Report of On-Site Evaluation
ACEJMC
Undergraduate program
2019–2020

Name of Institution: California State University, Long Beach

Name and Title of Chief Executive Officer: President Jane Conoley

Name of Unit: Department of Journalism and Public Relations

Name and Title of Administrator: Chair and Professor Jennifer Fleming

Date of 2019-2020 Accrediting Visit: Feb. 2-5, 2020

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

Date of the previous accrediting visit: Feb. 16-19, 2014

Recommendation of the previous site visit team: Accreditation

Previous decision of the Accrediting Council: Accreditation

Recommendation by 2019-2020 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair
Name and Title: Jennifer Sizemore, Vice President of Communications
Organization/School: Arnold Ventures

Signature

Team Members
Name and Title: Dorothy Bland, Professor, Frank W. and Sue Mayborn School of Journalism
Organization/School: University of North Texas

Signature

Name and Title: Janet Rose, Professor of the Practice & Director, The Agency, William Allen White
School of Journalism and Mass Communications
Organization/School: University of Kansas

Signature

Name and Title: B. William Silcock, Assistant Dean for Research and International Programs, Walter
Cronkite School of Journalism and Mass Communication
Organization/School: Arizona State University

Signature

PART I: General information

Name of Institution: California State University, Long Beach

Name of Unit: Department of Journalism & Public Relations

Year of Visit: 2020

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
    X Western Association of Schools and Colleges

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities: Not applicable

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

    ___ Private
    X 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.

California State University, Long Beach was established by the California Assembly Bill No. 8, Chapter 4. The bill was approved by the governor and filed with the secretary of state on January 27, 1949. The legislation can be accessed on pages 6-7 of this document.

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

    X Yes
    ___ No

If yes, give the date of the last accrediting visit: February 16-19, 2014

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

The unit regained accreditation in 2014, close to 20 years after it was last accredited.[1]

6. Provide the unit's mission statement. Statement should give date of adoption and/or last revision.

The mission of the department is to educate and prepare students for successful careers in journalism, public relations and related fields. We provide learning opportunities covering theories, concepts, skills and technologies that help students become adaptable and ethical professionals and responsible, engaged and informed citizens. This mission is guided by the following values:

1) The work of journalists, public relations practitioners and other fact-based communicators is a *public good* essential for democracies to function well.
2) The principles of *accuracy, fairness* and *transparency* are crucial to ethical, high-quality professional communicator practice.
3) *Critical thinking, written, visual and digital communication, storytelling* and *innovation* are the foundations for meaningful educational experiences designed to reflect the dynamic media ecosystem.
4) *Diversity* is a strength in classrooms and media professions, and *respect* for people with diverse backgrounds is demonstrated through *opportunity, inclusivity* and *representation*.

The mission and values statement was adopted on October 11, 2019.

7. What are the type and length of terms?

Semesters of 16 weeks
Summer sessions of six and twelve weeks
Winter sessions of four weeks

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

X Bachelor's degree
___ Master's degree
___ Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

Name of Sequence
Bachelor of Arts in Journalism
Bachelor of Arts in Public Relations+

* *The BA in Public Relations debuted in fall 2019. It was previously conferred as a BA in Journalism with a specialization in Public Relations.*

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[1] The unit's newspaper option was first accredited in 1978. However, ACEJMC did not reaccredit the unit, which had grown to six options, following a self-study and site visit in 1996.

10. Credit hours required by the university for an undergraduate degree:
120 semester-hours

11. Give the number of credit hours students may earn for internship experience.

Students may earn up to six semester-hour units/credits through the department's internship class, JOUR 498: Internship. The department requires all majors to take JOUR 498 at least once. JOUR 498 may be repeated to a maximum of six units in different semesters.

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

Name of Sequence	Person in Charge
Bachelor of Arts in Journalism	Jennifer Fleming
Bachelor of Arts in Public Relations*	Jennifer Fleming

Formerly a BA in Journalism with a specialization in Public Relations.

13. Number of full-time students enrolled in the institution: Approximately 31,000.

4

14. Number of undergraduate majors in the accredited unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Name of Sequence	# of undergraduate students fall 2019
Bachelor of Arts in Journalism	341
Bachelor of Arts in Public Relations*	140
MAJORS:	481
Minor in Journalism	48
Minor in Public Relations	45
MINORS:	93
TOTAL STUDENTS:	574

* Formerly a BA in Journalism with a specialization in Public Relations. The BA in Public Relations debuted in fall 2019.

15. Number of students in each section of all skills courses. List enrollment by section for the term during which the visit will occur (spring 2020) and the preceding term (fall 2019).

	Course #	Section #	Title	Mode	Enrollment Cap	ACTUAL # of students (as of 1/24/20)
			Spring 2020 Skills Courses			
JOUR	120	01	News Writing and Ethics	Traditional	20	20
JOUR	120	02	News Writing and Ethics	Traditional	20	19
JOUR	120	03	News Writing and Ethics	Hybrid	20	20
JOUR	120	04	News Writing and Ethics	Online	20	20
JOUR	120	05	News Writing and Ethics	Hybrid	20	19
JOUR	240	01	Multimedia Storytelling	Traditional	20	20
JOUR	240	02	Multimedia Storytelling	Traditional	20	19
JOUR	240	03	Multimedia Storytelling	Traditional	20	9
JOUR	300	01	Photojournalism	Traditional	15	15
JOUR	300	02	Photojournalism	Traditional	20	20
JOUR	310	01	Writing for the Daily 49er	Traditional	20	17
JOUR	311	01	News Reporting and Ethics	Traditional	20	20
JOUR	311	02	News Reporting and Ethics	Traditional	20	18
JOUR	311	03	News Reporting and Ethics	Hybrid	20	20
JOUR	316	01	Feature Writing	Traditional	20	18
JOUR	318	01	Sports Journalism	Traditional	20	20
JOUR	321	01	Broadcast News Writing & Reporting	Hybrid	20	20
JOUR	331	01	Editing	Traditional	20	20
JOUR	340	01	Advanced Multimedia Journalism	Traditional	20	20
JOUR	340	02	Advanced Multimedia Journalism	Traditional	20	20
JOUR	340	03	Advanced Multimedia Journalism	Traditional	20	20

JOUR	374	01	Written Communication for Public Relations	Traditional	20	20
JOUR	374	02	Written Communication for Public Relations	Traditional	20	17
JOUR	375	01	Strategic Communication for Public Relations	Traditional	20	20
JOUR	375	02	Strategic Communication for Public Relations	Traditional	20	16
JOUR	380	01	Advanced Photojournalism	Traditional	20	16
JOUR	382	01	Podcasting	Traditional	20	14
JOUR	420	01	In-Depth Reporting for the Daily 49er	Traditional	20	20
JOUR	480	01	Magazine Writing and Editing/ DIG en Espanol	Traditional	20	14
JOUR	480	02	Magazine Writing and Editing	Traditional	20	20
JOUR	482	01	TV News	Traditional	15	15
JOUR	495	01	Enterprise Reporting in Diverse Communities	Traditional	20	18

Fall 2019 Skills Courses						
	Course #	Section #	Course Title	Mode	Enrollment Cap	ACTUAL # of students
JOUR	120	01	News Writing and Ethics	Traditional	20	19
JOUR	120	03	News Writing and Ethics	Hybrid	20	19
JOUR	120	05	News Writing and Ethics	Hybrid	20	20
JOUR	120	07	News Writing and Ethics	Online	20	20
JOUR	240	01	Multimedia Storytelling	Traditional	20	18
JOUR	240	02	Multimedia Storytelling	Traditional	20	20
JOUR	240	03	Multimedia Storytelling	Traditional	20	20
JOUR	240	04	Multimedia Storytelling	Traditional	20	20
JOUR	240	05	Multimedia Storytelling	Traditional	20	13
JOUR	300	01	Photojournalism	Traditional	20	16
JOUR	300	02	Photojournalism	Traditional	20	20
JOUR	300	03	Photojournalism	Traditional	15	14
JOUR	310	01	Writing for the Daily 49er	Traditional	20	17
JOUR	311	01	News Reporting and Ethics	Traditional	20	20
JOUR	311	02	News Reporting and Ethics	Traditional	20	20
JOUR	311	03	News Reporting and Ethics	Traditional	20	20
JOUR	311	04	News Reporting and Ethics	Hybrid	20	19
JOUR	311	05	News Reporting and Ethics	Hybrid	20	19
JOUR	316	01	Feature Writing	Traditional	20	20
JOUR	318	01	Sports Journalism	Traditional	20	20
JOUR	321	01	Broadcast News Writing & Reporting	Hybrid	20	17
JOUR	321	02	Broadcast News Writing & Reporting	Hybrid	20	19
JOUR	331	01	Editing	Traditional	20	21

