

Report of ACEJMC Evaluation

Undergraduate program
2021-2022

Name of Institution: **California State University Dominguez Hills**

Name and Title of Chief Executive Officer: **Dr. Thomas A. Parham, president**

Name of Unit: **Journalism Program, Department of Communication**

Name and Title of Administrator: **Dr. Nancy A. Cheever, professor and Journalism Program coordinator and past chair of the Department of Communications**

Date of 2021-2022 Accrediting Visit: **Nov. 28-Dec. 1, 2021**

Date of the previous accrediting visit: **N/A**

Recommendation of the previous site visit team: **N/A**

Previous decision of the Accrediting Council: **N/A**

Recommendation by 2021-2022 Visiting Team: **Accreditation**

Prepared and submitted by:

Team Chair

Name and Title: **Peter Bhatia**


Organization/School: **Editor, Detroit Free Press**

Signature 

Team Member

Name and Title: **Michel M. Haigh, professor, graduate adviser and program coordinator, School of Journalism and Mass Communication**

Organization/School: **Texas State University**

Signature 

Team Member

Name and Title: **Al Stavitsky, dean, Reynolds School of Journalism and Center for Advanced Media Studies**

Organization/School: **University of Nevada, Reno**

Signature 

All team members on site.

PART I: General Information

Name of Institution: California State University Dominguez Hills

Name of Unit: Journalism Program

Year of Visit: 2021

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

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and School Commission on Colleges
- 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: N/A

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

- Private
- Public
- Other (specify)

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

California State University Dominguez Hills is authorized to provide higher education under U.S.C. Title 20 (Education Code) and the California Higher Education Act. The California Code of Regulations (Title 5, Division 5) can be found [here](#). The link from the CSU Chancellor's Office about authorization is below as well as the page from our own WASC accreditation information.

<https://www2.calstate.edu/csu-system/about-the-csu/accreditation>

<https://www.csudh.edu/academic-affairs/accreditation/>

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

- Yes
- No

If yes, give the date of the last accrediting visit: N/A

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

N/A

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

A journalist's role in the ever-changing media landscape is essential to serve the public interest and to hold dominant institutions accountable. To meet this responsibility of journalists, the faculty of the Journalism Program in the Department of Communications are committed to applying their expertise to cultivate students' distinct voices, ideals and professional standards in the practice of journalism, and teach them how to serve their communities with knowledge, skill, integrity and a commitment to diversity. Our guiding principle is rooted in the understanding that our surrounding multi-ethnic and multicultural communities provide a unique perspective on how news, information and ideas are exchanged and understood.

Adopted: 2/28/2017

Revised: 1/21/2019

Revised: 4/13/2021

7. What are the type and length of terms?

Semesters of 16 weeks

Summer sessions of 6 and 12 weeks

Spring Intersessions of 15 weeks

Winter session of 4 weeks

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

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.

Bachelor of Arts in Journalism

**10. Credit hours required by the university for an undergraduate degree:
(Specify semester-hour or quarter-hour credit.)**

120 semester-hour credits

**11. Give the number of credit hours students may earn for internship experience.
(Specify semester-hour or quarter-hour credit.)**

3 semester-hour credits

Students earn three semester units/credits through the department's internship course, COM 496: Internship. This course is required of all Journalism majors.

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

Name of Sequence or Specialty
Journalism

Person in Charge
Nancy A. Cheever, Ph.D.

13. Number of full-time students enrolled in the institution:

	Undergraduate	Graduate	Totals
Full-Time	11,617	1,108	12,725
Part-Time	3,453	738	4,191
Total Enrollment			16,916

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).

Major Program	Undergraduate Majors
Journalism	90
Total	90

15. Number of students in each section of all skills courses (news writing, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Submit two semesters with the self-study, and update as needed when the site team arrives on site. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Spring 2021 Skills Courses						
	Course #	Section #	Title	Mode ¹	Enrollment Capacity	Actual Enrollment
COM	106	01	Digital Toolkit	Alternative	20	20
COM	106	02	Digital Toolkit	Alternative	20	20
COM	106	05	Digital Toolkit	Alternative	20	20
COM	106	06	Digital Toolkit	Alternative	20	20
COM	106	07	Digital Toolkit	Alternative	20	20
COM	107	01	Digital Toolkit Lab	Alternative	20	20
COM	107	02	Digital Toolkit Lab	Alternative	20	19
COM	107	05	Digital Toolkit Lab	Alternative	20	18
COM	107	06	Digital Toolkit Lab	Alternative	20	19
COM	107	07	Digital Toolkit Lab	Alternative	20	18
COM	110	01	Intro to Digital Media Production	Hybrid	20	17
COM	110	02	Intro to Digital Media Production	Hybrid	20	17

¹ All Spring 2021 courses, except COM 110/111 and COM 355 and those already designated as "online" were delivered in an alternative format because of the pandemic. Alternative format courses met via Zoom during specified days and times, and all teaching and learning was done remotely.

