

# Report of On-Site Evaluation

ACEJMC  
Undergraduate program  
2015– 2016

Name of Institution: **California State University, Northridge**

Name and Title of Chief Executive Officer: **Dianne F. Harrison, President**

Name of Unit: **Department of Journalism**

Name and Title of Administrator: **Linda Bowen, Chair**

Date of 2015 - 2016 Accrediting Visit: **February 7-10, 2016**

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: **February 21-24, 2010**

Recommendation of the previous site visit team: **Re-accreditation**

Previous decision of the Accrediting Council: **Re-accreditation**

Recommendation by 2015 - 2016 Visiting Team: **Re-accreditation**

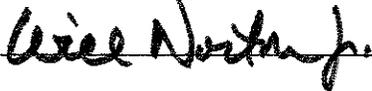
*Prepared and submitted by:*

## Team Chair

Name and Title: **Will Norton, Jr.**

Organization/School: **Professor and Dean, Meek School of Journalism and New Media, U. of Mississippi**

Signature \_\_\_\_\_

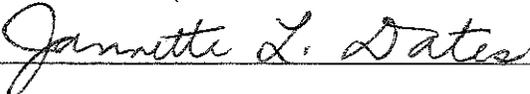


## Team Members

Name and Title: **Jan Dates**

Organization/School: **Professor and Dean Emeritus, Howard University**

Signature \_\_\_\_\_



Name and Title: **Peter Debreceeny**

Organization/School: **Consultant, Gagen MacDonald LLC**

Signature \_\_\_\_\_



Name and Title: **Diane McFarlin**

Organization/School: **Professor and Dean, College of Journalism and Communications, U. of Florida**

Signature \_\_\_\_\_



Name and Title:

Organization/School:

Signature \_\_\_\_\_

## PART I: General information

**Name of Institution:** CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

**Name of Unit:** DEPARTMENT OF JOURNALISM

**Year of Visit:** 2016

### 1. Check regional association by which the institution now is accredited.

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

### 2. Indicate the institution's type of control; check more than one if necessary.

- Private
- Public
- Other (specify)

### 3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

Founded in 1958 as San Fernando Valley State College, California State University, Northridge (CSUN) is part of a 23-campus California State University system with more than 460,000 students and 47,000 faculty and staff. In 1961, the Donahoe Higher Education Act of 1960 established the "California State Colleges" as a system with a Board of Trustees and a Chancellor. It followed the recommendations of "A Master Plan for Higher Education in California, 1960–1975."

The Donahoe Act assigned different functions to the University of California, the California State Colleges and the California Community Colleges. The primary function of the State Colleges was broadened to include undergraduate and graduate instruction in the liberal arts and sciences, in applied fields and in the professions; doctoral degrees were authorized if offered jointly with the University of California. Subsequently, state Senate and Assembly bills in 2005 and 2010 authorized doctoral degree programs in educational administration, physical therapy and nursing practice.

See additional information at <http://www.calstate.edu/PA/info/milestones.shtml>

### 4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

- Yes
- No

**If yes, give the date of the last accrediting visit:** 2010

**5. When was the unit or sequences within the unit first accredited by ACEJMC? 1967**

**6. Here is the unit's mission statement. First adopted in 1997, it was revised in 2012 during the strategic planning process to include new vision statements for students, faculty and the Department:**

Program Mission

The Department of Journalism strives to prepare its students to become well-educated, principled citizens who are capable of initiating careers as skilled journalists, public relations practitioners and other related communication professionals.

Vision Statements

- Vision 1 / STUDENTS:

Learn to be excellent writers and communicators who tell factual stories in a variety of forms and platforms for diverse publics and whose work reflect creativity, innovation, analytical thinking, ethics and democratic values.

- Vision 2 / FACULTY:

Innovate to produce excellence in teaching, research, service and creative activities.

- Vision 3 / DEPARTMENT:

Foster culture of collaboration among students, faculty, staff, alumni and diverse communities to become a resource, a town square, a network for those interested in journalism.

**7. What are the type and length of terms?**

Semesters of 16 weeks

Summer sessions of 6-12 weeks

**8. Check the programs offered in journalism/mass communications:**

Bachelor's degree

Master's degree (not accredited by ACEJMC)

Ph.D. degree

**9. List the specific degrees being reviewed by ACEJMC.** Bachelor of Arts in Journalism

**10. Credit hours (called units at CSUN) required by the university for an undergraduate degree:**

120 semester units

**11. Give the number of credit hours students may earn for internship experience.** 3 semester units

**12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.**

The Department does not have rigid sequences or specialties. It offers emphases or concentrations to students who prefer to follow a particular area of study and as an advisement tool, as noted below. In 2009/10, in response to administrative concerns about enrollment in certain emphases, such as “newspaper” or “photojournalism,” Department faculty opted to track majors into a “general” designation. This administrative move benefited the Department in at least two ways: 1) it was able to better manage enrollment without worrying about having to eliminate what was seen as low-enrolled “emphases,” and 2) it provided a mechanism for broadening student options for course selection.

This larger change to “general” was especially helpful in integrating multimedia options in areas where curriculum and instruction were lacking. Rather than adhere strictly to a prescribed set of classes, students may customize their upper division course work. For example, “print” students are advised to take JOUR 325: Television News Techniques, so they can learn how to shoot and edit video. “Magazine and Freelance” students are encouraged to take JOUR 340: Principles of Public Relations, so they can learn about marketing and branding concepts.

**13. Number of full-time students enrolled in the institution:** 28,977 in Spring 2015.

**14. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):** 771 in Spring 2015; 854 in Fall 2014.

JOURNALISM DEGREE “OPTION,” UNDERGRADUATE MAJORS		
EMPHASIS	2015*	2014*
Journalism	149	162
Broadcast	188	186
General Emphasis	223	332
Magazine	39	42
Newspaper	11	11
Photojournalism	21	23
Public Relations	115	98
<b>TOTAL</b>	<b>746</b>	<b>854</b>

\* These data are somewhat misleading since the Department shifted from a strict adherence to “emphases” or “concentrations.” See No. 12 above for explanation. Also, note the totals in No. 14 are different because the table shows the academic year averages.

**15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (\* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)**

ENROLLMENT IN SKILLS CLASSES	SPRING 2016*	FALL 2015
J.110 / Writing, Reporting, and Ethics I	19	20
	16	20
	18	18
	15	20
	N/A	19
	N/A	19
	N/A	10
J.210 / Writing, Reporting, and Ethics II	20	21
	19	21
	20	20
	19	19
	17	20
	N/A	N/A
	N/A	N/A
J.310 / Writing, Reporting, and Ethics III	18	20
	19	20
	19	20
	19	20
J.315 / Reporting for Broadcast	18	20
	19	20
	12	19
	N/A	18
J.325 / TV News Techniques	18	20
	19	20
	15	11
J.330 / Editing	18	20
	19	15
J.331 / Graphics	20	20
	20	20
	19	21
J.335 / Writing, Producing, Editing TV News	20	21

	19	20
	N/A	N/A
J.341 / Writing and Editing for Public Relations	19	19
	19	20
	N/A	18
J.350 / Photojournalism	20	19
J.395B / Broadcast Practicum**	25	24
	19	22
J.397A / Newspaper Practicum	5	2
J.397B / Newspaper Practicum**	35	32
J.398B / Public Relations Practicum**	20	20
	18	20
J.410 / Investigative Reporting	19	20
J.415 / Reporting for TV News	18	19
	20	15
J.440 / Public Relations Techniques**	40	34
J.445 / Advanced Television News	20	22
J.450 / Advanced Photojournalism	N/A	9
J.455 / Documentary Photojournalism	14	N/A
J.460 / Magazine Journalism	21	N/A
J.474 SLJ / Spanish-Language Media Writing	23	N/A
J.494 / Internship**	19	19
J.495 LF / On Point	22	15
J.495 DME / Digital Media Entrepreneurship	21	N/A
J.495 MAM / Muslims and the Media	N/A	23
J.495 SLT / Spanish-Language Television	18	N/A
J.495 NM / New Media: Data Journalism	N/A	15

*\*NOTE: For at least the last three years, the University has not admitted any first-time freshmen or transfer students for spring semesters. The exceptions: veterans, graduate and International students.*

*\*\*Some skills courses are not capped at the 20-1 ratio: All journalism students must take one of three practicums. These include supervised work in student media production, such as The Sundial (J.397A, B), KCSN News (J.395B), and the Public Relations campaigns class, Agency 398 (J.398B). Other courses exceeding the ratio include J.440, Public Relations Techniques in which students produce campaigns, and the Internship course, J.494. In addition, some classes during the self-study year listed above may have had two or three more students. This likely was a result of accommodating students who were scheduled to graduate or who were dis-enrolled by the University's Admissions and Records for missing tuition payments.*

**16. Total expenditures planned by the unit for the 2015 – 2016 academic year: \$2,117,828\***

**This figure includes projected:**

- **personnel expenses (faculty, staff salaries and benefits): \$2,065,828**
- **operating expenses (supplies, equipment, faculty travel, services): \$52,000**

**Percentage increase or decrease in three years:** 47 percent increase (this includes one-time increased allocation of operational expenses for facility upgrades, new tenure-track faculty additions and restored general salary increases in union contracts).

**Amount expected to be spent this year on full-time faculty salaries:** \$1,104,583.

**17. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.**

FULL-TIME FACULTY 2014-15	RANK
Lori Baker-Schena (retired in 2014)	Associate Professor
José Luis Benavides	Professor
Elizabeth Blakey (Martinez)	Assistant Professor
Stephanie Bluestein	Assistant Professor
David Blumenkrantz*	Associate Professor
Linda Bowen*	Associate Professor
Marcella De Veaux	Associate Professor
Jim Hill	Associate Professor
Taehyun Kim	Associate Professor
Melissa Wall	Professor
ON LEAVE	
Jéssica Retis-Rivas	Associate Professor
FACULTY EARLY RETIREMENT**	
Rick Marks	Associate Professor
Cynthia Rawitch	Professor
Maureen Rubin	Professor

\* Professors Blumenkrantz and Bowen were promoted to full professor, beginning in 2015/16 academic year.

\*\* Full-time faculty in various stages of the Faculty Early Retirement Program, in which they are allowed to teach part-time for two semesters or full-time for one after they officially retire. Marks taught in Spring 2015, while Rawitch and Rubin were on special assignments for the Provost's Office in both semesters.