JOUR	340	01	Advanced Multimedia Journalism	Traditional	20	20
JOUR	340	02	Advanced Multimedia Journalism	Traditional	20	19
JOUR	374	01	Written Communication for Public Relations	Traditional	20	20
JOUR	374	02	Written Communication for Public Relations	Traditional	20	17
JOUR	375	01	Strategic Communication for Public Relations	Traditional	20	20
JOUR	375	02	Strategic Communication for Public Relations	Traditional	20	20
JOUR	382	01	Podcasting	Traditional	15	14
JOUR	420	01	In-Depth Reporting for the Daily 49er	Traditional	20	19
JOUR	480	01	Magazine Writing and Editing	Traditional	20	20
JOUR	482	01	TV News	Traditional	15	15
JOUR	495	01	Enterprise Reporting in Diverse Communities	Traditional	20	13
JOUR	495	02	Enterprise Reporting in Diverse Communities	Hybrid	20	18

16. Total expenditures planned by the unit for the 2019–2020 academic year: $1,990,694

Amount expected to be spent this year on full-time faculty salaries: $1,213,308

17. List name and rank of all full-time faculty in the accredited unit in fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Name	Rank
Emma Daugherty, PhD	Professor
Jennifer Fleming, PhD	Professor
Chris Burnett, PhD	Professor
*Heloiza Herscovitz, PhD	Professor
Danny Paskin, PhD	Professor
++Chris Karadjov, PhD	Associate Professor
*Gwen Shaffer, PhD	Associate Professor
Soumitro Sen, PhD	Assistant Professor
Trevor Bell, PhD	Assistant Professor
Barbara Kingsley-Wilson	Lecturer
Gary Metzker	
Teresa Puente	Lecturer
Todd Henneman	Lecturer
Jennifer Newton	Lecturer
Elizabeth Sanchez Denton	Lecturer
	Lecturer

* Dr. Herscovitz and Dr. Shaffer were on sabbatical in fall 2019.
++ Dr. Karadjov is on sabbatical in spring 2020.
**Elizabeth Sanchez Denton's full-time status depends on the units assigned, which vary between 12 and 15.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list names of part-time faculty teaching spring 2019. (If your school has its accreditation visit in spring 2020, please provide the spring 2020 adjunct list in the updated information.)

Fall 2019	Spring 2020
Monica Almeida	Monica Almeida
Jolyn Matsumuro Brookes	Jolyn Matsumuro Brookes
Matthew Bunker	Matthew Bunker
Krista Coriaty	Krista Coriaty
Melissa Evans	Melissa Evans
Holly Ferris	Holly Ferris
John Gonzales	John Gonzales
Michael Goulding	Michael Goulding
Robin Jones	Robin Jones
Chris Knap	Chris Knap
Peter Larsen	Peter Larsen
Candace Manriquez	Candace Manriquez
Amanda Parsons	Amanda Parsons
Justin Richmond	Sona Patel
Nick Roman	Justin Richmond
Shraddha Swaroop	Steve Rohr
Anthony Vasquez	Nick Roman
	Elizabeth Sanchez Denton
	Shraddha Swaroop
	Anthony Vasquez

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.

	Graduates	In Compliance	Percent
2018-2019	139	128	92%
2017-2018	156	153	98%

PART II — Standard 1: Mission, Governance and Administration

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 unit annually updates its data on the ACEJMC searchable database website (https://lookup.acejmc.org).

California State University, Long Beach (CSULB), is one of the largest campuses in the 23-campus California State system. And the CSU is the largest and most diverse public higher education system in the United States, as well as among the nation's most affordable and accessible undergraduate institutions.

CSULB opened in 1949 as Long Beach State College. The university is now on a sprawling, park-like campus blocks from the Pacific Ocean, just off the Pacific Coast Highway. The history of the department also begins then, when the single mimeographed sheet that was the Forty-Niner began publishing. Early on, the journalism program was part of the English department; the Department of Journalism was formally established in 1966. In 1973, a Public Relations sequence started and in 1977, Broadcast Journalism and Magazine sequences launched. The Newspaper sequence was first accredited by ACEJMC in 1978, and was reaccredited along with the Magazine sequence in 1986, after a successful appeal. And in 1991, all six program options (News Editorial, Magazine, Broadcast Journalism; Public Relations; Photojournalism; Education) gained accreditation. Then, in 1997, amidst a recession and a contracting and consolidating program, accreditation was denied after the site team found the program out of compliance on five standards.

Since then, rebuilding that began in the early 2000s led to more tenure-track lines and new curriculum that emphasized convergence and flexibility. In 2014, the program sought accreditation for the first time since 1997 – and was found in compliance on all standards and given accreditation. Since then, department faculty has grown by almost 30 percent and has a new, refurbished building; the department has literally emerged from its former subterranean basement home where it lived for years even after catastrophic flooding. It also has yet another new name, changing from the Department of Journalism and Mass Communication to the Department of Journalism & Public Relations to better reflect course offerings and differentiate from other programs with "communications" in their names.

The specialization in public relations became its own Bachelor of Arts in Public Relations in 2019 and student media, which are part of the department, continue to evolve and expand.

In October 2019, faculty approved JPR 2030, a strategic plan and set of goals that follows the framework of the campus-wide 2030 initiatives. It includes a values statement and a new mission statement that had not been changed for more than 10 years; it was created to reflect the new realities of digital and social media cultures:

The mission of the Department of Journalism & Public Relations is to educate and prepare students for successful careers in journalism, public relations and related fields. We provide learning opportunities covering theories, concepts, skills and technologies that help students become adaptable and ethical professionals and responsible, engaged and informed citizens. This mission is guided by the following values:

1) The work of journalists, public relations practitioners and other fact-based communicators is a *public good* essential for democracies to function well.
2) The principles of *accuracy, fairness* and *transparency* are crucial to ethical, high-quality professional communicator practice.
3) *Critical thinking, written, visual and digital communication, storytelling* and *innovation* are the foundations for meaningful educational experiences designed to reflect the dynamic media ecosystem.
4) *Diversity* is a strength in classrooms and media professions, and *respect* for people with diverse backgrounds is demonstrated through *opportunity, inclusivity* and *representation*.

The unit annually updates its data on the ACEJMC searchable database.

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

Faculty governance for the department begins with the Constitution of the Department of Journalism & Public Relations that was adopted in 2017. It defines regular, full-time, voting faculty, and outlines the duties and limitations of the department chair.

The California Faculty Association Collective Bargaining Agreement governs faculty rights and raises across the CSU system. The department is also governed by the CSULB Faculty Handbook, a digital guide that contains grading and assessment policies, probation rules, and more relevant policies.

The faculty met monthly during AY 2018-2019, for a total of nine meetings, and had four standing committees (Retention, Tenure and Promotion; Search; Curriculum and Assessment; Scholarships) and one working group (Mission and Values).

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 department is led by the chair, who reports to the Dean of the College of Liberal Arts. The current chair joined the department 18 years ago after a career in broadcast journalism; she is in her first three-year term. Faculty, university colleagues, alumni and students alike express respect and admiration for her devotion to student-centered learning and administration – whether it's finding and fighting for new sources of funding, launching a new all-alumni advisory board or helping an individual student find the way to success and ultimately graduation.

One student described the chair's hands-on, caring approach: "She sat with me for as long as I needed to answer all my questions." Faculty used words like "amazing, amazing manager," and gave her credit for keeping in place what was working and cleaning up other issues: "I just don't worry anymore about any of the things she is in charge of." Campus colleagues described the chair's "growth arc" in her leadership

role and praised her willingness to join and lead campus-wide initiatives from social media training to a pilot of a learning community for transfer students.