COM	110	03	Intro to Digital Media Production	Hybrid	20	17
COM	110	04	Intro to Digital Media Production	Hybrid	20	20
COM	110	06	Intro to Digital Media Production	Hybrid	20	15
COM	111	01	Intro to Digital Media Production Lab	Hybrid	20	17
COM	111	02	Intro to Digital Media Production Lab	Hybrid	20	17
COM	111	03	Intro to Digital Media Production Lab	Hybrid	20	17
COM	111	04	Intro to Digital Media Production Lab	Hybrid	20	20
COM	111	06	Intro to Digital Media Production Lab	Hybrid	20	14
COM	250	01	Newswriting for the Media	Alternative	20	19
COM	250	02	Newswriting for the Media	Alternative	20	20
COM	250	41	Newswriting for the Media	Online	20	20
COM	346	01	News Gathering and Reporting	Alternative	20	20
COM	346	02	News Gathering and Reporting	Alternative	20	20
COM	355	01	News Production Workshop	Hybrid	20	19
COM	355	02	News Production Workshop	Hybrid	20	19
COM	368	01	Investigative Journalism	Alternative	20	20
COM	490	03	Senior Project	Alternative	20	20
COM	490	04	Senior Project	Alternative	20	20

Fall 2021 Skills Courses						
	Course #	Section #	Title	Mode ²	Enrollment Capacity	Actual Enrollment
COM	106	01	Digital Toolkit	Alternative	20	20
COM	106	02	Digital Toolkit	Alternative	20	9
COM	106	04	Digital Toolkit	Alternative	20	13
COM	106	05	Digital Toolkit	Alternative	20	19
COM	106	06	Digital Toolkit	Alternative	20	14
COM	106	07	Digital Toolkit	Alternative	20	18
COM	107	01	Digital Toolkit Lab	Hybrid	20	19
COM	107	02	Digital Toolkit Lab	Hybrid	20	9
COM	107	04	Digital Toolkit Lab	Hybrid	20	13
COM	107	05	Digital Toolkit Lab	Hybrid	20	19
COM	107	06	Digital Toolkit Lab	Hybrid	20	15

² All Fall 2021 courses, except COM 107, COM 110/111 and COM 355 and those already designated as "online" are being delivered in an alternative format because of the pandemic. Alternative format courses meet via Zoom during specified days and times, and all teaching and learning is done remotely. Hybrid courses meet partly online and partly in person.

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COM	107	07	Digital Toolkit Lab	Hybrid	20	18
COM	110	01	Intro to Digital Media Production	Hybrid	20	18
COM	110	02	Intro to Digital Media Production	Hybrid	20	20
COM	110	04	Intro to Digital Media Production	Hybrid	20	16
COM	110	05	Intro to Digital Media Production	Hybrid	20	17
COM	110	06	Intro to Digital Media Production	Hybrid	20	18
COM	111	01	Intro to Digital Media Production Lab	Hybrid	20	18
COM	111	02	Intro to Digital Media Production Lab	Hybrid	20	20
COM	111	04	Intro to Digital Media Production Lab	Hybrid	20	14
COM	111	05	Intro to Digital Media Production Lab	Hybrid	20	17
COM	111	06	Intro to Digital Media Production Lab	Hybrid	20	19
COM	250	01	Newswriting for the Media	Alternative	20	13
COM	250	02	Newswriting for the Media	Alternative	20	10
COM	250	41	Newswriting for the Media	Online	20	19
COM	250	42	Newswriting for the Media	Online	20	20
COM	250	43	Newswriting for the Media	Online	20	19
COM	328	01	Entertainment and Lifestyle Journalism	Alternative	20	14
COM	333	01	Digital Journalism	Alternative	20	20
COM	334	01	Digital Journalism Lab	Alternative	20	20
COM	346	01	News Gathering and Reporting	Alternative	20	9
COM	346	02	News Gathering and Reporting	Alternative	20	9
COM	346	03	News Gathering and Reporting	Alternative	20	6
COM	346	04	News Gathering and Reporting	Alternative	20	6
COM	352	01	Feature and Critical Writing	Alternative	20	14
COM	352	02	Feature and Critical Writing	Alternative	20	14
COM	355	01	News Production Workshop	Hybrid	20	16
COM	355	02	News Production Workshop	Hybrid	20	16
COM	490	03	Senior Project	Alternative	20	11