**18. List names of part-time/adjunct faculty teaching at least one course in Fall 2015. Also list names of part-time faculty teaching Spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)**

SPRING 2015	FALL 2015	SPRING 2016*
Aron Bender	Aron Bender	Sandy Banks
Scott Brown	Scott Brown	Aron Bender
Henrietta Charles	Christopher Cathcart	Scott Brown
Rory Cohen	Henrietta Charles	Christopher Cathcart
Jeffrey Duclos	Rory Cohen	Henrietta Charles
Bobbie Eisenstock	Darlene Donloe	Darlene Donloe
Jose F. Franco	Jeffrey Duclos	Jeffrey Duclos
Keith Goldstein	Bobbie Eisenstock	Bobbie Eisenstock
Richard Hendrickson	Sahar El Zahed	Sahar El Zahed
Michael Hoffman	Jose F. Franco	Jose F. Franco
Jens Koepke	Keith Goldstein	Keith Goldstein
Stanley Landes	Todd Henneman	Michael Hoffman
Stacy Long	Michael Hoffman	Jens Koepke
Brenda Lynch	Ana Kasparian	Jennifer Langlois
Gretchen Macchiarella	Jens Koepke	Stacy Long
Debra Mark	Stanley Landes	Gretchen Macchiarella
Julio César Ortiz	Stacy Long	Julio César Ortiz
Anayansi Prado	Brenda Lynch	Robert Rawitch
Bob Rawitch	Gretchen Macchiarella	Ezra Shapiro
Freya Rojo	Denys Nazarov	Ann Simmons
George Sanchez-Tello	Bob Rawitch	Bill Thomas
Ezra Shapiro	Freya Rojo	Sally Turner
Ann Simmons	Ezra Shapiro	Zoe Walrond
Bill Thomas	Bill Thomas	Tim Whyte
Terri Thuyente	Terri Thuyente	Chris Wilson
Sally Turner	Sally Turner	
Tim Whyte	Tim Whyte	
Chris Wilson	Chris Wilson	

\* The list of part-time faculty teaching in Spring 2016 has been updated.

**19. Schools on the semester system:**

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

Academic Year	Total Graduates	72 or more semester hours outside of journalism and mass communication*	Percent
2014/15	238	238	100
2013/14	193	193	100

\* CSUN Department of Journalism has not yet adopted the 72 hour/rule, choosing to adhere to the 80/65 rule during curriculum revision. For a more detailed explanation, see Standard 2. Curriculum and Instruction.

## A Brief History

Before the 20th century, settlements in the San Fernando Valley were limited by the necessity of avoiding winter floods and need for year-round water sources to sustain communities through the dry summer and fall months.

In November 1913 water was available in the San Fernando from the Los Angeles Aqueduct and real estate development boomed.

In the early 20th century, motion pictures, automobiles, and aircraft led to further population growth. World War II production and the subsequent postwar boom accelerated this growth so that between 1945 and 1960, the Valley's population quintupled.

An earthquake measuring 6.7 on the magnitude scale, struck on January 17, 1994. It produced the largest ground motions ever recorded in an urban environment and was the first earthquake since 1933 to have its epicenter directly under a U.S. city. It caused the greatest damage in the United States since the San Francisco earthquake of 1906. Although given the name "Northridge," the epicenter was in the community of Reseda. The death toll was 57 and more than 1,500 people were seriously injured. About 12,500 structures were moderately to severely damaged, thousands were left homeless. Moreover, several major freeways serving Los Angeles were damaged, slowing and limiting traffic.

Every building on the campus sustained major damage and some were destroyed. As a result, the department, its offices, classrooms, labs and student media facilities were given temporary homes in some of the 350 trailers moved to campus to recreate the university. Much of the department's equipment also was destroyed, including television and still cameras, computers, the stat camera and editing bays.

Despite the catastrophe, the university reopened one month after the earthquake. Classes began just two weeks after the scheduled start of the Spring 1994 semester. KCSN News was on the air within 48 hours of the deadly temblor, broadcasting crucial information to the San Fernando Valley using borrowed equipment in a tent on the baseball field. *The Sundial* reported, photographed and published a special issue using the facilities at California State University, Los Angeles and UCLA. Newspaper production resumed on campus with the start of classes and continued uninterrupted in trailers throughout the recovery period. *Valley View*, the cable news program, also resumed production in trailers (and in at least one professor's garage) despite the fact that the set was in an inaccessible building.

While the department coped with the day-to-day problems of teaching and learning in temporary and less-than-ideal circumstances, it also made plans for a better future.

## The California State University

The California State University system developed from a normal school that was taken over by the state in 1862, moved to San Jose and renamed the California State Normal School; over time it became San Jose State University. A southern campus of the California State Normal School was created in Los Angeles in 1882.

In 1887, California was eliminated from the name of the schools. Later Chico (1887), San Diego

(1897), and other schools became part of the State Normal School system. In 1919, the State Normal School at Los Angeles became the Southern Branch of the University of California; it is now the University of California at Los Angeles. In 1921, the State Normal Schools were renamed State Teachers Colleges and identified by their city names plus the word "state" (e.g., "San Jose State," "San Diego State," "San Francisco State").

In 1935, the State Teachers Colleges were made State Colleges, with a full four-year liberal arts curriculum. They were administered by the California State Department of Education in Sacramento.

Campuses in Los Angeles, Sacramento and Long Beach were added from 1947 through 1949. Seven more schools were established between 1957 and 1960, and six more after 1960, bringing the total to 23.

Today the campuses of the CSU include comprehensive university and polytechnic universities along with the only maritime academy in the western United States.

The CSU confers more than 70,000 degrees each year, awarding 46 percent of the state's bachelor's degrees and 32 percent of the state's master's degrees. During the last 10 years, the CSU has significantly enhanced programs toward the underserved.

The Dean of the College of Arts, Media and Communication told the site-visit team that one out of every 20 bachelor degrees held by persons in the United States were from the California State University system.

### **The Department of Journalism**

The Department of Journalism was built on a foundation created by the early chairs of the department: Ken Devol, Mike Emery and Tom Reilly. Not only were they leaders in the department and the university, but each was active in AEJMC leadership. They helped create a reputation of excellence.

Their accomplishments and interests are honored to this day:

- The department presents the Ken Devol First Amendment Forum each Spring, featuring a prominent free speech issue and speakers, including a student speaker. The forum is open to the campus community. Additionally, a journalism student competition awards \$500 to the best First Amendment essay.
- The Department honored Mike Emery by naming its reading room after him, shortly after his untimely death. It displays his books and awards, and offers students an area in which to work independently and in small groups.
- The Student Journalism Enterprise Fund is supported by the proceeds of Tom Reilly's estate, which he left to the department and to the Oviatt Library. The substantial fund supports undergrad and grad student projects, research and equipment for journalism and mass communication majors. *The Sundial* newsroom features a plaque honoring him, as does a graduate student room in the Library's lower level.

## PART II — Standard 1: Mission, Governance and Administration

*The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.*

Unit performance with regard to indicators:

**(a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.**

The department has a mission statement and a strategic plan that was adopted in 2012. It provided a foundation for a convergence plan.

**(b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.**

Journalism is one of six departments in the Mike Curb College of Arts, Media, and Communication, one of nine colleges in the university. Last fall, the college appointed its fourth dean in as many years. He is an interim appointment. The college has six departments: Art, Cinema and Television Arts, Communication Studies, Journalism and Music and Theatre. The Dean also oversees eight college-based centers and institutes.

CSUN is a unionized campus, one of 23 campuses in the CSU system. Faculty contracts are negotiated between the Chancellor and the California Faculty Association.

Primary governance bodies are the Statewide Academic Senate and the faculty senates at the individual campuses, including their standing committees. The Statewide Academic Senate nominates and the Governor appoints a Faculty Trustee, who serves on the CSU Board of Trustees for two years.

CSUN's Faculty Senate is comprised of officers, state academic senators and 11 standing committee chairs and elected representatives from eight colleges, athletics, the library and Student Affairs. Faculty members also serve as ex-officio members and at-large senators. Nine serve on the executive committee with the provost.

Journalism faculty and students have been involved in the governance and development of educational policy and curriculum in the department, the college, the university and the CSU system. In addition, faculty, students and staff serve on 21 university-level committees. During the self-study period, department faculty members served on the Faculty Senate and Educational Equity Committee, and one faculty member was a senator for the college. A journalism major served a two-year term on the CSU Board of Trustees. Additionally, several students from the college are elected and appointed members of campus organizations, such as the Associated Students board.

The department's governance policies and procedures are in the Faculty Handbook and professors are actively engaged in all facets of campus life and governance. The department maintains seven standing committees and added a Diversity Committee during the self-study year.

**(c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.**

The site-visit team repeatedly heard effusive praise for the department chair who has led in the progress of the last few years.

The department chair is responsible for overall operations. The chair supervises administrative and technical staff. The department's structure includes student media leadership positions filled by faculty and staff. The administrative analyst oversees day-to-day operations of the department office, supervising staff, purchasing, human resources functions, coordinating special projects and reconciling accounts. The publisher and adviser for *The Sundial* is a full-time lecturer whose unit load includes teaching the practicum courses associated with the student-run digital and print publication. In her role, she supervises the work of staff and students in all phases of the operation.

The radio news director is a full-time staff member who teaches the practicum course associated with KCSN-FM, the campus radio station's HD2 network, Latinalt.org. Working with students and faculty across several broadcast classes and courses, he supervises production and delivery of news and serves as editor for all programming.

Television Lab Technicians function as program directors and/or technical staff for multiple newscasts under the direction of faculty. They guide and support students through pre- and post-production processes and provide general technical support to students and faculty consistent with academic principles and ethical standards.

**(d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.**

The unit administrator holds academic rank as a tenured full professor. During the Fall of 2015 she was reappointed for a second term as chair. Chairs normally serve three-year terms. At the end of three years, the position is considered vacant and the Dean initiates a faculty meeting to form a Search and Screen Committee. The committee submits its nomination of between one and three candidates to the tenured/tenure-track faculty for a vote. The Committee forwards its recommendation and the election results to the Dean, who communicates the decision and vote to the President.

Evaluation of the chair's performance and the department's operation is required at intervals of not more than three years and must include an opportunity for full-time faculty to confer with the Dean. The Dean meets with the chair to discuss the evaluation, informs the faculty and sends a written report to the Provost and the chair.

Policies and procedures allow for earlier review of the chair at the request of a majority of the teaching faculty or at the Dean's discretion. Also specified are reassignment procedures and acting appointments.

**(e) Faculty, staff and students have avenues to express concerns and have them addressed.**

Some issues are resolved through channels that might include the Dean or administrators in the Office of Equity and Diversity or Student Affairs. Other concerns may be addressed in an unofficial manner. Whatever processes are used, faculty, staff and students have access to the department chair. Most of the situations involving faculty and/or staff are resolved immediately or within a short time.

The chair welcomes faculty and staff members to air complaints or issues at any time. If faculty members are not satisfied with the response or are uncomfortable speaking to the chair, they may speak to the Dean or even to the Provost. Staff members have similar recourse.

Formal grievance procedures for faculty and staff are administered by Faculty Affairs and by Human Resources. The Collective Bargaining Agreements between the California State University and the California Faculty Association or the staff associations provide a framework.

Student concerns or allegations that require reporting to a higher level for investigation, such as student misconduct or inappropriate remarks by a faculty member, take priority.

Students often reach out to the department chair with minor complaints about unfair grading or classroom management techniques. For example, students might seek a meeting with the chair because they want an intervention concerning a grade.

