the 2009-2010 fiscal year include estimates of some of these prioritized items. Here are estimates of the cost of each of the items above in the order they are listed above:

### **Short-term Needs**

1. Hire a part-time employee to serve as the department's Advertising/Business manager. This employee would work at least 20 hours a week for the entire 16 weeks of each semester, for a total of at least 32 weeks a year. This non-certificated budget position is estimated to cost \$10,000 a year.
2. Hire a part-time employee to serve as a lab technician for the Journalism Center. This person's duties would include maintaining all equipment in the Journalism Center, training students on this equipment and checking out equipment when a faculty member is not present. This person will work at least 10 hours a week during the entire 16 weeks of each semester, for a total of at least 32 weeks a year. This non-certificated budget position is estimated to cost \$6,500 a year.
3. Here is a breakdown for each of the equipment items requested with tax included in the cost of each item:
  - The 10 laptops are estimated to cost \$3,000 each, for a total of \$30,000.
  - The two professional SLR digital cameras and necessary lenses and flash are estimated to cost \$8,000 total.

- The 20 digital point-and-shoot cameras are estimated to cost \$250 each, for a total of \$5,000.
  - The 20 digital voice recorders are estimated to cost \$110 each, for a total of \$2,200.
  - The 20 microphones and microphone cases are estimated to cost \$60 each for a total of \$1,200.
  - The professional HD video recorder is estimated to cost \$5,000.
  - The 50 copies of Adobe Creative Suite are estimated to cost \$200 for each license and \$1,500 for the original copy, for a total of \$11,300.
  - The 50 copies of the updated Mac OS system are estimated to cost \$100 each for a total of \$5,000.
4. Hire a temporary employee to train the students on the use of the software for the publications. This person would work up to 20 hours at the beginning of each semester. Since this is a specialized position, this person would make \$20 an hour, for a total of \$800 for the year.
  5. The cost of setting up the podcasting and videocasting room is uncertain. This space would need to have access to the Internet as well as to the Journalism Department's computer network server, so it may need to be fitted for both. It would also need some soundproofing. The cost estimate is \$500, but it would depend on the size of this space as well as its current wiring and networking access.
  6. The cost of a dedicated Journalism Department chair position with a 25 percent release time would likely mean that a part-time person would take on one class a semester. Therefore, the cost would depend upon the salary paid to the adjunct instructor.

### **Long-range Objectives**

1. It is uncertain what it would cost to maintain a Website for the *Union* online and *Warrior Life* online. Costs could be practically nothing, depending upon the Web platform used. It is believed that there would be a monthly fee to maintain the site, with \$30 a month a relatively common fee. Therefore, \$360 a year is the estimate.
2. Update and maintain the software, hardware currently owned by the department as well as regularly add new equipment to the department. This would be an annual cost that would likely range from \$5,000 a year to upwards of \$20,000 a year depending upon the equipment and the updates needed.
3. A newsletter for alumni could cost about \$400 a year.
4. A training camp for Southern California journalism students would pay for itself since the students would be charged whatever it costs for facilities, faculty, speakers, equipment, food, etc.
5. Reviving the Compton Center's journalism program by producing 10 issues of the newspaper each semester at a cost of approximately \$500 an issue. If 20 issues are produced a year, the estimated cost is \$10,000.
6. Hiring a full-time professor would cost in the neighborhood of \$77,000 a year (Class II, Step 6, plus benefits).

In conclusion, this examination shows that the Journalism Department is providing a quality education for its students while meeting the goals and the objectives of the college. The department is training students to become the journalists and the journalism leaders of the future. Last March, at the Journalism Association of Community Colleges annual convention in Sacramento, the journalism program won the association's prestigious Pacesetter Award, given by the JACC to only five of the 55 California colleges attending the convention. This distinction indicates that the college's journalism department has been acknowledged as a model program for the other colleges in the organization. In addition to the Pacesetter Award, the *Union* newspaper and the *Warrior Life* magazine each won a General Excellence Award. Fourteen individual awards, furthermore, were given to current or former members of the *Union* and *Warrior Life* staffs. These successes provide very tangible evidence of the department's status as one of the preeminent programs in California scholastic journalism.