The dean said she has "really dug her teeth in" since she took over the role and called her "a really good leader. If there's a really good idea, she finds a way to get the department into it."

The department has a lean two-and-a-half person administrative team -- a full-time administrative services coordinator, full-time technology coordinator and half-time department assistant. The chair position itself is not technically full time, with 60 percent of the chair's time allocated to administrative functions while 20 percent is teaching/advising and 20 percent is service. The department also has a part-time student lab assistant.

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

The department chair is appointed for a three-year term and may be reappointed for a second three-year term. University policy governs the selection, appointment and evaluation of department chairs. The Dean of the College of Liberal Arts initiates the nomination process and faculty elect a department chair nominating committee. The committee handles the balloting and election and notifies the dean of the results, and the dean, in consultation with the provost, appoints a department chair. The election for the current department chair took place in spring 2017; her appointment runs to August 2020.

Beyond the election every three years, there is not an official process to evaluate chair/administrator performance. However, department chairs are faculty members and in the union, so they are reviewed by a peer committee and the dean at least every five years; service as chair can be included as part of that review.

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

The department follows campus policies for dispute resolution. The 2019-2020 Catalog outlines formal and informal grade appeals processes. The Office of Equity and Diversity handles all informal and formal allegations as they relate to protected status.

For less formal complaints, like student concerns about faculty instruction, the chair tends to handle the situation directly with the faculty member. Disputes among faculty are mostly handled in faculty meetings which serve to build consensus and facilitate solutions and change.

SUMMARY:
The department has weathered curriculum change, contraction, growth, a new name and a new major, and a move, and all momentum appears to be moving forward. Solid structural framework and processes, a guiding mission and value set, and strong leadership from the department chair contribute to effective governance and administration.

Overall evaluation compliance/non-compliance:
COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:
Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

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 this requirement.

Significant positive changes have been made in the curriculum since the last site team visit in February 2014. Students must take 72 semester credit hours outside of the unit and meet the core general education requirements of the university. A total of 48 hours are required within the major. In addition to the B.A. in Journalism, the unit officially started offering a B.A. in Public Relations in the fall of 2019.

Since the last self-study, the unit has updated its advising check lists for the B.A. in Journalism and the B.A. in Public Relations to track the number of semester credit hours each student takes. It appears an adequate number of credit hours were taken outside the major and 48 hours within the major were observed, based on transcripts selected at random for graduates since 2017-18.

b). The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

A review of the curriculum along with interviews of faculty, staff and students show a healthy mix between theoretical and conceptual courses in both degree programs. New courses offered since the last self-study in 20014 include Social Media Communication, Podcasting and Advanced Multimedia Storytelling. The social media class is the most popular elective with more than 200 students enrolled during spring 2020, and it is open to the rest of the university as a general education elective.

The Advanced Media Storytelling class includes storytelling on social media, audio storytelling, coding for journalists, data visualization and video storytelling. Two classes to better prepare students for working in Spanish and bilingual media will be officially launched in fall 2020. A bilingual magazine class has been taught for three semesters and goes officially in the catalog as Bilingual Magazine and Reporting and Production: *DIG en Español* in the fall 2020.

All students seeking the B.A. in Journalism must take 24 credit hours or eight three-credit hour courses:
- JOUR 110: Mass Media and Society
- JOUR 120: News Writing and Ethics
- JOUR 240: Multimedia Storytelling
- JOUR 311: News Reporting and Ethics
- JOUR 340: Advanced Multimedia Storytelling
- JOUR 418: Journalism: Past, Present and Future
- JOUR 430: Communication Law and Policy
- JOUR 498: Internship

Journalism majors are required to take one three-credit course in a focused area such as Media Design, Broadcast News Writing and Reporting and Editing for Print and Online. There is also a requirement that students take six credit hours in advanced skills/production courses such as Advanced Media Design, In-Depth Reporting for the Daily 49er, Magazine Writing and Editing, Television News Production and Performance or Enterprise Reporting in Diverse Communities.

Journalism majors need 15 credit hours of electives, or can choose up to five classes. There is a list of 27 classes to choose from such as Social Media Communication, Photojournalism, Data Journalism, Podcasting and Public Relations.

Students majoring in Public Relations are required to take a core of 36 credit hours or 12 three-credit courses:
- JOUR 110: Mass Media and Society
- JOUR 120: News Writing and Ethics
- JOUR 270: Principles of Public Relations
- JOUR 305: Media Design
- JOUR 374: Written Communication for Public Relations
- JOUR 375: Strategic Communication for Public Relations
- JOUR 430: Communication Law and Policy
- JOUR 470: Digital Tools for Public Relations
- JOUR 471: Public Relations Management and Campaigns
- JOUR 478: Public Relations Case Studies
- JOUR 494: Research Methods
- JOUR 498: Internship

PR majors need 12 semester credit hours of electives or can choose up to four classes, and there is a list of 34 classes to choose from such as Social Media Communication, Multimedia Storytelling, Culture and Politics of the Internet, Podcasting, Public Relations Agency, Trends in Online Media and Data Detectives: Democracy, Citizen Journalism, and Open Government. As with the journalism electives, not all electives are offered every semester. According to the self-study, Writing in Spanish for Journalism and Public Relations Careers will be offered for the first time in the fall 2020.

c). Instruction, whether on-site 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.

In spring 2020, a major shift from 2013-14 was the variety in instruction delivery methods. For example, of the 73 sections offered in the spring 2020, 48 (or about 66 percent) were offered face-to-face, eight (or about 11 percent) were hybrid, and 17 (or about 23 percent) were online. Most online classes are conceptual, and all internship classes are online. Also, all summer and winter classes are now online.

The strength of the curriculum and faculty and student engagement can be seen in the consistent growth in enrollment since the move from a basement to a renovated facility. In fall 2013, there were 504 students (including 437 majors and 67 minors) and by fall 2019 JPR had 574 students (including 481 majors and 93 minors). This represents a 10 percent growth in majors and a 38 percent growth in minors. When compared with 27 other units in the College of Liberal Arts, the full-time equivalency in JPR beat the enrollment target by 15.3 percent for the spring 2020 with FTE enrollment of 395 as of Feb. 3, 2020 vs. 361 in the spring 2019 census (spring enrollment traditionally is lower than fall).

In student sessions, students said they felt instruction was current, demanding and hands-on in many cases. "You get experiences you can put on your resume," said one PR student. Journalism students also praised the value of working in student media outlets such as the award-winning Daily Forty-Niner and magazines DIG Mag and DIG en Español. The Daily Forty-Niner operates as a multimedia platform at www.49er.com, and is printed on Mondays. The student editors' dedication was seen in full force in the newsroom on Super Bowl Sunday night, where they were gathered to put the weekly print edition to bed. According to its media kit, the Daily Forty-Niner reaches "more than 36,000 students and almost 3,000 faculty and staff through 65 distribution locations across the CSULB campus and the Long Beach community." The top editors for the Daily Forty-Niner are paid, but dozens of other students take the In-depth Reporting for the Daily Forty-Niner class. In addition to the website, students associated with the Daily Forty-Niner also produce a podcast and e-newsletter. Students also said they valued a variety of social media internships offered on campus in units such as the departments of Journalism and PR, Political Science, Human Development, Math, Communications and the College of Liberal Arts.

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.)

All skills classes observed had 20 or fewer students in state-of-the-art labs.

Visits to classes showed faculty are engaged and current in their various areas of expertise. While some tenure-track faculty expressed concern about the heavy reliance on part-time lecturers, students said they valued having some faculty members who were currently working in the industry.

One area of concern is the lack of accessibility to a broadcast studio housed in the film department on campus. Students and faculty said there is more opportunity to grow broadcast and video production opportunities for students across the curriculum. For example, students suggested there could be a weekly newscast. Also, it is important to note that the Student Association, Inc. has about 1,600 square feet for about four radio/podcast spaces and a similar space for TV studio in the Student Union. While the spaces are not under the control of the JPR department, at least one faculty member is working with a staff person to supervise about 11 journalism students who are interning with this separate student media group, which produces a magazine, podcast and some broadcast productions.