Students are encouraged to meet with the faculty member and to offer evidence that their work merits another review. The chair confers with faculty on grades and other issues brought by students but does not force faculty to change grades. If a student files a grade grievance, the Associate Dean investigates and facilitates a meeting between the student and faculty member.

In student misconduct, academic dishonesty or other types of serious complaints, the chair and all faculty and staff are obligated to report issues and concerns.

Depending on the nature of the allegation, Student Affairs does its own investigation. It can result in an “Admonishment for Academic Dishonesty” letter to the student.

Department practice dictates that faculty members file an online Student Misconduct Complaint Form that goes directly to the student conduct coordinator. The professor counsels the student, who also meets with the Chair. Between Spring 2011 and Spring 2014, Journalism professors filed 25 misconduct complaints. Most were related to plagiarism.

## **Compliance**

## PART II — Standard 2: Curriculum and Instruction

*The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.*

Unit performance with regard to indicators:

**(a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.**

The Department of Journalism at California State University-Northridge offers a Bachelor of Arts in Journalism and a Master's Degree in Mass Communication. The site visit team was responsible for reviewing only the Bachelor of Arts program.

After ACEJMC enacted the new 72-credit hour rule, faculty members discussed a number of options for changing their requirements. These options included six scenarios each for a 37-unit and 40-unit major. Included in the many scenarios were: adding a series of journalism "prep electives," such as Introduction to Statistics or Computers: Their Impact and Use, that would have fit in their GE packages; or requiring an 18 to 24-unit minor. Too many alternatives made it difficult to reach consensus. Ultimately, the effort stalled.

Faculty members opted to continue with the 80/65 rule while the unit worked on curriculum review and revision issues. Because students are required to take at least 80 units outside of the major courses, the unit is in 100 percent compliance with the 72-hour rule for the two academic years preceding the site visit. The faculty plans to continue its evaluation of alternatives and may decide to adopt the 72-hour rule. The team is satisfied this requirement is being met.

**(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)**

The curriculum offerings include a balance between theoretical and conceptual courses and skills courses, with the program's declared outcomes similar in most respects to student competencies and values listed by the Council.

The unit's new curriculum was developed during the last six years to reflect the growing significance of digital and mobile media, global communications and their impact on society, generally, and on journalism and related fields. All majors are required to take 18 units in preparatory lower and some upper division core courses. Students must also complete at least 19 units in upper division courses that include practica in print/on-line, broadcast or public relations, a companion editing class and a series of skills and lecture courses.

The department does not offer sequences or specialties. Instead, it has emphases or areas of interest that allow students who wish to follow a particular area of study to do so. Thus, students who wish to pursue customized upper division course work are not constrained and are free to go across areas of interest as their personal inclinations take them. The decision to establish this *General Emphasis* system came

about during the 2009-10 academic year when the university expressed a concern about enrollments in multiple emphases within the department. Then the faculty decided to track majors into a general designation instead of specific ones. Faculty members believe this general designation has been beneficial to the program because it reduces concerns about low enrollment emphases and it provides a mechanism for broadening student options for course selections. However, they recognize that this system precludes the department's having a mechanism for capturing samples of each student cohort's work for assessment purposes. They are reviewing this matter for possible changes. In addition, the team heard feedback from some students that the general designation did not provide sufficient focus on their desired area of specialty.

The revised curriculum/instructional program mirrors important changes in the professional field regarding digital technologies and other innovations. Key elements of how instruction corresponds to professional expectations are exemplified in curricular projects integrating tablets into skills course instruction, converging student media newsrooms and in professional development and training for faculty. The unit's *Journalism Convergence Plan* and the *iPad Project (myCSUNtablet Initiative)* symbolize how the curriculum reflects current digital, technological and multimedia concepts and skills. The team saw faculty members' effectively use iPads, Moodle, social media and other electronic and wireless devices, as they engaged students -- regardless of talents or abilities -- across the entire classroom. However, some students were of the opinion that the iPad project is not worth the effort, partially because these devices often require purchasing expensive attachments for field application. Tripods and other relevant attachments are available to students through the department's equipment check-out system.

Each of the core courses included Student Learning Objectives related to communications tools and technologies. Syllabi also offered examples of the integration of new digital tools used in the classroom, such as Nearpod, Socrative and Storify apps as well as tablets (iPads), digital video and smartphones.

Several full- and part-time faculty members have produced e-texts and eBooks to improve teaching and learning in classes, such as Editing, Photojournalism, Visual Communication and the Practicum that produces *The Sundial*. An added benefit of the use of iPads is that these digital resources sometimes cut education costs for students by replacing the more expensive traditional mountain of textbooks.

**Broadcast Area of Interest:** Students in this area must take 6 courses: Mass Communication, Writing, Reporting & Ethics -1, Writing, Reporting & Ethics -2, Visual Communication, Mass Communications Law and Ethics, Tutorial and one elective from a choice of six, where Diversity and the Media and History of Media are among the offerings. The required additional 19 credits in Broadcast include: Reporting for Broadcast, Television News Techniques, Writing, Producing, Editing TV News, TV News, Advanced TV News, Practicum, Investigative Reporting, and 2 units from Electives in Journalism. There is a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies cited by the Council. Students in the reporting and production classes can regularly hear /see their work on newscasts, the campus public broadcasting station, the local cable television station and the Internet.

**Magazine and Freelance Area of Interest:** Students in this area must take the 6 required courses and one elective from a choice of six, where Diversity and the Media and History of Media are among the offerings. The required additional 19 credits in this area include: Writing, Reporting, Ethics III, Editing, Graphics, Newspaper Practicum, Magazine Journalism, Investigative Reporting, and 4 units

from Electives in Journalism. There is a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies cited by the Council.

**Newspaper Area of Interest:** Students in this area must take the 6 required courses and one elective from a choice of six, where Diversity and the Media and History of Media are among the offerings. The required additional 19 credits in the newspaper area include: Writing, Reporting, Ethics III, Editing (2), Graphics (2), Newspaper Practicum, Investigative Reporting, and 7 units from Electives in Journalism. There is a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies cited by the Council. The courses are organized in logical order with a heavy emphasis on the basics of reporting and writing. *The Sundial*, produced within the Newspaper Practicum, a digital-first Web, app-based, weekly print publication. Its focus is on mobile news delivery. The faculty members and students use social media and analytics to assess the strengths and weaknesses of their articles, minute by minute. Some students believe *The Sundial* Practicum offices feel like a closed club—and that they are not open to students’ ideas and broad spread participation, except for a select group. Some others expressed a desire to have faculty members do more teaching with a greater focus on story-telling.

**Photojournalism Area of Interest:** Students in this area must take the 6 required courses and one elective from a choice of six, where Diversity and the Media and History of Media are among the offerings. The required additional 19 credits in the Photojournalism area include: Photography 1, Photojournalism, Advanced Photojournalism, Documentary Photojournalism, Graphics, Newspaper Practicum, and 1 of 3 Electives in photography. There is a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies cited by the Council. The curriculum offers a blend of technical training with a broad view of photography that encourages students to become “thinking photographers.” Students in this area also work closely with *The Sundial*, providing many of the photos for their stories.

**Public Relations Area of Interest:** Students in this area must take the 6 required courses and one elective from a choice of six, where Diversity and the Media and History of Media are among the offerings. The required additional 19 credits in the PR area include: Writing, Reporting and Ethics III, Graphics, Principles of PR, Writing and Editing for PR, PR Techniques, PR Practicum and three units from Electives in Journalism. There is a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies cited by the Council. The senior faculty member in PR was on Sabbatical leave and one junior faculty member was responsible for the program, which is the second largest major in the department. The PR sequence has about 115 students each academic year. Part-time faculty members are not usually available to build a program and the curriculum needs to be re-organized. Clearly, there is a resource issue here.

**General Journalism Area of Interest:** Students in this area must take the 6 required courses and one elective from a choice of six, where Diversity and the Media and History of Media are among the offerings. The required additional 19 credits in the General Journalism area include Writing, Reporting, Ethics III, Editing, and 1 of 3 electives. Those in General Journalism may select an additional 12 units from Electives in Journalism. There is a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies cited by the Council.

As noted, students may follow particular emphases or concentrations: Broadcast, Newspaper, Photojournalism, Public Relations and Magazine. While many students opt to customize by taking courses in multiple areas, Broadcast and Public Relations remain the two most popular areas of study.

### **Interdisciplinary Minor in Spanish-Language Journalism**

This 24-unit minor prepares students to report on Spanish-speaking and Latino communities, and to write about those communities for the Spanish language and English language news media. The minor engages the resources of four departments: Journalism, Chicana/o Studies, the Spanish language program of the Department of Modern and Classical Languages and Literatures and Central American Studies. Within the program, students produce *El Nuevo Sol* as well as investigative and documentary journalism for television.

### **Journalism Minor**

The 22 to 24-unit minor is designed to enhance career options for students in many different majors, including but not limited to political science, sociology, English, ethnic studies, history, anthropology and Gender and Women's Studies. Minors complete lower- and upper-division core requirements as well as upper-division electives. They also are allowed to follow an area of interest, such as print and online newspaper/magazine editorial; graphics and photojournalism/videography; television and radio news; new and ethnic media or public relations.

### **Senior Tutorial**

All students take an upper division lecture elective and the senior Tutorial, a one unit course open only to students in their last semester. The Tutorial provides a venue for faculty to explore specific topics with students, such as Sports, Border, Literary or Data Journalism. The Tutorial can be a capstone course, offering students a venue to synthesize their understanding of undergraduate journalism education that focuses on a single topic or theme. However, since students are free to choose any course that is available, many Senior Tutorials include students who are new to that specific area of study, as well as those who chose to major in the area. Thus, it is not a capstone experience for the neophytes and is frustrating to some faculty members.

For all concentrations, the traditional and on-line courses are presented in logical order and, as indicated by textbooks used and by course syllabi, adequately cover the fundamentals of the discipline.

A sampling of the syllabi showed a strong pattern of inclusion of many of the student learning outcomes that, over the various courses, parallels the Council's 12 values and competencies. However, the ratio of 13 full-time faculty members to 46 part-time faculty members means there is a high possibility there is a lack of consistency with fulfilling the learning objectives. This appears to be particularly the case in the public relations specialty. The team suggested that the unit might consider a more-focused use of the 12 values and competencies, with a focus on awareness, understanding or application in each course, derived from the Accrediting Council's guidelines, to ensure consistency across all courses.

**(c) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)**

Faculty members in the Department of Journalism are recognized throughout the campus as part of the phalanx of faculty on the cutting edge in teaching and learning. Three senior faculty members and several junior faculty members from the department participated in the university's eLearning initiatives, created eTextbooks for classes and helped train faculty members in other departments.

The department has nine to 10 faculty members (fulltime and part-time) who use new media and mobile technology as an integral part of their instruction in 13 to 14 classes. Writing, Reporting and Ethics I and II, as well as Journalism Graphics are three courses that focus on uses of the Apple iPad as an instructional tool. Faculty members also work with the MyCSUNTablet Initiative begun by the university during the 2013-14 academic year. Faculty members and some students are excited about using mobile devices, as well as systems such as Storify and Moodle and apps such as Nearpod, Audionote, Adobe Reader and others.