Yet its numerous successes could not be achieved or sustained without the support of the college board of trustees, the president, the vice presidents, the Humanities Division dean, the faculty and the staff. The campus community recognizes the importance and the value of vibrant student-produced publications and for this, the department is most grateful.

This is a program with a long and a proud tradition of excellence that is on the right path to maintain that tradition and to continue to be a leader on the national stage. With a new full-time professor set to join the program in Fall 2009, two new courses to be offered, and the continued support of the campus community, this department is poised to lead community college journalism into the 21<sup>st</sup> century.

## Journalism Department 2009 Advisory Committee Members

Jim Benning, co-founder and editor of Worldhum.com, a travel website

Beto Duran, reporter for ESPN Radio

Colleen Farrell, Media Relations Specialist

Stefanie Frith, of the *Desert Sun* and *USA Today*

Cynthia Furey, copy editor of *Dealernews*

Dennis Johnson, editor-in-chief of *Dealernews*

Gary Kohatsu, editor-in-chief of the *Gardena Valley News*

Sylvia Masuda, design editor of the *Los Angeles News Group*

Karen Robes Meeks, reporter for the *Long Beach Press-Telegram*

Robert Meeks, videographer and online editor for the *Long Beach Press-Telegram*

Jill Reed, design editor of the *Orange County Register*

Marcy Santana, managing editor of *Wave Newspapers*

Wally Skalij, photographer for the *Los Angeles Times*

Susan Valot, news reporter for KPCC radio

Tom Clanin, journalism professor at Cal State Fullerton

# **Journalism Department Alumni in the Profession**

**Alameda Journal:** Jeff Mitchell, editor-in-chief

**Daily Breeze:** Stephanie Walton, Matt Lopez

**The Denver Post:** Paul Soriano, online news producer

**The Desert Sun and USA Today correspondent:** Stefanie Frith

**Long Beach Press-Telegram:** Karen Robes, Robert Meeks

**Orange County Register:** Jill Reed, Lalyan Conneley, Damian Calhoun

**Los Angeles Times:** Eric Stephens, Houston Mitchell, Wally Skali

**Midland Reporter-Telegram, Midland, Texas:** Courtney Bacalso

**The New York Times:** Beatrice De Gea

**The Paradise Post, Paradise, Calif.:** Jeffrey Larson

**San Diego Union-Tribune:** Jennifer Vigil

**San Gabriel Valley Tribune:** Sylvia Masuda

**Washington Post:** Jason Reid

**The York Dispatch, York, Penn.:** Kathy Stevens

**Beach Reporter:** Michael Hixon, Jennifer Evans

**Easy Reader:** Anna Mavromati, Ray Vidal

**Gardena Valley News:** Gary Kohatsu, editor-in-chief

**Investors Business Daily:** Juan Arancibia

**Palos Verdes Peninsula News:** Rebecca Villaneda

**Wave Newspapers:** Marcy Santana, managing editor

**News Services:** Terri Vermeulen Keith, City News Service  
Shoko Kuno, Washington correspondent for JiJi Press, Japan



**Magazines:** Dennis Johnson, editor-in-chief of Dealernews  
Cynthia Furey, copy editor of Dealernews  
Lindsey Kamrath, the American Kennel Club Magazine in New York

**Public Relations:** Melinda Gann, KOCE-TV  
Ann Fehil O'Brien, Torrance Memorial Hospital  
Crystal Lafata, Live Nation  
Derrick Deane, AEG Live  
Gabriela Raguay, BRAINtrust Marketing, Las Vegas  
Mark Ryan, vice president, marketing, Disney  
Marion Saffery, USC Annenberg  
Liz Guiting, Fandango  
Gary Gomez, Los Angeles Galaxy  
Colleen Farrell, Media Relations Specialist

**Broadcast Media:** Lauren Sanchez, anchorwoman, Fox 11 News  
John DeHart, assistant producer, Fox Sports-Net  
Mahelda Rodriguez, executive producer, KDTV Univision, San Francisco  
Susan Valot, KPCC  
Beto Duran, ESPN Radio

**Video:** Beny Levy, Knowledge Adventure

**Art:** George Huante

**Web:** Michael Yessis and Jim Benning are co-founders of worldhum.com, a travel website  
Branimir Kvartuc founded eppicsurf.com, a website for photojournalists, after working for the Associated Press

**Professors:** Louie Dioso, Banning High School  
Stefanie Frith, ECC and Glendale College  
Rebecca Hare Frank, Carson High School  
Rhonda Guess, Los Angeles City College  
Gary Kohatsu, ECC  
Mike McAvin, Mira Costa High School  
Kate McLaughlin, ECC and Cerritos  
Mike Yessis, UCLA extension  
Matthew Zimmerman, Missouri School of Journalism



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Journalism 6, Section 6834, Basic  
Photojournalism, Monday, 1 to 2 p.m.