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.

Internships are required for both journalism and PR majors. In spring 2020, almost 100 students were enrolled in supervised internships for course credit. Students "self-select internship sites," according to the self-study. Faculty members approve the internship sites and site supervisors. A minimum of five years of professional experience is expected of internship supervisors. The department "adheres to standards set by the National Association of Colleges and Employers (NACE) with job descriptions required as well as learning objectives/goals." Supervisors assess students' performance after 50 and 100 hours of work.

Students were extremely proud of their internship experiences, and some said they had two internships.

SUMMARY:
The curriculum has been upgraded and remains a work in progress. There have been faculty hires to better reflect JPR's diverse student population and the everchanging media landscape. There is more work to be done to maximize broadcast and converged media opportunities.

Overall evaluation, compliance/non-compliance:
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 has a written plan for diversity that underscores diversity as "a core value at CSULB and in the Department of Journalism & Public Relations." The plan sees diversity as a "strength in classrooms and media professions and respect for people with diverse backgrounds is demonstrated through opportunity, inclusivity and representation."

The plan defines diversity across eight categories: 1) race and ethnicity; 2) gender, sex and gender expression; 3) religion and spirituality; 4) immigration, migration and citizenship status; 5) sexual identity; 6) aging and life stages; 7) class and socio-economic status; and, 8) ability differences. As detailed, the plan includes specific tactics to achieve diversity by prioritizing "principles of opportunity, inclusivity and representation" in the areas of faculty, guest speakers, student services and curriculum. Active implementation of these tactics was witnessed throughout the site team visit.

Faculty, staff, students and administration confirmed the department's and the university's commitment to diversity. Ensuring that diversity is addressed at multiple levels including the curriculum is a priority for the department, the university and the CLA dean. CSULB's student body is diverse, mirroring, to some extent, the diverse population of its primary area of service in Long Beach, Calif. The area, university and the department have a significant Latinx population. For example, according to the self-study, 43 percent of the CSULB student population is Latinx, similar to the population of the university's region of primary service, and the campus is a designated Hispanic-Serving Institution (HSI). The department exceeds the campus Latinx student statistic with 50 percent of its current students identifying as Latinx.

The department's diversity plan includes the following goals: an appointed coordinator in curriculum diversity; formal and ongoing assessment of its diversity initiatives; and establishment of a student board to assist in overseeing diversity.

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

The department has strengthened and/or added courses that work to support its commitment to diversity. The adoption of a major and minor in public relations also provides the department with expanded opportunities to develop in this area. The department's Public Relations Student Society of America-Long Beach (PRSSA-LB) team won the Bateman Case Study Competition in May 2019 for its "Diversity-LB" campaign.

The department's curriculum includes specific courses directed toward diversity. These include: JOUR 350 (Writing in Spanish for Journalism and Public Relations); JOUR 360 (Culture and Politics of the Internet); JOUR 415 (Diversity in media: Gender, class and ethnicity in the media); JOUR 450 (Bilingual magazine reporting and publication, includes *DIG en Español*); JOUR 411(Data Detectives: Democracy, Citizen Journalism and Open Government). Diversity also is a focus across the curriculum in courses including JOUR 110 (Mass Media and Society); JOUR 430 (Communication Law and Policy); JOUR 495 (Reporting in Diverse Communities); JOUR 498 (Internship). Global perspectives are the focus of JOUR 312 (Global News Media). Courses include specific and assessed outcomes.

(c) The unit demonstrates effective efforts and professional staff, and, where feasible, recruits international faculty and professional staff.

The department has made significant progress in addressing previously noted diversity gaps among its faculty. It hired a female, full-time lecturer in Latino Journalism in 2016. As of this writing, the lecturer competed for and is said to be in the process of being hired into the department's open tenure-track position. Unknown at this time is whether this full-time lecturer position will be replaced, however. In addition, since 2016, 10 out of the 11 part-time faculty hired represent diversity in terms of gender, minority populations and physical disabilities. As of spring 2020, the department has two Black/African American part-time faculty members, one male and one female. Asian/Southeast Asian representation of faculty includes one full-time male, two part-time female and one part-time male, and Latinx representation includes four part-time lecturers, two male and two female, and one full-time female lecturer.

The department's strengths in overall diversity include the differently abled or physically disabled. Three faculty are in this category. The department's culture and focus on equity and inclusion can also be seen in the area of LGBTQI faculty and students, including participation with the National Lesbian and Gay Journalism Association (NLGJA). The department also has a commitment to and programs for supporting its transfer students, many who are first-generation university students and transfer students from community colleges and a significant percentage of the department's student enrollment. Programs include its Transfer Learning Community (TLC) initiative, active in several areas including curriculum.

The department continues to have low representation of Black/African Americans in both faculty and students. The department, however, has one of the highest percentages of Black/African American students on campus compared to other departments. Black/African American students in the department acknowledge and appreciate the department's culture of commitment to diversity, but also notice an absence of Black/African American representation in a variety of areas including in the professions with which students interact. "I don't see people who look like me," one student said in reference to both what she sees among faculty and in the professional worlds they plan to enter. The department's strong and active participation with groups such as the National Association of Black Journalists (NABJ) serves both students and faculty to further its commitments to diversity in all areas.

The department and the university's Office of Academic Affairs recruit for faculty through a wide variety of networks and publications including those focused on women and minorities such as Women in Higher Education, Hispanic Outlook, Diverse Issues in Higher Education and The Chronicle of Higher Education, the AEJMC employment website, AEJMC Job Hub, Broadcast Education Association's newsletter and online job board, and other AEJMC and NCA email lists and/or social media groups representing diverse experiences and backgrounds. The university's Office of Equity & Diversity manages records on diversity related to recruitment efforts.

(d) The department 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.

As noted in the self-study and in meetings with administration, faculty and students, the department is effective at retention and graduation rates consistent with both the college and the university. The department has advantages in this area due to its multi-faceted student services, clubs, media entities, faculty advisers and mentors. This includes alumni of the department's program now working in the professions who connect and support students, although students report that these connections could be strengthened. Groups and associations specifically dedicated to diversity include the NABJ, the National Association of Hispanic Journalists (NAHJ), and the MENS Success Initiative, a university program that supports male students of color. Student media now includes a Spanish edition of DIG Magazine, *DIG en Español.*

(e) The department has a climate that is free of harassment and all forms of 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. Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

The department has three differently abled/physically disabled faculty members. The department works to ensure that office, classroom and technology accommodations meet the needs of faculty and students adequately. Faculty and student interviews verify an accommodating and open environment for students and faculty. The culture and environment of the university and department in relation to diversity is positive.

SUMMARY:
The department has a strong culture and practice of diversity. It has made and continues to make significant advancements in ensuring that diversity is represented, practiced, supported and nurtured across the curriculum, faculty, students and services.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

(Please include the Faculty Population table at the end of this section.)

Table 6. Faculty Populations, Full-time and Part-time

2018-2019 full-time faculty Total: 14 (eight tenured/tenure-track, six lecturers)				
Group	Female	% of full-time faculty	Male	% of full-time faculty
Black/African-American				
White	5	36%	4	28%
American Indian/Alaskan Native				
Asian/Southeast Asian			1	7%
Latinx	3	22%	1	7%
Native Hawaiian/Pacific Islander				
Other race				
International	CSULB does not track or report international faculty.			

2018-2019 part-time faculty Total: 17				
Group	Female	% of total part-time faculty	Male	% of part-time faculty
Black/African-American	1	6%	1	6%
White	6	35%	4	25%
American Indian/Alaskan Native				
Asian/Southeast Asian	2	12%		
Latinx	1	6%	2	12%
Native Hawaiian/Pacific Islander				
Other race				

Other Faculty Population Diversity Variables[8]
12% of faculty respondents to a spring 2019 survey identified as a person with a disability
20% were born and/or raised outside of the United States
35% indicated they are fluent in a language other than English
84% identified as heterosexual, 8% gay, 4% bisexual

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[8] Faculty diversity measures at CSULB go beyond race/ethnicity and gender. As a result, we conducted a survey in spring 2019 to understand faculty diversity. Survey highlights are above.