The team noted that while the faculty is grappling with curricular change they are: providing students with theoretical understandings and practices in the traditions of print and broadcast and in online, multimedia and emerging technologies; providing students with a grounding in a series of skills courses in reporting and writing and ethics; and using the course on Selected Topics to offer a variety of electives targeted to emerging trends and technologies.

Students generally expressed satisfaction with the instruction they receive in all areas of interest in the department, noting that faculty hold them to high standards. The students were particularly pleased with the use of the General Journalism option that allows them the freedom to choose courses they have an interest in across the curriculum.

Students praised the faculty's accessibility and the individual attention they receive from their teachers.

**(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)**

As was the case at the time of the 2010 site visit report, the unit is not in full compliance with the 20:1 rule. The unit states that some skills courses are not capped at the 20:1 ratio, as required because all journalism students (in 2015, there were 746 majors) must take one of three practicums. These include supervised work in student media production courses and the Public Relations Techniques course, in which students produce campaigns.

The 20:1 limit was exceeded for other courses because the department was accommodating students who were scheduled to graduate or who were dis-enrolled by the university's Admissions and Records for missing tuition payments. As a result, PR Techniques had 34 students in the 2015 fall and 2016 spring semesters; the Broadcast practicums had 22 and 26 students in the fall and spring semesters.

**(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours). Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.**

The department offers opportunities for students to gain practical experience in the fields they plan to enter. The department encourages student involvement in --and support-- eight student-run digital news media operations (*The Sundial*, a digital-first Web, app-based, weekly print publication; *El Nuevo Sol*, a cross-platform bilingual publication; *KCSN-FM News*; *Matador News*, a newscast at the CSUN Matador

News Youtube channel; *On Point*, a weekly public affairs talk show; *Pop Up Newsroom*, a temporary virtual newsroom producing special projects several times yearly; *Scene Magazine*; *Valley View News*, a weekly newscast; and *Agency 398*, the new student run PR agency). Some of the student-run operations are published or produced in two languages. In the past six years, the program's student media have been recognized with more than 150 awards. The unit also supports five clubs affiliated with national professional organizations (CSUN Latino Journalists; NAHJ; PRSSA; SPJ; RTNDA; and NABJ).

Each of the student-run media operations is handled under the supervision of and with the involvement of the faculty member(s) who has (have) instructional responsibilities in the area.

Although they are not required for graduation, external internships are highly recommended for students. Internships are offered as an elective; approximately 10 percent of the students choose to take advantage of the internship opportunity. The internship experience is structured as a 3-credit-hour course coordinated and taught by a faculty member. Students are required to attend three to four one-hour workshops throughout the semester to obtain credit in the class, in addition to completing the internship work hours (135 hrs./ semester; 9 hrs./week).

Students seeking internships, most of whom are seniors, are required to find their own internship opportunities from a variety of lists and websites made available to them by the faculty. CSUN journalism students are at an advantage since they live in the media capital of the world—and several work sites routinely offer internships to students in the program. From all indications, the internships have proven to be high quality experiences that have resulted--through the years--in full-time employment for some of the program's strongest graduates. Students wish to have more faculty involvement in finding appropriate internships. They were very concerned about the need for a staff adviser to handle such matters (a career development director).

A majority of the internships are offered in broadcast and PR. From these experiences there are a growing number of multimedia, social media and mobile media opportunities for students, such as NBC Digital and Impulso de Oaxaca.

Collaboration between the department and the Journalism Alumni Association resulted in the development of several student-based initiatives including a writing coach program, a speed mentoring career event, and a co-sponsored spring career day. These collaborations have generally expanded student involvement with professional journalists in the region, many of whom are alumni.

## **Compliance**

## PART II — Standard 3: Diversity and Inclusiveness

*The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.*

Unit performance with regard to indicators:

**a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.**

The Department of Journalism's original "Goals and Plan for Diversity and Inclusivity" was adopted in the 1997 Fall Semester. The most recent "Diversity Plan" was adopted in the 2015 Fall Semester. It offers details of how the unit will continue to work to achieve and continuously assess a diverse faculty and student population, with a climate that is supportive of diverse people and viewpoints. The department also created a new standing committee on diversity.

The recent Diversity Plan states that Journalism faculty members should: demonstrate in their teaching and scholarship they are committed to a department that is inclusive, culturally competent and diverse; aim to train and educate journalists and public relations professionals who will shape news and information for a multicultural, diverse society; and strive to ensure faculty members reflect the diversity seen within their student body and in the communities they serve. The chair was aware of the need to dig deeper on diversity concerns. Now that they have increased diversity among the students, faculty and staff, the department wants to do more to make the climate more welcoming to all.

**(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.**

Within the Diversity Plan, the department embraces a commitment to a curriculum that supports teaching materials and learning styles for a diverse student body. The faculty adopt textbooks and e-books that provide both historic and contemporary contributions of diverse voices in society; invite diverse professionals and groups of lecturers and guest speakers to help enlarge students' worldviews and perspectives; develop courses in special topics that magnify diverse viewpoints and perceptions of differences; examine the faculty members' own unique stories of cultural identity and awareness; offer enrichment programs to faculty members for them to explore issues of unconscious bias, aggression and discrimination; and, through the department's Common Reading Program, promote works that focus on contemporary issues from communities often found on the margins of society.

The department measures progress on diversity by using work from its recently established standing Committee on Diversity to assess faculty strengths and weaknesses related to diversity: by monitoring student achievements of members of its diverse student body and by regularly assessing its curriculum for strengths and weaknesses on diversity and inclusivity.

The curriculum offers students access to an array of journalism courses designed to cultivate and sustain deep understanding of diverse issues and perspectives. The curriculum has an interdisciplinary minor in Spanish-Language journalism that produces a bilingual digital publication and projects on social justice issues such as health care, immigration and labor.

The unit supports several longstanding electives with distinctive emphases, such as Diversity and the Media; Women, Men and Media and Mass Communication and Popular Culture. The concepts of inclusiveness also are ingrained in beginning and advanced courses, such as the required course Principles of Public Relations and the elective course Social Justice and the Media.

History of American News Media has been around for years. This course was revamped in Fall 2013 to include analysis and discussion of the historical and current news media production by diverse groups. It also focuses on how race/ethnicity and decentralized ownership and control are key to socially responsible journalism in a democratic society.

Women, Men and Media engages the community. Most recently, this course partnered on a collaborative campaign with the National Eating Disorders Association. Called Proud 2B Me, and one of only two such projects in the nation, the interdisciplinary initiative brought together students, faculty and campus services to fight eating disorders.

A general review of syllabi reveals that faculty members in many courses focus attention on issues of diversity as an integral part of the curriculum. Students indicate that within their courses, they believe they are being taught to value and appreciate a diversity of cultures, backgrounds and perspectives. Some students believe, however, the climate for the inclusion of diverse opinions and perspective needs work, particularly in *The Sundial* Practicum.

**(c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.**

The Department of Journalism is one of the most diverse departments on the campus. Among the faculty, 58 percent (fulltime and part-time) are women. During the 2014-15 academic year, the department conducted four tenure-track searches and hired three new faculty for the 2015-16 academic year. New faculty members include an African American male, a White man and a White woman. They join the full-time faculty of six women and three men, including two who are Latino/a, one African American and one Korean. In summary, there are now 12 faculty members: seven women and five men, with two Latino/a, two African Americans, one Korean and eight who are White. Not counted in the 2015-16 total are four full-time faculty members in the early retirement program. Three continue teaching a full load for one semester each academic year. The fourth is on special assignment to the Provost.

As the self-study notes, “if the faculty members are to reflect the student body, more work is needed.” Currently, 68 percent of the combined full-time and part-time faculty identify as White, while 45 percent of the student body is Latino/a. Despite these numbers, however, the department has made significant gains, has improved faculty diversity in recent years, and is heralded as a leader in this regard on the campus.

Since the last site visit, the number of adjunct lecturers increased from 13 in Fall 2010 to a high of 32 by the 2014-15 academic year (During the semester of the site-visit, 25 part-time faculty were employed). Of the newest lecturers, about 50 percent represent ethnic and gender diversity.

To achieve this diversity among faculty members, in addition to disseminating job descriptions to diverse professional journalism groups and dozens of regional news outlets, community colleges and other universities, the department employed strategies that proved successful in widening and deepening the pools. A key tactic was to engage alumni who were working in print/online, broadcast, social media, public relations and other media.

Through effective emails, calls, social media and word-of-mouth campaigns and through the full-time faculty's professional contacts in journalism and public relations, the department was able to successfully attract new applicants and then increase their hires of diverse, highly qualified faculty members.

In a number of ways, the department has worked to develop an environment that supports success in retention, promotion and tenure. For example, new faculty are paired with senior faculty to assist with the first-year transition, and teaching loads are reduced for the first two years for new faculty members. During the last six years, all seven faculty members who went through RTP were tenured, including four women and three men; three of whom were faculty members of color.

As a part of the Diversity Plan, the department focused on better understanding of the communities in its service area. Faculty decided to start from the communities' needs with the goal of being more likely to create an attractive and hospitable environment for new faculty and for students coming from those communities. Faculty also developed a curriculum that needed expertise in diverse areas, such as Spanish-Language journalism, or other types of community/ethnic media. The department then hired such experts.

In addition to their successful Spanish-Language minor, faculty began offering programs involving the Middle Eastern and Islamic Studies department in the College of Humanities. Several faculty/student collaborations and internships in international as well as Korean-American and other Asian-American news projects emerged.

**(d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.**

Sixty percent of Journalism majors fall into the traditionally underserved demographic groups of Latina/o, African American, American Indian/Alaskan Native and Native Hawaiian/Pacific Islander. In the past six years, the number of Latina/o students at CSUN increased substantially. Journalism majors surged by 47 percent (389 students) in the 2014 fall semester. For the 2013 cohort, 70 percent of first-time freshman continued one year after entry. For transfer students, 83 percent remained one year after entry.

Enrollment of African American students has dropped steadily at the university in the last few years, however. Despite the drop, currently African American students represent 12.2 percent of the Department of Journalism's student body—more than twice the percentage represented in the campus population. As noted above, for the general populace in the department, 70 percent of the first-time freshmen continued after year one, whereas, among the African American cohort only 62 percent continued after the first year. As with the general populace, however, for African American transfer students, 83 percent returned as students the year after entry.

The faculty members are concerned about the effects that the new state-mandated plan, entitled “The Impaction Plan”, will have on the number of African American students who will be allowed to enter the department. With the Impaction Plan, the state essentially is mandating that students attend the state university closest to their residency, rather than attempt to attend a university of choice. This is likely to increase the decline in the number of African American students since one of the affected areas is predominantly African American.

The department supports its diverse student body through activities within the classroom and through co-curricular activities. The department supports and encourages student involvement in a variety of professional organizations and clubs, including CSUN Latina/o Journalists Association, National Association of Black Journalists, Public Relations Student Society of America, Radio Television Digital News Association and the Society of Professional Journalists.