Journalism 7ab, Section 6835, Advanced  
Photojournalism, Friday, 11 a.m. to noon  
Shoot for the student publications!!



## **Launch your career in journalism this fall!**

### **Enroll NOW in any of the following courses and begin a career you'll love!**

Journalism 1, Section 6827, News Writing and Reporting, MWF, 10:30 to 11:30 a.m.  
Journalism 1, Section 6828, News Writing and Reporting, TTh, 9:30 a.m. to 12:30 p.m. for only the first eight weeks of the fall semester!  
Journalism 1, Section 6829, News Writing and Reporting, W, 6 to 9:10 p.m.  
Journalism 3, Section 6832, Advanced Reporting and News Editing, TTh from 1 to 4:10 p.m. for only the first eight weeks of the fall semester!  
Journalism 9, Section 6837, Magazine Editing and Production, F, 10:30 to 11:30 a.m.  
Journalism 11, Section 6838, Newspaper Publication, MWF from 11:45 a.m. to 12:45 p.m. This class produces our nationally recognized Union newspaper!

**NEW THIS FALL!!! Journalism 14, Multimedia Journalism, M lecture, 1:30 to 3:35 p.m. and Tues lab, 2 to 5 p.m. Learn everything about Web-based journalism!**

# N E W S

El Camino College | Public Relations & Marketing Department  
16007 Crenshaw Blvd., Torrance, CA 90506  
**Contact: Ann M. Garten, Director, Community Relations**  
**Telephone: (310) 660-3406 | E-Mail: [agarten@elcamino.edu](mailto:agarten@elcamino.edu)**

**For Immediate Release**

**April 6, 2009**

## **El Camino College Journalism Program Wins Prestigious “Pacesetter” Award**

For the first time in nine years, the El Camino College journalism program won a Pacesetter Award at the recent Journalism Association of Community Colleges (JACC) annual convention in Sacramento.

“I had a great time working with the students,” said Lori Medigovich, journalism professor and adviser to the *Union*. “They did an amazing job winning so many awards and winning the Pacesetter for the first time since 2000. I could not be more proud.”

The Pacesetter, given to colleges that “set the pace” for the rest, was awarded to only five of the 55 California colleges attending the convention. Participating colleges brought more than 600 students and faculty to the convention that included dozens of workshops covering all aspects of journalism as well as on-the-spot writing, editing, designing, and photography competitions.

The JACC 2009 convention was an opportunity for students to attend more than 70 workshops, network with professionals and compete in journalism-related contests.

In addition to the Pacesetter Award, El Camino College’s *Union* newspaper and *Warrior Life Magazine* each won a General Excellence Award. Fourteen other awards were given out to current and former members of the *Union* and *Warrior Life* staffs.

On-the-spot awards won by El Camino College students are as follows: first place Broadcast News Writing, Aaron Dobruck; honorable mention Copy Editing, Megan Taros; first place Feature Story, Suzy Brown; fourth place Sports Photo, Filip Jerzycke; and first place Sports Story, Nick Ingram.

The mail-in awards won by *Warrior Life* include: first place for Magazine Feature, Pearl Sheets; second place for Magazine Opinion Story, Miyu Kataoka; and honorable mention for Magazine Opinion, Monique Long.

Mail-in awards won by the *Union* are: honorable mention Column Writing, Megan Taros; third place Critical Review, Aaron Dobruck; fourth place Editorial Cartoon, Fred Kim; third place Illustration, Fred Kim; fourth place Inside Page Layout, *Union* staff; and honorable mention Profile Feature Story, Jose Benito Garcia.

“We are journalist for the *Union* newspaper, but our experience at this recent JACC made us that much more of a union,” said Miyu Kataoka, editor-in-chief of the ECC student newspaper. “We had a lot of fun and we became a better journalists through attending workshops and competitions.”