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

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 unit has 14 full-time faculty, 30 percent growth since the last self-study: five full professors; two associate professors; two assistant professors; and five full-time lecturers.

Faculty Selection

Following written university and college procedures for tenure track lines, the department chair negotiates with the dean to secure new ones. Usually this results in one new line a year contingent upon enrollment growth. The chair consults with the faculty on the expertise needed and writes a position description. The tenured faculty elect a search committee of three members and a widely distributed advertising campaign unfolds. After the campus Office of Equity & Diversity approves the pool, the committee reviews applications, interviews 10 semifinalists on the phone and recommends three or four to visit campus. Once on site the candidate delivers both a teaching demonstration and a research presentation. The search committee makes the final recommendation to the dean who consults with the provost and approves the recommendation. The chair completes any negotiations. A $5,000 start-up package can be used for an extra computer, software, research funds, etc. The funds must be spent within the first two years.

Full- or part-time lecturers are recruited and hired by the department chair, drawing on Southern California's vast professional talent pool. Examples of part-time lecturers include a former New York Times Pulitzer Prize-winning photojournalist and a producer at American Public Media's Marketplace Report. Fifteen to 20 part-time lectures are hired each semester. Part-time lecturers on a one- or three-year contract can advance to full-time lecturer status after teaching 15 units (a full-time instructional load) for at least two consecutive semesters. Thus, full-time lecturer searches are rare due to the Collective Bargaining Agreement stipulations that give preference to qualified lecturers already on faculty.

In a search underway during the site team's visit it was apparent that a full-time lecturer who applied for the tenure-track line would be offered the position. The diverse candidate holds an MFA terminal degree. It is not automatic that the full-time lecture slot will be back-filled.

Faculty Evaluations

Since the 2014 site visit three faculty were promoted to full professor and one was tenured and promoted to associate. The Collective Bargaining Agreement between the California Faculty Association and the California State University System dictate promotion and performance evaluations in accordance with University Policy. Tenured/tenure-track faculty expectations are spelled out in retention, tenure, and promotion (RTP) documents that exist at three levels: department, college, and university. Tenure-track faculty are evaluated in three areas: teaching, research and service with an expectation to demonstrate sustained engagement. Part- and full-time lecturers are also evaluated regularly, based on their contracts and length of service.

New tenure-track faculty receive during their first three years "mini reviews" completed by a peer committee and feedback from an associate dean. At the third year a more comprehensive retention evaluation takes place leading to the sixth-year submission of the tenure packet. This is reviewed by the

department and college committees, the college dean and the provost, who officially awards tenure and promotion.

After five years as an associate professor a faculty member can apply to become a full professor. This process mirrors that of initial tenure/promotion review. A post-tenure review of associate and full professors occurs every five years at the department and college level. If an associate decides not to apply for promotion to a full professor, they still must complete the five-year evaluation.

Part-time lecturers who are appointed for two or more semesters must be given a formal written evaluation, called a periodic evaluation. The evaluation focuses primarily on teaching performance. After six years, part-time lecturers "graduate" to three-year contracts and are evaluated every three years. Full-time lecturers are on three-year contracts, and are reviewed every three years by a department peer committee and a college dean.

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

Percentage of core and required courses taught by full-time faculty	
2018-2019	47 percent
2017-2018	53 percent
2016- 2017	60 percent

The unit has 14 full-time faculty. The unit has 17 part-time instructors. As the self-study notes, in the spring 2019 semester, the program fell below the requirement to have full-time faculty teaching a majority of required courses, as seen in the table above.

During a robust discussion with the dean, he expressed that this percentage might remain out of compliance. The site team clarified that ACEJMC's core-course teaching expectation is more than a nice-to-have. It is unclear what the next steps will be to remedy the potential danger of falling short on the core-course-instruction requirement.

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.

Credentials

All tenured and tenure-track faculty have full-time professional experience of varying length from two years to 30 years. Their diverse scholarship includes international crisis communication, global news media systems, internet policy and media literacy. Full-time lecturers and part-time faculty include three Pulitzer Prize winners and others with extensive professional experience. Nine of the tenure/tenure-track faculty have PhDs. All but one of the full-time lecturers have a master's degree, while a majority of part-time faculty also have master's degrees.

Faculty development

Full- and part-time faculty have collectively participated in more than a dozen intensive instructional technology training programs since 2014, most often focused on online and/or hybrid conversion and instruction. Several faculty participated in the Dow Jones Multimedia Training Academy which is a weeklong hands-on training program for faculty at Hispanic Serving Institutions focused on building skills in video, audio and digital photography storytelling.

Several faculty members participated in a two-day mental-health first-aid training.

Association memberships

Faculty have a North America travel budget of $1,200 per year or $1,800 for overseas conferences. Tenure-track faculty are members of 10 academic organizations including AEJMC, BEA, ICA and PRSA. Fulltime lecturers participate in 12 professional organizations including IRE, SPJ, NAHJ, NABJ, PRSA and NJBTQ.

Visiting faculty

The Department Chair reports no funds exist for a visiting faculty member to come for a semester or an academic year. On average, the department hosts more than 100 guest speakers each year. The majority reflect diverse backgrounds and experiences in terms of subject area/expertise, underrepresented minority populations and/or gender.

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

Faculty members demonstrate effective instruction in several ways. This includes a written teaching philosophy, results of course evaluation summaries, syllabus review and sample assessment and instructional materials. Results from reports summarizing Student Perception of Teaching (SPOT) surveys completed at the end of each semester are weighed heavily in the assessment of instruction. Nine closed-ended questions are reported on a six-point scale. The key question asks whether the student believes the instructor was effective at teaching. All faculty regardless of rank are expected to have a mean consistently at or above the department mean, which is 5.5.

Evaluators consider the relationship between a faculty member's research and teaching, peer observation of teaching, grade distributions, quality of instructional materials, professional development activities, and/or experimentation with instructional methodologies or assessments. To close the loop, faculty are expected to reflect back on teaching practices and describe any changes aimed at improving instructional effectiveness.

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

CSULB's Ukleja Center for Ethical Leadership, housed in the College of Business, picked two of the unit's tenured professors to participate in a campus-wide research and pedagogy committee. The dean's office confirmed that the JPR faculty serve on numerous university committees. Those interviewed by the site team complimented the faculty and praised the chair for bringing vision and direction to a growing unit delivering high quality journalism and public relations education with limited resources.

SUMMARY:
The number of full-time faculty teaching the majority of the courses dipped below the requirement for this standard in the previous spring semester. A balance of research and professional faculty are robustly and fairly evaluated. Inspired by their students, they stay current in the field.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

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

Unit performance with regard to indicators:

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

JPR faculty publish in top venues and travel to conferences in the United States, Canada, Latin America and Europe to present research and represent the department and university. Collectively, JPR faculty received support to travel to more than 50 conferences between 2014 and 2020. All tenure-track and tenured faculty and full-time lecturers are eligible to apply for funding to support travel to one conference per year to present a paper or be a panelist. Travel funding is in large part automatic so long as faculty meet application deadlines and presentation requirements.

Various internal programs to support scholarly and professional activities, most notably RSCA (Research Scholarly and Creativity Awards), allow faculty time to be bought out. The awards provide faculty with class releases so they can focus on research during the time they would otherwise be teaching. Summer stipends of roughly $4,500 are available to eligible faculty to support research or professional activities over the summer. One or two are awarded each year. Faculty must choose between a summer stipend or a buyout. The combined value of scholarly support programs used by department faculty over the past six years exceeds $500,000.

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

The College of Liberal Arts sets clear expectations for scholarly and creative activity leading to promotion and tenure as outlined in the university and college Retention, Tenure and Promotion policies (RTP). The Department of Journalism & Public Relations revised its RTP policy in 2010 to ensure that evaluators would view professional activities as legitimate and important forms of scholarship. Specifically, the department RTP policy allows probationary and tenured faculty to strike a balance between traditional research outcomes such as refereed journal articles and peer-reviewed academic conference presentations and creative/professional activity. The chair reports that currently no one on a tenure-track is in pursuit of the creative track option.