**(e) The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.**

The department has focused on being inclusive and sensitive to the needs of students with disabilities. Faculty and staff policy manuals require adherence to principles and practices of equality and fairness and describe the system for filing and hearing grievances and complaints. All syllabi in the department include information about help for students with disabilities.

## **Compliance**

<b>Table 6. Academic year 2014/15 Full-time faculty</b>				
<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	1	8.33%	0	0.00%
White	6	50.00%	2	16.67%
American Indian/Alaskan native	0	0.00%	0	0.00%
Asian	0	0.00%	1	8.33%
Hispanic/Latino (any race)	1	8.33%	1	8.33%
Native Hawaiian/other Pacific Islander	0	0.00%	0	0.00%
Two or more races	0	0.00%	0	0.00%
Other race	0	0.00%	0	0.00%
International (any race)	0	0.00%	0	0.00%

<b>Table 6. Academic year 2014/15 Part-time/adjunct faculty</b>				
<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	3	11.54%	0	0.00%
White	10	38.46%	8	30.77%
American Indian/Alaskan native	0	0.00%	1	3.85%
Asian	0	0.00%	1	3.85%
Hispanic/Latino (any race)	0	0.00%	2	7.69%
Native Hawaiian/other Pacific Islander	0	0.00%	0	0.00%
Two or more races	1	3.85%	0	0.00%
Other race	0	0.00%	0	0.00%
International (any race)	0	0.00%	0	0.00%

## PART II — Standard 4: Full-Time and Part-Time Faculty

*The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.*

Unit performance with regard to indicators:

**(a)The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.**

The department has written criteria for selecting and evaluating the performance of full-time and part-time faculty and instructional staff. Faculty members are evaluated for teaching effectiveness; contributions to the field of study; and service to the department, the university and the community. The department expects ongoing commitment to achievement in each of these areas, with an emphasis on excellent teaching.

The teaching load is demanding, and some faculty make a greater commitment to traditional research and publication while others are more engaged in creative and scholarly activities and in service to the university and the community. Nonetheless, all faculty are evaluated for retention, tenure and promotion--based on guidelines elaborated on in the university's Department and University Policies and Procedures. Every three years, part-time faculty also are judged in these areas.

The department faculty revised policies to incorporate changes in peer classroom visits and clarify "significant contributions" related to publications.

**(b)Full-time faculty have primary responsibility for teaching, research/creative activity and service.**

During the 2014-15 academic year the department scheduled 105 sections of classes. Full-time faculty taught 62 of these sections, 59 percent; during 2013-14, full-time faculty taught 72 of 104 sections, 69 percent; during 2012-13 full-time faculty taught 77 of 92 sections, 84 percent.

Full-time faculty members are expected to teach four classes each semester. Workload follows a formula that generates "weighted teaching units". WTUs are assigned to classes based on a variety of factors, including contact hours, level and numbers and expectations of the students.

The weighting for a class is determined by its C/S factor, which relates the number of Carnegie credit units (CCUs are the units, or credit hours, that students earn) to the number of hours the class meets and the number of weighted teaching units the instructor receives. The C/S factors are standardized throughout the university.

Some tenured/tenure track faculty members receive release, or reassigned time, depending on a number of circumstances. For example, faculty serving as department chairs are not required to teach. Also, graduate coordinators, assessment liaisons, institute directors and others may receive release time to carry out their duties.

Reassigned time, in increments of three units or credit hours, often are used to fund research and scholarly activity grants. Last year the college reinstated the research, scholarly and creative activity awards. Among the awardees was a department faculty person who received three units of reassigned time to complete his work on Spanish-Language Newspapers.

New tenure-track faculty receive three units of reassignment each semester for their first two years to give them some breathing room as they acclimate and develop their programs of research, scholarly and creative activities.

**(c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.**

Of the tenured or tenure-track faculty, six have PhDs, one holds an EdD (and shares in a Pulitzer Prize), one has both a Master of Arts and a Master of Fine Arts, with 12 years of professional experience as a photojournalist. Five faculty members have master's degrees; each has 20 or more years of professional experience. Tenured and tenure-track faculty have an average of 17.5 years of professional and 11.5 years of teaching experience. The department has four full professors, three associate professors and four assistant professors.

Journalism faculty represent a balance of academics and practitioners, all with extensive professional and curricular expertise. Five teach primarily skills courses, three in broadcast, two in visual communication, two in Spanish-Language and one in public relations.

**(d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.**

The department evaluates classroom teaching effectiveness in a variety of ways: peer classroom visits, student evaluations and consultations, review of syllabi and engagement in curriculum and course development and other high-quality pedagogical activities.

Through its Personnel Committee, the department formally evaluates full-time faculty in the tenure and promotion process. It essentially uses the same procedures with part-time faculty.

All part-time faculty members receive peer classroom visits and teaching reviews in their first semester as well as evaluations by students. They also are reviewed at the end of each three-year contract cycle and receive peer classroom visits when they reach 24 units.

The department Chair (or designee) and a member of the Personnel Committee (or designee) will make a minimum of one class visit each year to all faculty members under consideration for retention, tenure and promotion. Scheduling of visits is done through mutual consent of the visitor(s) and the faculty member being observed. Most visits are conducted during the fall term in order to meet deadlines for the annual personnel cycle.

Each academic year, students evaluate all faculty members, using a Class Climate Evaluation questionnaire. The surveys are anonymous and either can be written or electronic. Evaluation of all classes are "required for all faculty unit employees who teach," according to the Collective Bargaining Agreement. This includes full-time tenured and tenure-track as well as lecturers (part-time).

For full-time tenure-track probationary faculty in their first year of service, at least two courses each are evaluated in both fall and spring semesters. The faculty receive consistently high ratings from students. Using a rubric with a high score of five, composite average scores for the full- and part-time faculty is four or higher for each of the 17 questions on the evaluation form.

For example, the question of whether faculty members demonstrate “interest and concern in the quality of their teaching” received composite scores of 4.6 in Spring 2013, 4.6 in Fall 2013, 4.7 in Spring 2014 and 4.6 in Fall 2014.

The Personnel Committee designates a time and place when the committee will be available to confer with students concerning faculty being considered for retention, tenure and promotion. Information about these meetings is announced in class and throughout the department.

**(e)The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.**

The faculty is recognized throughout the campus for its professional excellence and its academic rigor. The department has a long history of representing excellence on the campus.

## **Compliance**

## **PART II — Standard 5: Scholarship: Research, Creative and Professional Activity**

*With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.*

Unit performance with regard to indicators:

### **(a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.**

Scholarship includes teaching, research and service. Research is a vital part of the university's mission, values and vision, with expressed commitments to supporting and rewarding peer-reviewed scholarly and creative activities. At the same time, teaching and teaching effectiveness remain a priority.

To facilitate reaching these objectives, the university's Research and Graduate Studies division of Academic Affairs has created an Office of Research and Sponsored Projects (ORSP). It guides faculty and staff in finding and securing funding from state, federal, foundation and corporate sources.

Underscoring the research mission of the university are policies and procedures that establish expectations for scholarship, research and creative and professional activity in criteria for hiring, promotion and tenure.

### **(b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.**

Faculty have received 22 internal grants and 18 external grants, authored or co-authored five scholarly books, authored or co-authored four textbooks, edited two books, authored 29 book chapters, published 18 articles in refereed journals, 65 refereed conference papers, five invited academic papers, seven encyclopedia entries, 7 book reviews, five articles in non-refereed publications, three juried creative works, 21 non-juried creative works and 41 invited presentations.

The department applies the scholarly and creative activities standards set by the university. In its own Faculty Handbook of Policies and Procedures, it defines "publication" as any peer-reviewed authored or co-authored book, book chapter or journal article. In 2014/15, faculty began updating and redesigning the handbook, some of which dates to September 1971.

By not restricting faculty to traditional journals, conferences and other means of disseminating scholarly and creative work, the department provides a wider and more diverse set of options for publication and creative activity. Thus, professors' work has been published in online collaborative journals, such as MIT's *Civic Media Reader*, and journals like *Law and Social Inquiry* and *New Media and Society*. Faculty also have contributed to the many other types of publications, ranging from *Encyclopedia of Latino Culture: From Calaveras to Quinceañeras* and *The Routledge Companion to Digital Journalism Studies* to the Canadian Edition of the *Global Media Journal* and *Westminster Papers in Communication and Culture*. They have presented at an array of conferences, such as the Union for Democratic Communicators/Project Censored Joint Conference and the Joint Conference of the 41<sup>st</sup> National Popular Culture Association and American Culture Association.

The development of the interdisciplinary minor in Spanish-Language Journalism, the expansion of international expertise on the Middle East and growth in related participatory and ethnic media have

become the gateway to scholarship published in Spanish-Language media journals and books, as well as outlets in Asia and Europe. This expansion has opened the door to scholarship on projects, such as the Pop-Up Newsroom, conceived by Prof. Melissa Wall as a temporary virtual newsroom covering local, regional, national and international stories and issues.

**(c)Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.**

To help faculty achieve the university's mission, the department defines as "significant contributions to the field" many other types of scholarly, creative and professional activities, ranging from traditional poster presentations to multimedia projects in more than one language.

**(d)Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.**

The department defines scholarly and creative activity broadly, providing the framework for diverse and inclusive scholarship. Journalism faculty have produced 91 scholarly and creative works during the last six years, authored or co-authored 36 books and/or book chapters and developed many media projects in two languages, English and Spanish. Two faculty members have taken one-semester sabbaticals, including one who served as a Fulbright Scholar in Lebanon. New faculty receive three units of reassignment each semester for their first two years, allowing them time to plan and develop their research and creative activity.

**(e)The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.**

Clearly, the department fosters a climate that encourages intellectual curiosity, critical analysis and the expression of differing points of view. One can wonder at how productive the unit would be if it did not require a four-course load.

## **Compliance**

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (15)
		Full Professors (2)	Associate Professors (4)	Assistant Professors (6)	Other Faculty** (2)	
Awards and Honors	17	4	2	10	1	17
Grants Received Internal	22	3	3	8	8	22
Grants Received External	18	2	9	6	1	18
Scholarly Books, Sole- or Co-authored	5			5		5
Textbooks, Sole- or Co-authored	4	1	1	1	1	4
Books Edited	2	1	1			2
Book Chapters	29	7	5	17		29
Monographs	0					0
Articles in Refereed Journals	18	7	2	9		18
Refereed Conference Papers	65	17	7	41		65
Invited Academic Papers	5		1	3	1	5
Encyclopedia Entries	7	1		5	1	7
Book Reviews	7	1	4	2		7
Articles in Non-refereed Publications	5			1	4	5
Juried Creative Works	3	1	1	1		3
Non-juried Creative Works	21	17	2	2		21
Other (invited presentations)***	41	2	8		31	41

**Notes:**

\*Included is the work of two faculty members who left the institution in mid-2014, during the self-study year. One earned tenure in Fall 2013 and retired at the end of Spring 2014; the other was a full-time lecturer who transferred to Academic Technology.