As such, the department RTP policy expands the concept of peer reviewing to encompass the terms "juried," "edited," and "refereed," as non-academic peer-reviewed publishing "is considered essential to staying current in the field and practicing many of the same skills we teach to students." Materials produced by faculty for publication/dissemination are peer- reviewed as long as experts such as newspaper editors, TV producers and campaign managers evaluate them.

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

The unit requires in its tenure documents that if a faculty member chose not to pursue a traditional social science research agenda, they would still have to demonstrate a balance between research and creative activity. Professional activity is not a substitute for scholarly activity. The unit envisions working with the college and across campus to change this but currently they must stay in the confines of the collective bargaining agreement and university scholarly norms.

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.

As mentioned, faculty publish in top venues and travel to conferences globally. The research produced has significant impact. For example, a grant funded research study focused on people who rely on their cell phones for internet use. The JPR faculty member was invited by the Federal Trade Commission to present her findings in Washington, D.C.

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

At faculty meetings and in a weekly communication newsletter written by the chair, celebrations of success in publications and professional activity are noted and celebrated. Sometimes there is tension when faculty discuss needs to fill a vacancy, with some arguing for a PhD and others believing that the slot should be filled by a professional. One faculty member recommended a Friday "brown bag" to facilitate and grow a shared professional culture.

SUMMARY:
Faculty publish in peer-rated top journals and present at academic conferences worldwide. A rigorous promotion and tenure process recognizes both professional and scholarly activities.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

(Please include the scholarship table at the end of this section.)

Scholarship, Research, Creative and Professional Activities	Total from Unit	Individuals				
		Full Professors (5)	Associate Professors (2)	Assistant Professors (2)	Other Full-Time (3)	Totals (12)
Awards and Honors	14	6	7	1	1	15
Grants Received, Internal++	83	42	22	19	14	97
Grants Received, External	5	3	2			5
Scholarly Books	0					0
Textbooks	0					0
Books Edited	0					0
Book Chapters	10	6	3	1		10
Monographs	0					0
Articles in Refereed Journals	17	9	8			17
Conference Papers/Presentations	49	29	12	8	15	64
Invited Talks	6	4	2		10	16
Encyclopedia Entries	2	2				2
Book Reviews	5	4	1			5
Articles in Non-refereed Publications	3	2	1			3
Juried Creative Works	0					0
Non-juried Creative Works	0				+50	+50
Other (please specify)	2		1 white paper 1 policy paper			

PART II – Standard 6: Student Services

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.

Academic advising is a strength of the department. Students report satisfaction with advising and say they feel like they have a clear outline of courses and requirements toward graduation. Department advisers have access to the Academic Requirement Report (ARR) system, and work with students to create a checklist. Students say that this gives them a checklist "that is right there" in front of them throughout their steps to graduation.

In addition, students have access to multiple advising entities across campus including the College of Liberal Arts Advising Center, referred to as ATLAS, and the University Center for Undergraduate Advising (UCUA). The university also offers advising centers for distinct student populations including student athletes, honors students, President's Scholars and Equal Opportunity Program (EOP) students. The department also uses the Educational Advisory Board-Student Success Collaborative (EAB-SSC) digital advising tracking tool. The EAB platform provides added visibility, connectivity and accountability for advising.

Career preparation and advising also is a strength of the department. Students rate highly the department's and its career advising staff's ability to offer preparation for job-seeking, managing their professional brand, growing their portfolios and networks, and creating professional digital and online platforms to enable successful career searches. The university also provides access to BeachLINK, a digital job and internship posting service.

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

Students report open access to professors as advisers. In addition, two faculty members in the department officially hold four to six walk-in advising hours each week and receive a course release for this commitment. Students report that advisers offer support throughout a student's program. Community college and transfer students, a significant portion of the department's and university's enrollment, receive additional support through the Student Orientation Advising and Registration (SOAR) program. The department now also offers transfer students support through the Transfer Learning Community (TLC) initiative to ensure connectivity and community for transfer students in the department.

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

The department provides digital, social and print information sources to students. Students feel informed, connected and engaged in the department. The department's emphasis on connectivity to the professions, its student media and its requirements for internships also contribute to strong student and departmental connectivity.

(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 core of the department's support of students is its unit-affiliated student media. The faculty advisers to the paper/website and two magazines are housed in a bustling suite with separate but connected homes for each publication. Students work in the space at all hours, buzz in and out of the advisers' offices – and even eat and just hang out.

The department offers and supports numerous service and engagement opportunities for students. This includes the Public Relations Students Society of America (PRSSA), student chapters of the National Association of Hispanic Journalists (NAHJ), the National Association of Black Journalists (NABJ), and programs that invite guest speakers into classrooms and student media enterprises.

The department's ongoing participation and strong showing in the Bateman awards, including its first-place-winning entry in 2019, provide additional evidence of its commitment and support of student services to develop professional and individual potential.

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 annually publishes retention and graduation information on its website.

The CSULB Office of Institutional Research and Assessment aggregates and tracks enrollment, retention, graduation data across two populations – first-time students and transfer students. The self-study points out that CSULB graduation rates continue to grow and the university now has the best four-year, first-time student and two-year transfer student graduation rates in the 23-campus California State University (CSU) system.

The department's retention and graduation rates for the two key student populations are strong and, according to department data, at par with and often higher than university rates. The department is notably strong in graduation rates for first-time students.

SUMMARY:
Student services are a key strength of the department. Retention and graduation rates reflect the strength and commitment of the department and the university to these services.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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's annual budget summary in the self-study was incorrect due to calculation error. Updated budget numbers were provided during the site visit. The department's updated budget shows a detailed budget of $1,851,676 for 2018-19, a substantial increase over the $1.13 million budgeted in 2013. About 95 percent of the budget is for personnel, and the remainder is for operating expenses and equipment. There has been a positive 47.8 percent increase between 2016-17 and 2018-19 in personnel expenses, largely driven by investments in part-time teaching salaries.

A review of operating expenses and equipment budget shows there has been a 138.4 percent increase in operating expenses and equipment, and that is largely driven by computer and software upgrades. The overall 2019-20 budget for the JPR department is $1,990,694 and nearly 96 percent of that is for personnel.

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.

The unit is one of 28 programs within the College of Liberal Arts, and it appears that overall resources are fair in relation to those provided other units. The unit has a full-time dedicated tech staff member, and that person has one part-time student assistant to help with labs.

By utilizing Student Excellence Fee-Technology (SEF-T) funds, the unit has secured more than $150,000 to upgrade equipment. Purchases have included computers, cameras, video cameras, audio and accessories plus a Portfolium license for assessment.

However, there is tension over a TV studio that is "out of date, and the entities responsible for managing the studio are resistant to change," as the self-study described the situation at the time of its writing. The site team toured the facility and found that it has recently been brought fully up to date, with all new equipment. But the unit still has extremely limited access to use it for student learning. Given the importance of video, broadcasting and multimedia storytelling, this limits the department's ability to prepare all of its students for a converged world.

A budget request is pending for new Instructionally Related Activities (IRA) funding to support *DIG en Español*.

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

A major facility improvement since the 2014 site visit is the unit is now housed on two above-ground floors of the LA4 building. All labs and classrooms have an instructor workstation and 47 classroom computers were upgraded in 2018 with 15 more computers in the open lab updated in January 2020. All labs have software needed for multimedia storytelling such as Adobe Creative Cloud, Sketch, Rundown Creator, Microsoft Office, etc. The multimedia inventory for student use includes 30 DSLR cameras, five hybrid DSLR kits, eight video camcorder kits, two WiFi camcorder kits and 13 audio recorders. The technology manager also provides basic equipment training for skills classes each semester.

30

The unit also houses three student media outlets – the Daily Forty-Niner, *DIG MAG* and *DIG en Español.*

Each full-time faculty member has an office and computer of their choice, which can be replaced every four years.

Faculty report the current work environment is a vast improvement over being in the basement prior to 2015. Most faculty members have windows and many workspaces overlook a sunny, people-filled courtyard. Student media areas are inviting and close to faculty areas. There were no student complaints about facilities.