\*\*Also included is the work of part-time faculty, including a full-time lecturer, a 30-year veteran with extensive scholarship. They are included because they made significant scholarly and creative contributions to the Department.

\*\*\* This category was changed to reflect Department policies on contributions to the field of study.

## PART II — Standard 6: Student Services

*The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.*

Unit performance with regard to indicators:

**(a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.**

All journalism majors have mandatory advisement prior to each semester, and have an advisement hold on their enrollment until this requirement has been met. Advisement begins six weeks before the start of class registration for the following semester, and the dates are well publicized in social media, in classes and the various journalism related clubs and throughout Manzanita Hall. Students also receive regular reminder emails starting the first week of advisement. As enrollment approaches, students who have not sought advisement are reminded via calls and emails they will not be able to register until the requirement is met.

First-time freshmen receive 90-minute individual advising sessions from the college's Student Resource Center for their first two semesters at CSUN, beginning in the summer before the student's first semester. The department's resident adviser schedules one-on-one 30-45-minute advisement sessions with third-semester freshmen and all sophomores, all first-time transfer students (FTT), some students on probation and Educational Opportunity Programs (EOP) students to plan their coursework.

Juniors and seniors receive advisement from faculty. All tenured and tenure-track faculty participate, with the exception of tenure-track faculty in their first year. The resident adviser provides training and briefs faculty on any changes in the advisement procedures before advisement season starts. These advisement sessions are available on a walk-up basis and typically last about 15 minutes. Students are encouraged to see the same adviser on a regular basis but are not required to follow this approach, nor to necessarily meet with an adviser who specializes in their particular area of concentration.

Undergraduate student files containing the student's Degree Progress Report; an updated unit tally sheet with all the information advisers need to complete the advisement form; an unofficial copy of the student's transcripts and an advisement form are kept in locked cabinets in the Journalism Office. Students request their file from the Office prior to meeting with their adviser to review academic progress and to select appropriate courses for the following semester. In addition to discussing degree requirements the adviser will typically review other topics of related to their professional development. At the end of the session, the adviser and the student sign the advisement form, which is then returned, with the student file, to the Journalism Office.

The nature of the department's program, with multiple course options given the General Journalism focus and five areas of concentration, can be difficult to navigate adding additional importance to the advisement process. In some cases where the course structure has not been correctly planned early enough, the result can be that a degree takes longer to achieve than it should. The accreditation team received several comments that additional support in the advisement area is necessary

**(b) Faculty are available and accessible to students.**

Under the Collective Bargaining Agreement, all tenured/tenure-track and part-time faculty must have one office hour for each course they teach. Faculty keep regular office hours, which are posted at their

office doorways, in their syllabi, on the department's website, in the department's *Monday Memo* blog covering current news about the department, on social media, and on the bulletin board outside the main Journalism Office.

Faculty members serve as advisers to the five journalism-related clubs hosted by the department and as advisers to the media and public relations initiatives produced by the department. Where required, faculty directly mentor individual students and work with Journalism Alumni Association members who, under a newly introduced initiative, volunteer to support skills courses and mentor those students who would benefit from one-on-one coaching.

**(c)The unit keeps students informed about the activities, requirements and policies of the unit.**

The department's website provides comprehensive information about the requirements and policies of the unit. The *Monday Memo* blog posted weekly on the website keeps students up to date with current news and activities. There are many billboards throughout Manzanitas Hall, and these are extensively used to post information about department activities and events being planned by various journalism and public relations clubs.

The department has an annual two-hour long orientation event for all new freshmen and transfer journalism students, with presentations about the department, the Journalism major, concentrations and media clubs.

**(d)The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.**

The department supports eight student-run news media operations in two languages as well as a new public relations agency. Many of the news media activities are multiple award winners.

*The Sundial* is a print and digital newspaper, produced by students enrolled in the newspaper practicum (J397B). It is staffed by student editors, under a student editor-in-chief, who is selected each year (and for the summer) by a committee of three faculty members and two student representatives. *The Sundial* publishes one 12-page print edition each week with a circulation of 10,000, but updates its digital content on a real-time basis. Student journalists cover campus and community news and events, with the frequent and timely updates expected from an online and mobile operation. The digital version is available through the department website, on Facebook and via a mobile app. The paper uses a sophisticated content management and generation system and runs real-time analytics. Students working on the paper are able to use this system to generate portfolios of their own work. Some student participants commented that governance and policy implementation was not as consistent as it could be.

*El Nuevo Sol* is a cross-platform bilingual publication, covering social justice issues in Los Angeles. It showcases the interdisciplinary work of students who publish and broadcast stories in Spanish and English and connect to Latino communities. In operation since fall 2003, ENS has a long tradition of working on annual multimedia projects focusing on contemporary topics of interest to Latino communities, such as immigration, health, education and housing.

The students produce work for online, television, radio and print presentation through a variety of projects within Journalism courses, such as J474: Spanish-Language News Writing, J495: Spanish-Language Television and J498: Senior Tutorial in Border Journalism and/or Transnational Audiences.

Since the interdisciplinary program in Spanish-language journalism began officially in the fall 2006, students have produced special projects focused on social issues relevant to Latino communities.

**KCSN News.** All broadcast journalism students participate in preparing the local newscasts that are broadcast on the HD stream of KCSN-FM, a campus-based public radio station operated under the aegis of the Provost's Office. The radio station's modern and well equipped facilities are a source of pride for the department. The news operation includes five daily newscasts: four alternating on the half hour starting at 6:30 a.m. and a 30-minute program, *The Evening Update*, which is broadcast at 6:30 p.m. The primary music format for the HD stream is aimed at a youth Latino audience. In addition to being available on the HD stream, the news bulletins are broadcast on the station's website and on *The Sundial's* website. The news programs have won awards, but given the fact that the bulletins are broadcast on an HD channel the available audience appears to be limited.

There are three television programs produced by the department. **Matador News** is a twice-weekly, 15-minute newscast featuring the work of broadcast journalism students enrolled in J335: Writing, Producing and Editing TV News. The newscast includes reporting from a small studio inside *The Sundial* newsroom. Matador News is available on its You Tube channel and on *The Sundial* website.

**On Point** is a weekly 30-minute discussion-type public affairs program, produced by advanced broadcast students in J495 (Long Form), and is produced on a secondary set in the Broadcast studios in Manzanita Hall. The program is recorded live-to-tape during the class period; students operate the camera, teleprompter and audio board. The program is available on its own website, through *The Sundial*, and on social media and You Tube channels. Audio of the program is broadcast at 5:30 am on Sundays on the university's FM station.

**Valley View News.** Students in J445, Advanced Television News, produce this half-hour television news show. Broadcast students report, write, shoot and edit the news packages; they also produce, direct and anchor the show. The program covers news and feature stories about the San Fernando Valley. It is taped on a Monday and aired each week on the following Sunday on Los Angeles City Channel, LA 36 and its own YouTube channel. Selected video packages are featured on *The Sundial*.

The program is taped in studio, and includes film stories that have been shot and produced by the student journalists who cover breaking stories, hard news and reports on the actions of government agencies.

The **Pop-Up Newsroom** is a virtual, temporary newsroom that reports on various issues in the area and internationally, primarily accessing social media channels. First initiated in 2012, the program increasingly involves collaboration with students from other countries.

Students enrolled in the magazine course (J460) write, photograph, illustrate, design and publish **Scene** magazine, a general interest publication for the campus community. Originally a print publication Scene is now also Internet-based with a mix of shorter, personal posts and Twitter feeds. Long-form stories are included in the print edition, which appears once or twice each spring semester.

The department's relatively new student run public relations agency **Agency 398** is staffed by students enrolled in the Public Relations Practicum (J398B). Teams of up to 10 students provide public relations campaigns for a variety of clients, some within the university and some from the wider community.

Students felt that they gained more substantive hands-on experience by working on behalf of the broader community than with university-based clients.

The department has active campus chapters of five established professional journalism organizations, including a chapter of the National Association of Hispanic Journalists (NAHJ) and the California Chicano News Media Association (CCNMA); the Public Relations Student Society of America (PRSSA); the Society of Professional Journalists (SPJ); the Radio Television Digital News Association (RTDNA); and the National Association of Black Journalists (NABJ). Each of the clubs has active websites and social media accounts that also are accessible from the department's home page. Each of the organizations is assigned a faculty adviser who oversees the club's activities, although some students indicated that some faculty involvement was perfunctory and they would prefer more committed advice and counsel from their faculty representative. Each club is also chartered by the university's Associated Students organization, which provides programs and services designed to enhance and create a spirited learning-focused campus environment. Associated Students is able to provide support and funding outside of the department and the parent/professional chapter.

**(e)The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit regularly publishes retention and graduation information on its website.**

The university Office of Institutional Research collects enrollment, retention, graduation rates and similar data for the university as a whole, and by college and department. The data also are available by gender, ethnicity/race and by entry cohort. This information is available on the Journalism Department and IR websites.

The most recent data shows the six-year graduation rate for Journalism students who entered as freshmen to be 53.7 percent, compared to 46.6 percent for all university students. The data for three-year graduation rates for transfer students show 63.7 percent for Journalism majors compared to 62.0 percent for all university students. Graduation rates are improving.

## **Compliance**

## PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

Unit performance with regard to indicators:

**(a)The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.**

The department has successfully implemented both a Strategic Plan and Journalism Convergence Plan since being cited for the lack of organized long-range planning in the last accreditation review. The Strategic Plan was completed in 2012 and guided curriculum reform, convergence of student media, the expansion of a tablet-enhanced curriculum, and ethnic and global media projects. Strategic planning was restarted in 2015 and is guiding ongoing efforts to ensure that students are well prepared for 21<sup>st</sup> century careers.

The budgets appear to support both the Strategic Plan and the Journalism Convergence Plan. Specifically, facility improvements and equipment purchases enable a heightened emphasis on technology and converged student media. *The Sundial* student newspaper is now web-based and has a digital-first strategy, with print publication moving from daily to weekly. Its website and app serve as the hub of merging media, with TV and radio broadcasts integrated on the site, along with new video and podcasts. Rounding out the student media are the Valley View News with its own YouTube channel, Matador News (campus) posting twice a week on YouTube, CSUN On Point talk show, and a half-hour newscast for the university HD2 radio station.

The budget summaries (both undergraduate and graduate) for the three years before the team's site visit affirm a focus on facility upgrades in the face of stagnant funding. Accounts are flat, with the exception of upgrades to facilities and equipment in 2012-2014 through a special allocation: Nearly \$140,000 was spent on new equipment and renovation of the broadcast newsroom, creation of a satellite broadcast studio inside *The Sundial* newsroom, and improvement of a 20-seat Mac lab. Despite this investment, there are significant needs yet to be addressed, particularly in television production.

The largest investment has been made in part-time instructors, in an effort to offset a notable deficit in fulltime faculty. The payroll for full-time faculty has increased only 2 percent in two years, with 15 professors for 750 students. (A faculty member will join the department in Fall 2016 and a search is under way for a 17<sup>th</sup>. However, four faculty are in the retirement program that allows them to work part-time.) The part-time payroll has increased nearly 60 percent in the same period in order to accompany a surge in enrollment. The department now employs 25 part-time faculty. A plan for "impaction" across the CSU system is intended to reduce enrollment during the next three years, thereby lessening fiscal pressure, but the department still will rely heavily on part-time instructors.

Budget Item	2012 - 2013	2013 - 2014	2014 - 2015 (Self-study year)
Administrative salaries	\$91,385.07	\$83,304.00	\$89,916.00
Teaching salaries (full time)	\$837,637.00	\$846,514.00	\$861,882.64
Teaching salaries (part time/adjunct)	\$386,006.80	\$549,763.16	\$663,727.72
Teaching assistants	\$0.00	\$0.00	\$6,380.75
Clerical salaries	\$280,068.37	\$288,127.69	\$289,701.48
Equipment	\$60,825.73	\$62,186.21	\$6,470.71
Equipment maintenance	N/A	\$1,100.00	\$6,900.00
Supplies	\$9,028.89	\$10,580.04	\$6,031.80
Library resources	\$128.00	\$128.00	\$128.00
Databases, online information services	N/A	\$192.00	\$1,552.00
Travel	\$8,708.76	\$19,108.89	\$10,620.79
New Faculty Recruitment	\$0.00	\$0.00	\$12,000.00
Distinguished Speakers	\$1,800.00	\$8,000.00	\$1,800.00
Membership Dues	\$500.00	\$500.00	\$500.00
<b>TOTAL ANNUAL JOURNALISM/ MASS COMMUNICATIONS BUDGET</b>	<b>\$1,673,788.62</b>	<b>\$1,861,003.99</b>	<b>\$1,943,311.89</b>

A separate budget for *The Sundial* student newspaper shows that expenses are down \$153,588, a reflection of the shift to a digital-first strategy and the conversion from daily to weekly printing. This strategy is in keeping with industry trends, and the reduction in print frequency has resulted in a stabilizing net profit of \$119,753, which is being used to restore a reserve fund.

Journalism funding is derived from several sources, including the General Fund and monies from Instructionally Related Activities, Campus Quality Fee, the California State Lottery, the CSUN Foundation (although no endowment exists for Journalism) and a Trust account. The department receives 13 percent of the college's total allocations, which are based on a formula that includes the previous year's expenses and percentages of full-time equivalent students (FTES), number of majors and faculty (FTF). While the operating budget also contains set amounts for travel expenses and other common costs, the allowances for faculty are small. For example, faculty members receive \$750 for travel each academic year and, unless they receive a special grant from the college, must cover additional travel expenses out-of-pocket. This is worth noting because faculty salaries are relatively low and ambitions related to conferences and research projects can be personally costly.

Much of the Standard 7 self-study addresses needs and plans. While this assessment is forward-thinking, the department has deficits that cannot be addressed. The self-study notes that "while the university is on much firmer financial ground post-recession, funding issues persist for the CSU, which lost \$1 billion in state revenue between 2008 and 2012. The passage of Proposition 30 and the governor's recent, multi-year funding plan has helped. But, overall, CSU funding remains at pre-2007/8 levels." This reality serves as an overarching theme for any consideration of resources.

**(b)The resources that the institution provides are adequate to achieve the unit’s mission. The resources are fair in relation to those provided other units.**

Department funding has been static for the last five years, with the exception of 2013-14, when the interim dean distributed additional funds to the departments. Journalism used its \$140,000 share to fund equipment and facility upgrades, which included key elements of the Convergence Initiative:

- “Smart” room conversion in a writing/media production lab.
- Furniture and equipment upgraded in a broadcast newsroom/studio.
- Broadcast system installed inside *The Sundial*.
- New equipment installed in a lab.

However, the department has several other crucial equipment, facilities and faculty needs, explained in a memo sent to the then-dean during the self-study year. The transition to yet another new dean put the requests on hold, where they remain as another interim dean was appointed for 2015-16.

A faculty of 15 FTEs for 750 students is stretching, particularly when, as stated in the plan, there is a dearth of faculty members who have the knowledge and experience to teach topics that will prepare students for a digital world. Teaching loads are typically 4/4, except for first- and second-year faculty or those given special consideration for extraordinary circumstances. Also, the department faculty are responsible for advising, which adds an additional layer of responsibility. Although three new tenure-track faculty have been hired recently and the search for a fourth is under way – all but one essentially replacement positions -- the university has canceled plans for additional hires across campus. As a result, the department is placing increasing reliance on part-time faculty. The imminent retirement of the two lead professors in broadcast will put a particular strain on that track, which is becoming increasingly popular among students. Two other faculty are also planning retirement.

Facilities reflect a similar deficit. Lottery and student fee-based funding provides some money that enables the department to maintain and upgrade its equipment and technology. However, recent allocations were as low as \$11,193 in 2013-14 and \$13,500 in 2014-15.

Journalism students produce a variety of news and other media from three newsrooms under department control. Eight student-media operations are under the purview of the department. There is insufficient space for broadcast classes, the same studio space is used for teaching and for production, the primary TV studio (Broadcast Studio A) is becoming outmoded, additional equipment is needed to support student demand in the face of the Convergence Project and increased interest in broadcast, and the hiring of faculty, including 40 part-time, has depleted office space.

The radio facility, housed in a nearby building, was part of a construction project financed in part with a large gift from Mike Curb, now the college’s namesake. It is spacious and top-of-the-line.

**(c)The facilities of the unit enable and promote effective scholarship, teaching and learning.**

Manzanita Hall is a striking building, contemporary and airy, with “smart” classrooms, the latest operating systems, access to a virtual software library and Cloud-based storage. However, the configuration of the department’s classroom space is awkward in at least one instance: Two labs were “confiscated” by the college and combined into a lecture space, leaving the department to rely on 50-seat rooms that is oversized for a lab. It is recommended that the college consider switching these spaces so that the one large space becomes a lecture classroom and the current lecture space is restored to its original configuration of two labs. While the department’s 14,000 square feet are tight quarters for

faculty offices, classrooms, labs and the eight student-media operations that occur there, the college is committed to finding the space that is needed in nearby buildings, and the dean understands the need to seek funds for renovation and transformation of existing space.

**(d)The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.**

Most of the Journalism Department's spaces are equipped with desktop workstations, upgraded in 2012-13 and 2013-14. Most have the latest operating systems and appropriate software, including wireless and untethered access for use with tablets.

Broadcast studio equipment, despite upgrades during the last two-three years, is in need of further modernization. Crucial needs include upgrades for cameras, teleprompter and related resources for a broadcast studio, additional equipment inventory to support increased student activities as part of the Convergence Project, remodeling of existing newsrooms, new furniture for a student study space and office space for faculty, adjuncts and support staff.

The department's resourcefulness is apparent. One example is the primary TV studio's "digital" cameras: They are older floor units with hand-held digital cameras mounted inside.

Through a check-out system, students have access to kits with DSLR, video cameras, GoPros, iPads and other tablets, tripods, recorders, shotgun mikes and other equipment they need to produce work for their classes and student media. The system allows for 48-hour loans, with additional time on request. Some students said it often was difficult to access the equipment needed due to excessive demand.

Funds are needed for subscriptions to digital tool services that will enable students to capitalize on the latest applications.

**(e)The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.**

Oviatt Library on the CSUN campus offers various resources geared toward Journalism students and researchers, and a subject specialist is assigned to the Journalism Department. The library's Website addresses the information needs of Journalism majors and includes resources relevant to print and broadcast journalism; photojournalism, and Spanish language media. Faculty often arrange special sessions for their students at the Library for instruction on research methods and information competency.

Manzanita Hall also has a small library/student space as part of the department's facilities.

CSUN is a technologically advanced campus, with an IT Help Center and many projects and services. Students have access to a Virtual Software Library and faculty, staff, and students have their own Cloud-based storage.

The degree of resourcefulness in this department is impressive. Faculty are strapped, both in numbers and resources, and the pay level seems comparatively low, but they are highly collegial and committed to making every dollar count. The school's leadership team is putting forth a sound plan for supporting an evolving curriculum with up-to-date faculty and facilities. In fact, the interim dean observed that of the six departments he oversees, "Journalism is the department with strategic vision."

However, the source of funding for these plans is not clear. Additional funds must be raised, either through entrepreneurial activities, lobbying of state lawmakers or, more realistically, a campaign to secure private and institutional support. There is little, if any, fund-raising activity on behalf of the Journalism Department; a recent donation of \$10,000 came over the transom after the donor paid a visit to Agency 398, not through any process of solicitation. The self-study includes no details of private annual fund-raising effort or unit endowments.

Fund-raising at the university generally is a highly structured process, administered from the top down. Departments must work through the college-level directors of development who are focused primarily on a defined list of major donor prospects. They report directly to the university's Associate Vice President for Development.

The department does benefit from annual alumni and other giving campaigns, with the funds mainly going directly into the scholarship endowments. A handful of donations are earmarked for discretionary use but the amounts are minuscule.

While the department does not have any endowments for faculty chairs and/or professorships and programs, it does maintain several scholarship endowments, awarding more than 10 scholarships each year, including the \$20,000 Flip Wilson Memorial Scholarship.

The department's operating budget falls short of what is needed to support the faculty's ambitions and to prepare students for communications careers in a rapidly evolving digital world. On the other hand, as noted in the self-study "highlights," meaningful progress is being made:

- As part of its technological initiatives, Journalism upgraded several of its labs and student media production areas.
- Faculty access to a growing inventory of technology and tools has produced scholarly and creative works and provided entrée for students to mobile and digital devices for class assignments and projects.
- While the department's general operating budget allocations from the College have remained relatively static, faculty and staff have been creative in using other funds to boost equipment and technology inventories to meet the demands of a digital, technological and multimedia world.
- Faculty hiring for 2014/15 focused on expanding capabilities in digital and mobile media, visual communications and participatory and community/ethnic media in the United States and around the world.

## **Compliance**

## PART II — Standard 8: Professional and Public Service

*The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.*

Unit performance with regard to indicators:

**(a) The unit consults and communicates regularly with its alumni and is actively engaged with its alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.**

Communicating with alumni is a priority for the department and the department has good contacts with its alumni, many of whom are staff (and retired staff) at regional professional news media outlets, public relations companies and non-profit foundations. Alumni and other news media and public relations professionals are regularly invited to campus for events and activities. More than two dozen alumni have made classroom presentations in the past three years. Many alumni also provide internship programs for students, and participate in the annual student-focused Journalism Career Day.

The department maintains alumni rosters that include more than 4,000 names with contact information, job titles and other details. Keeping the list up to date is a significant challenge for the department given the scarcity of resources. The department has had an alumni page on Facebook since 2010. Graduates, former students and even some incoming students have joined the site, maintained by administrative staff and student assistants

The department works in concert with the Journalism Alumni Association, an official chapter of the university's Alumni Association, and the department Chair appoints a faculty member to serve as liaison to the JAA and attend the quarterly meetings. The JAA has more than 200 members and a formal presence on the university's Alumni Association website as well as its own Facebook page. The Association plays an active role in preparing students. It hosts an annual Speed Mentoring event to provide students with an opportunity to meet with industry professionals, ask questions and generally network with dozens of regional journalists in all types of news media and public relations practitioners. In addition, members provide mentoring support to students undertaking skills courses.