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.

Students reported they have good access to equipment between 9 a.m. and 5 p.m. during the week. On Thursdays, they can check out equipment and return it on Mondays. One faculty member suggested more broadcast equipment is needed so that each student can have a camera. The access to the broadcast studio is controlled by the film department. In addition, there are at least four radio/audio studios on campus and two separate TV studio spaces, but JPR also does not control any of these.

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

Thanks to the CSU Long Beach Library team, students and faculty have access to Journalism/Public Relations Research Guides. A dedicated librarian has conducted or scheduled sessions on how to do research for 22 courses this academic year. See additional budget and resource usage information below.

- The total CSU Long Beach library resource budget is $2.1 million, one of the higher in the CSU system, according to a librarian. Subscriptions account for about 90% of that budget, and most of that is for electronic resources. The book budget totals $158,000 for all departments.
- Most of the journal and public relations journal subscriptions are multi-disciplinary databases. However, in addition to the costs of those databases, about $7,000 is spent on JPR-specific publications, including some print newspaper subscriptions (e.g. the Los Angeles Times). Here is a list of many of the top publications in the JPR field with 2019 usage stats in parentheses:
    - *Journalism & Mass Communication Quarterly* (308 article downloads)
    - *Journalism Practice* (236 article downloads)
    - *New Media & Society* (1,256 article downloads)
    - *Journalism Studies* (344 article downloads)
    - *Critical Studies in Media Communication* (1,870 article downloads)
    - *Journal of Broadcasting & Electronic Media* (1,376 article downloads)
    - *Journalism: Theory, Practice and Criticism* (104 article downloads)
    - *Public Relations Review* (972 article downloads)
    - *Health Communication* (1,698 article downloads)
    - *International Journal of Communication* (376 article downloads)
    - *Information, Communication and Society* (422 article downloads)

- o*International Journal of Press/Politics* (76 article downloads)
- o*Mass Communication & Society (*206 article downloads)
- o*Journal of Public Relations Research* (43 article downloads)
- o*Public Opinion Quarterly* (209 article downloads)
- o*Journal of Mass Media Ethics* (126 article downloads)
- o*Journalism & Mass Communication Educator* (88 article downloads)
- o*Literary Journalism Studies* (26 article downloads)
- o*American Journalism Review* (37 article downloads)
- o*Columbia Journalism Review* (267 article downloads)
- In addition to the almost $2 million spent on electronic resources by the library, the Chancellor's Office pays for $6 million in electronic resources to serve all campuses. One of those resources is the Communications & Mass Media Complete database, a prime source of scholarship in both journalism and public relations. Additionally, the Chancellor's Office covers that cost of several news-oriented databases, as well as multi-disciplinary databases listed below:
  - o*Newsstand* (ProQuest) with several hundred news sources from around the world.
  - o*ABI Inform* (trade journals)
  - o*Ethnic NewsWatch*
  - o*Westlaw*, which includes both legal and news sources
  - o*CQ Researcher*, Congressional Quarterly's journalistic reports.
  - o*Academic Search Complete*, the broadest and most used database, which includes scholarly journals and magazines.
- Book budgets are allocated among departments on campus using a formula that takes into account undergraduate course enrollment, graduate course enrollment, circulation and the average cost of books in a discipline. Based on that formula, JPR is allocated the minimum amount of books each year. This year it is $900. It covers all faculty requests, plus books that are well reviewed.
- Interlibrary loan also is a resource.

SUMMARY:
Faculty, students and staff are proud of their facilities, and appear to have adequate computer and tech support. A major challenge will be finding creative ways to collaborate with others to get more studio space time and related technical staff support to benefit students.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The department's all-alumni advisory board was created in 2018 and is the only one of its kind on campus. It meets twice a year and advises on curriculum, preparing for careers and is an integral part of the department's overall alumni relations efforts. Nine alums working in the professions currently make up the board. Those professional connections are the foundation of the advisory board – the mission is to help ensure the department prepares students for professional roles in mass communications. The members interact with students in a variety of ways: They point them to internships, connect them with their networks and contribute other ad hoc development opportunities. They are regularly invited to be guest speakers and mentors at the networking fair on the annual Journalism and Public Relations day. Two long-time members of the board have also taught JPR courses.

Social media is the main way the department communicates with alumni overall. A social media internship team uses strategic communications skills learned in coursework to maintain communities across Instagram, LinkedIn, Facebook, Twitter and YouTube. At least six posts a week in categories from student profiles to class spotlights help to build community. When a new LinkedIn alumni group was started to comply with LinkedIn policies, 600 alumni moved from an unofficial page to the new, official department page. While there is no funding for alumni events, the department has done some creative planning, including hosting a 70th birthday party for the Daily Forty-Niner that attracted newspaper staffers from the 1950s to 2019.

Connections with professional and civic organizations are widespread across the faculty. Faculty members have held leadership positions in the California College Media Association and the City of Long Beach. Faculty serve as judges for professional journalism competitions, including regional Emmy and Golden Mikes Awards. Other groups and conferences that faculty interface with in order to stay current and integrate into teaching include: Public Relations Society of America, Society of Professional Journalists, National Gay and Lesbian Journalism Association, Asian American Journalism Association, National Association of Hispanic Journalists, National Association of Black Journalists, Society for News Design and the International Communication Association.

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.

One trip a year is granted through CLA funds so long as a faculty member is a panelist or presenting research at a conference. On occasion, the department provides additional financial support for faculty to attend workshops and conferences. See a) for details about the variety of organizations the faculty interfaces with in order to stay current and help to lead the conversation about professional practice. For the most part, the department views these funds as adequate though they would certainly welcome more funding.

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.

As with professional organizations, faculty are widely involved, are paper reviewers and speakers and have held leadership positions at organizations such as the Association of Education in Journalism and Mass Communication; Associated Collegiate Press, California College Media Association, College Media Advisers, National Scholastic Press Association, Journalism Education Association, the Association of Education for Journalism and Mass Communication, the Broadcast Education Association.

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 unit's main service learning and civic engagement is accomplished through its sponsorship and support of three student media outlets – the Daily Forty-Niner, *DIG MAG* and *DIG en Espanol*. The student-led publications receive dedicated work and office space, faculty advisers who help on both the editorial and business sides and advocate for resources. Civic projects done by the publications include deep dives on change in local communities, a look at the local debate about education and incarceration and coverage of a local case about the fight for desegregation (in Spanish). Extensive faculty service to the profession and community includes multiple members of City of Long Beach committees and commissions.

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

The department considers both high school and community college to be scholastic service, since the majority of its majors are community college transfers. They support journalism at both levels in a variety of ways. Department faculty participate in national and regional conferences and workshops and are consistent fixtures at high schools throughout the service area. They also work with the National Scholastic Press Association and the JEA chapters with critiques, contest judging and workshops.

Faculty have been leaders of the California College Media Association, won educator-of-the-year and other honors and work regularly with the Journalism Association of Community Colleges.

SUMMARY:
The department is built around its support of three student publications, and its mission requires both currency and service, which is exemplified by extensive professional and academic organization involvement as well as real-life civic service in the City of Long Beach.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another. Please respond to each of these questions in your report on indicators (a), (b) and (c):

a). The unit defines the goals for learning that students must achieve, including the "Professional Values and Competencies" of the Council.

• Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?

An associate professor of journalism has held the position of assessment coordinator at JPR since 2012.

• How has the unit verified that core and required courses cover all 12 of ACEJMC's professional values and competencies?

The department administers "signature assignments" in all courses required for both Journalism and Public Relations majors. Signature assignments are standardized assignments given to students across multiple course sections that are designed to assess one or more of ACEJMC's professional values and competencies enshrined in the department's Program Learning Outcomes (PLOs). Students submit completed signature assignments to the Portfolium platform through a BeachBoard plug-in. BeachBoard is similar to Blackboard or Canvas. Three faculty reviewers use rubrics customized to the applicable PLO to evaluate a random sample of assignments submitted to Portfolium. Reviewers rank student work as "excellent," "meets expectations," "needs improvement" or "does not meet expectations." Instructors may administer signature assignments any time during the course of the semester, but typically faculty administer these assignments toward the end of each semester. The signature assignments must be administered in all sections of designated courses, each semester, regardless of whom is teaching the course.