The department also maintains a frequently updated video blog, which highlights the achievements of more than 300 alumni.

**(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.**

The department provides a variety of seminars and workshops for media professionals. Some recent examples include a seminar aimed at closing the digital media gap for ethnic-media journalists, who had not received sufficient training in the "new grammar" of, creating and using data; a working conference and workshop on pressing issues facing statewide media educators; and a training workshop for professionals, faculty and students on accessing public records.

Presentations by local journalists are made to numerous classes and usually are available to all interested journalism majors as seating is available. Faculty often partner with student clubs to bring speakers and training opportunities to campus.

**(c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.**

Faculty members participate in local chapters of professional organizations, such as New America Media, the Society of Professional Journalists, the California Chicano News Media Association and Press Photographers of Greater Los Angeles, the National Association of Hispanic Journalists, the Black Journalists of Southern California and the California College Media Association, among other professional organizations

Faculty members regularly attend regional and national conferences of disciplinary and professional organizations and most maintain memberships in one or more of the major organizations. Faculty members have an annual stipend of \$750 to attend professional events.

**(d) The unit contributes to its communities through *unit*-based service projects and events, service learning of its students, and civic engagement of its faculty.**

The department supports many of the region's journalism programs, spanning Los Angeles and Ventura counties, including serving on journalism advisory boards at Pierce, Los Angeles Valley, and Moorpark colleges, and a seat on the California Journalism Education Coalition board; involvement at local career workshops; and participation in the Journalism Association of Community Colleges, the California College Media Association and the Tri-Valley Alliance for Higher Education, a university-led association that includes 12 community and four private colleges.

The department is also in discussions with the leadership of the California Chicano News Media Association about a proposed partnership to create an institute aimed at increasing the number of Latino professional journalists statewide, providing them with training, support and professional development to advance their careers.

**(e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.**

The department sponsors a number of events at the university, including:-

**Erling H. Erlandson International News Symposium:**

A campus-wide discussion of international news coverage and concerns, named after the department's founder and first chair. A foreign correspondent or foreign journalist normally key-notes the Symposium each spring.

**Journalism Career Day**

A half-day series of panel discussions, breakouts and networking sessions aimed at exposing students to traditional and new journalism career possibilities. Sessions feature practicing a variety of journalists who talk about their experiences, pathways and internships in broadcast, print, photojournalism, freelance, public relations and social media. The program ends with the professionals providing a critique of a 90-minute resume/portfolio/"demo reel" of student work.

**"Generation J" High School Journalism Day:**

This fall event draws approximately 150 students and their teachers/advisers from 25 regional high schools for workshops with professional journalists, journalism faculty and outstanding students, as well as writing and visual arts competitions. The Greater Los Angeles Professional Chapter of the Society of

Professional Journalists and the Southern California Journalism Education Association supports this workshop

**High School On-the-Spot Writing Tournament:** The department provides space and faculty volunteer as judges for this spring event presented by the Los Angeles Journalism Teachers Association. A member of the journalism faculty serves as the coordinator for this half-day event.

## **Compliance**

## **PART II — Standard 9: Assessment of Learning Outcomes**

*The unit regularly assesses student learning and applies results to improve curriculum and instruction.*

Unit performance with regard to indicators:

**(a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council.**

Faculty revised the Student Learning Outcomes as part of a strategic planning process launched in 2011 when the Program Assessment Plan 2011-15 was developed. Assessment is carried out by a standing committee whose chair serves as a liaison to the CSUN Academic Assessment body.

Current learning objectives/outcomes are as follows and align with the “Professional Values and Competencies” of the accrediting body:

- Students will be able to report and write for diverse publics, using proper grammar and punctuation, word usage and spelling, sentence and storytelling structures across multiple journalistic formats.
- Students will be able to gather and analyze information, including basic numerical concepts, using reporting techniques such as interviewing, observation and researching primary and secondary sources.
- Students will be able to think critically, creatively and independently.
- Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Students will apply tools and technologies appropriate for the news media professions in which they work to communicate for and with diverse publics.
- Students will be able to understand and apply the historical, theoretical, legal and societal contexts for producing and consuming news media for local to global publics.

**(b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.**

ACEJMC requires that, using multiple direct and indirect measures, each unit assesses the strengths and weaknesses of the cohort of students in their program, in order for the unit to make the case that their curriculum and programmatic strategies are responsible for a given cohort’s mastery of the 12 core competencies and values. The department may want to use other programs’ examples to strengthen their plan. Based on this, the team reviewed the design of the unit’s revised plan and made some recommendations for their non-binding consideration, as specified below:

- To better focus on the main purpose of assessment, for example, they could directly loop back what they learn from assessing students’ knowledge, understandings and abilities, using that information to modify the curriculum; subsequently, they could then examine the effectiveness of the modification.

- To gather needed information and use it to improve instruction, the unit could use pre-test/post test analyses, within a beginning level course and an exiting level course. This can be used to assess program strengths and weaknesses, strictly for assessment purposes, as a means for improving the curriculum.
- The department may want to consider having outside professionals review **samples** of cohorts of students' portfolios. Professionals (this can include alumni), who are more removed from the program, rather than current faculty members, can give more objective, professional reviews and assessments. Also, alumni have a special interest in increasing the strength of the program and, therefore, ACEJMC encourages use of alumni professionals in this manner. The unit could accumulate such sampled information/data about cohorts of students **over time** and then use the findings to make decisions about changes in the curriculum. This process could lead the unit more firmly toward meeting the goal of ACEJMC's assessment requirement.

The unit's current plan included a few of the elements noted below. The team also offers here **NON-BINDING SUGGESTIONS** that the department can use for assessment planning purposes:

- Within the assessment plan, state the goals of the unit, related to the institution's mission, as well as the purposes of assessment as defined by ACEJMC.
- Note in the plan how, within syllabi, program outcomes are framed as *student learning outcomes* (what a student should know or be able to do)—that reflect ACEJMC's values and competencies.
- Include a curriculum map that indicates where the values and competencies are addressed in core and required courses, with indications of where among the courses *awareness, understanding or application* are the expected outcomes for students.
- Include more than one direct and more than one indirect measure of learning outcomes.
- Include a timeline of when assessment measures will be implemented and results reported.
- Include a plan for oversight responsibilities—a person responsible for implementing the plan.
- Include a timeframe for the use of information — (i.e., a description of provisions and target timeframes for sharing information with others and for making recommendations and decisions for implementing changes in the curriculum).
- In sum, have an updated written plan for assessing, revising, implementing and re-assessing program changes over time.

**(c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.**

It is clearly the intent and practice to apply outcomes data to improve curriculum and instruction. The unit's direct measures are:

A grammar proficiency examination pre-test. (The team encourages the unit to have a comprehensive assessment instrument -- as both a pre-test and a post-test to assess how well the program develops students' skills and abilities.)

- Individual internship site supervisor's evaluations (The team encourages the unit to analyze the internship data/evaluations in the aggregate -- over time -- looking for trend lines or patterns that may suggest ways to improve the curriculum and instruction); the evaluations can focus on items from the internship site coordinator that assess demonstration by the student -- of clear, accurate writing skills, accuracy in applying numerical concepts, etc. -- rather than a focus on attendance, attitude, and the like.
- Electronic portfolios. (The team encourages the unit to have faculty, not students, define the values and competencies the portfolio measures and have outside professionals, including alumni, evaluate them. After they receive the evaluations, the faculty members can look carefully at them for trend lines or patterns over time that may suggest ways to improve curriculum and instruction.)
- End-of-year unit summary assessment reports and analyses are useful for keeping records of and carefully planning for the program's progress on assessment.

Programmatic improvements resulting from the assessment process in place include changing the beginning and intermediate writing/reporting courses to a format that gives students more hands-on practice and better prepares them for the next level; the addition of several new multimedia and diversity courses to address shortcomings in those areas; convergence of student media content and production, and collaboration among faculty and between courses; and changes in several skills courses to integrate multimedia and emerging technologies. The iPad Project, a key component of the department's program, also influenced review of course content by faculty, who saw the need to modernize their teaching.

There is acknowledgement of the need for greater data collection and mining to assess how well internships are preparing students for the workforce. The department will implement a revised internship supervisor evaluation form in Spring 2016. The revisions are designed to determine any gaps in students' internship experiences.

**(d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.**

The location and tracking of alumni is a challenge for this department, as it is for journalism schools around the country. The system that has been developed is largely informal. The department tracks and assesses graduates through the faculty/staff who advise the student media. It increasingly takes advantage of social media. *The Sundial* Facebook group, for example, attracts *The Sundial* alumni from as far back as the 1960s. Also on Facebook, there is a page where broadcast students post their work so it can be critiqued by graduates. Faculty often incorporate the results of these critiques in their instruction.

Surveys have been unreliable due to a poor return rate. CSUN's Alumni Association does not track graduates so that information is not available.

The Journalism Alumni Association, with more than 200 members, is active on campus and provides meaningful feedback to the faculty and administration collectively and students individually through resume and portfolio critiques.

**(e) The unit includes members of journalism and mass communication professions in its assessment process.**

Media professionals are a regular presence on campus. Some are visiting as guest lecturers and mentors; others are teaching as adjuncts. Faculty engage with these professionals, on campus and through conferences, around developments in the industry and what programmatic changes would serve to best prepare students for media and communication careers. Any assessment activity on their part, however, is informal and episodic.

**Compliance**

### **PART III: Summary by site visit team**

**1) Summarize the strengths and weaknesses of the unit.**

Strengths

- A collaborative department chair who is both visionary and detail-oriented.
- Diverse faculty who are devoted to advancing the department in the face of insufficient funding.
- A diverse and intense student body from an underserved population base.
- High demand for the department's graduates.
- A revitalized diversity plan.
- A carefully crafted strategic plan.

Weaknesses

- Budgetary challenges (because the California State University system does not reward programs that do not constrain enrollment).
- Advising needs/internship placement needs.
- Equipment deficits.
- Slow development of a faculty for the public relations emphasis.
- Further progress needed on assessment.
- Inconsistency in student/faculty ratio in skills and lab courses.

**2) List the standards with which the unit is not in compliance.**

NA

**3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).**

- Show consistent adherence to student/faculty ratio.

**4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.**

NA

**5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.**

NA

**6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.**

The department was required to adopt a written diversity plan; and show consistent adherence to a maximum student-faculty ratio of 20-1 in skills and laboratory courses.

- The unit has a diversity plan and has made great strides in diversity. While the 20-1 ratio in skills classes has improved, the department still needs to follow the requirement without exception.
- 7) **The self-study is the heart of the accrediting process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study.**

The self-study was comprehensive and well written. It described the changes in the department that have resulted in great improvement in teaching, service and scholarship.