Many of the classes with signature assignments are taught by part-time faculty.

• How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?

During faculty meetings and in written communications, both the department chair and assessment coordinator stress the importance of standardized course learning outcomes, especially in core classes as reflected in syllabuses. Syllabuses are reviewed for learning outcome and syllabus policy compliance as part of annual faculty evaluations for lecturer and tenured/tenure-track faculty. Core course outcomes reflect applicable ACEJMC values and competencies that are spelled out in the department's PLOs.

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

• What direct measures of assessment does the unit use, where in the curriculum and when?

The department conducts direct assessments of all 13 PLOs through signature assignments—which instructors incorporate into courses every semester. The site team verified these PLOS match ACEJMC's professional values and competencies and that continuous systematic evaluation takes place.

- What indirect measures does it use, where and when?

Winning the Bateman and numerous other awards provides indirect evidence of the education quality of the JPR's program.

Students who take the internship class are evaluated twice during the semester, providing them professional feedback. The rubric professionals use to assess students echoes department PLOs and ACEJMC's values and competencies. The scores from the rubrics are input in Portfolium and analyzed as part of the assessment strategy.

The unit stopped doing an alumni survey because of faculty workload, and especially since the university lacks an accessible alumni database.

- Are these measures effective for assessing ACEJMC's professional values and competencies?

Yes. The department rotates the direct assessment of the 13 PLOs, with at least two PLOs evaluated each academic year. If faculty reviewers determine a specific rubric criterion is not being met, they may note that as well. After the reviewers complete their assessments, the department reflects on and discusses the results.

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

- How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?

In February 2017, the department began licensing the "backend" functions of the Portfolium platform (branded as EDUPortal). Today, all assessment functions are digitized and centralized on the Portfolium platform, which links completed signature assignments to rubrics and to analytics tools used for scoring. Additionally, Portfolium has a plug-in, or LTI, that enables faculty to administer and grade assignments directly in BeachBoard. This streamlines the assessment process for faculty and students and makes it possible for the department to collect longitudinal data.

Assessment findings serve as a catalyst for revising signature assignments, rubrics, individual courses or even the overall curriculum. For example, the department is making two notable revisions to its assessment strategy this year, based on insights from the 2017-2018 and 2018-2019 assessment cycles. First, faculty are reexamining all signature assignments to ensure they adequately demonstrate the relevant PLO. Second, faculty are examining all rubrics to ensure each criterion closely aligns with assignment elements. The assessment coordinator recognized the need for such an audit after evaluators routinely selected "criterion not observed" on rubrics used to assess visual presentation skills and understanding of global diversity.

- What specific values and competencies had graduating classes not mastered satisfactorily?

According to evaluations of signature assignments, students failed to demonstrate satisfactory mastery of the following PLOs :

> ➢Understand concepts and apply theories in the use and presentation of images and information.
> ➢Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
> ➢Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

> •How does the unit decide how to address these areas of concern and what actions did it take to do so?

The site team found three examples.

For the PLO regarding visual presentation of images, evaluators identified weaknesses in students' skills — ranging from lack of contrast to poor aesthetics — in about half of the website assignments assessed. If these results accurately reflected student skills, it would be truly concerning to department faculty. However, the assessment coordinator and the evaluators for the department determined that the signature assignment was inappropriate for assessing "theories in the use and presentation of visual information." Therefore, the assessment coordinator and faculty evaluators deemed the results of this assessment meaningless. In spring 2020, instructors for both JOUR 340 and JOUR 305 plan to administer a redesigned signature assignment that aligns with the evaluation rubric. The new assignments will be assessed at the end of spring 2020.

For the PLO requiring students to demonstrate an understanding of the history and role of professionals and institutions in shaping communications, evaluators found that department majors have a strong understanding of the key figures and events shaping the communications field. However, their grasp of how the field originated and the impact of technology is somewhat weaker, according to evaluators. In order to bolster students' grasp of these concepts, JOUR 418/ Journalism: Past, Present and Future instructors plan to assign additional readings and devote in-class discussion to topics relevant to the emergence of the field and the key role technology has played (particularly in our current media environment). To ensure that future assessments accurately reflect students' knowledge of these topics, JOUR 418 instructors are now asked to include the PLO rubric when they administer the signature assignment.

Evaluations for the PLO requiring students to demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society suggest that one-quarter of students lack sensitivity of global diversity and fail to understand global cultures. Given that a significant majority of students come from diverse backgrounds and live in a region defined by international cultures, faculty determined that the signature assignment and rubric criteria failed to align. Although the assignment used for assessing this PLO is well designed, it does not involve reporting on globally diverse communities — which is what the PLO aims to evaluate. Designated faculty are creating a new signature assignment this year that will be administered in another, more senior-level course. The new assignment will be more appropriate for assessing globally understandings.

> •How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?

The assessment coordinator will assign reviewers to re-evaluate signature assignments associated with all three of the above-mentioned PLOs during the 2020-2021 academic year.

- Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?

While the department continues to iron out kinks, overall, its assessment strategy is robust, thoughtful and impactful. Through direct assessments of 13 PLOs, faculty are able to identify both strengths and weaknesses in the program. The data generated by evaluations are used to improve curriculum, when deemed necessary.

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

The site team met with three members of the newly formed alumni board. They are eager to play a role in the assessment process.

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

Professionals involved in the internship process and the alumni board provide much valuable feedback ensuring students' education fully prepares them for a rich intellectual as well as professional life.

SUMMARY:
A combination of direct and indirect measures demonstrates JPR students meet 13 Program Learning Outcomes that mirror ACEJMC'S professional values and competencies. The program uses signature assignments, custom rubrics and the online platform Portfolium to evaluate its 13 PLOs.

Overall evaluation, compliance/non-compliance:
COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

Hands-on learning that is turning out high-performing, diverse professionals prepared for real-world jobs.

An enthusiastic, passionate and diverse student body connected to an increasingly diverse faculty.

A new and growing PR major that is winning national competitions.

Dedicated, creative, caring faculty.

Campus reputation for being a "good university citizen."

An all-alumni advisory committee of accomplished professionals that creates intersections for alumni, makes hiring commitments, acts as guest lecturers and is considering building a needs-based scholarship fund.

Weaknesses:

A stretched full-time faculty that missed the 50 percent core courses teaching requirement in the spring 2019 semester because of two sabbaticals, with no immediate staffing remedy.

A full-time faculty that remains mostly white serving an extremely diverse student body. (A pending new tenure-track for a Latinx lecturer is a big step forward though it is unsure if her full-time lecturer role will be backfilled, perhaps exacerbating the full-time faculty shortage; multiple faculty members are international; and at least three are differently abled.)

No consistent/owned studio space, despite at least two impressive facilities under control of other colleges/entities – creating not just a weakness in broadcast training, but a weakness for the entire program that must teach skills in converged professions.

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

n/a

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

n/a

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

n/a

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

n/a

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.

Faculty diversity: A tenure-track position is being offered to a Latinx lecturer. The dean says the president and provost have made it clear that the path to future faculty lines is proof of a diverse pool. A group of diverse professionals make up the part-time lecturer corps.

Digital media skills curriculum: The curriculum has integrated digital skills throughout and has added multimedia-specific courses as well.

Administrative gaps: The previous site team report cited statistics that were presented as conclusions but not backed with data. This team found some date, number and dollar discrepancies in the self-study but found no gaps like those described six years ago. The discrepancies were immediately and satisfactorily addressed.

Non-salary operating budget: While the department is beholden to the California state budget, as well as the CSU system budget, much praise was given to the chair for finding new ways to fund a variety of things. In addition, the software and equipment budget have increased dramatically since the last site visit.

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 clearly written, well-organized and easy to follow. Answers to questions about conflicting data were quickly produced. The department budget numbers were presented incorrectly – to such a degree that the site team expressed alarm over the lack of funding. A deep dive with the budget office solved the multiple-hundred-thousand-dollars gap. The study effectively represented the reality the site team found on the ground.