16. Total expenditures planned by the unit for the 2021–2022 academic year: \$546,965

Give percentage increase or decrease in three years: ~22% increase³

Amount expected to be spent this year on full-time faculty salaries: \$342,484

17. List name and rank of all full-time faculty in the accredited unit in fall 2021. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Journalism Program Faculty

Nancy A. Cheever, Ph.D., Professor

Brant Burkey, Ph.D., Associate Professor

Ana de la Serna, Ph.D., Assistant Professor

Fernando Severino, Ph.D., Assistant Professor

Lisa Mastramico, Full-Time Lecturer (Internship Coordinator)

Other Faculty in the Communications Department (not part of Journalism program)

Sharon Sharp, Ph.D., Associate Professor, Film, Television and Media Program

Ryan Bowles Eagle, Ph.D., Associate Professor, Film, Television and Media Program

Toddy Eames, Associate Professor, Film, Television and Media Program (on sabbatical)

Miriam Hernandez, Assistant Professor, Advertising/Public Relations Program

John Vanderhoef, Ph.D., Assistant Professor, Film, Television and Media Program

18. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list names of part-time faculty teaching spring 2021. (If your school has its accreditation visit in spring 2022, also provide the spring 2022 adjunct list when the team arrives for the visit.)

Emily Barnes

Marisol Barrios

Joel Beers

Erica Berardi

Antonio Dodero

Paul Fornelli

Komal Kapoor⁴

Marina Litvinsky⁵

Derek Mateo

Catherine Risling

Jennifer Peters

³ Increase is mainly due to faculty hires.

⁴ First semester teaching shared courses COM 100 and COM 106/07. Previously taught AD/PR courses.

⁵ New faculty member teaching first time in Fall 2021.

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.

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number in Compliance	Percent
2020-2021 academic year	32	31	97%
2019-2020 academic year	20	20	100%

20. Schools on the quarter system: N/A

PART II — Standard 1: Mission, Governance and Administration

California State University Dominguez Hills is one of the 23 campuses in the CSU system with a total enrollment of approximately 17,000 undergraduate and graduate students. It was founded in 1960 as South Bay State College and began educating students in 1965 in a bank building in Palos Verdes. The campus moved to Carson in response to the 1965 Watts riots with the aim of helping a community rebuild. The campus sits on land once belonged to the Tongva indigenous nation and was once part of the first private land grant in Southern California -- the Rancho San Pedro. Juan José Dominguez (1736-1809), a Spanish soldier, received the original grant of 75,000 acres in 1784 from King Carlos III of Spain. While much of the acreage has been sold and developed, portions remain in the possession of Dominguez descendants. The site chosen for the university was known as the Dominguez Hills, named after the family.

Journalism has a long history at CSUDH, starting as a concentration within the Communications major and is today a standalone major. The Bachelor of Arts in Journalism program was established in 2018 after a curriculum redesign in which the Communications Department's three concentrations were elevated to separate degree programs.

The Communications Department was established in the early 1970s with a Bachelor of Arts in Communications degree and by the early 1980s included Electronic Media Production and Programming, Public Relations, and Journalism. In Fall 2010, the department implemented three new concentrations— advertising/public relations, journalism, and media studies. From 2010 to 2018, the Communications major grew exponentially from about 125 majors to more than 600, the largest in the College of Arts and Humanities.

The department initiated another round of curriculum revisions in 2015 to reflect changes in the field and student demand. The department dropped all of its concentrations and added the three distinct Bachelor of Arts programs: Advertising/Public Relations; Film, Television and Media; and Journalism, all of which were approved in summer of 2018 and implemented in the Fall of 2018. The first students to graduate with a Bachelor of Arts in Journalism were in summer of 2019.

The program is in the College of Arts and Humanities, one of six colleges in the Academic Affairs division at CSUDH. The department as a whole has about 560 majors; the Journalism program currently has approximately 90 majors, 93% of whom are ethnic minorities.

The Journalism program has four tenure-track faculty -- one full professor who is the program coordinator, one associate professor and two assistant professors -- and lecturer faculty. The unit runs and has fiscal control over the student newspaper *The Bulletin*.

It has been a long-held goal of the Communications Department's Journalism faculty to gain accreditation. The process was formally initiated in 2016 with support from the college and university administration and the resources to make substantive changes to meet ACEJMC standards. The program has implemented many changes in seeking accreditation. These include creation of a mission statement, a strategic plan, an advisory board, a diversity plan and a formal channel of communication with its alumni.

The department seeks accreditation only of its Journalism program and hopes to seek accreditation for its advertising/PR program in the future.

The program used the self-study process to assess its strengths and weaknesses as reported in the self-study document:

Strengths

Focus on student learning and success

The university's primary mission is teaching and preparing students to be successful in their pursuits. In the Journalism program, teaching is the primary function of the faculty, who take great pride in their responsibilities to their students. We strive to make every learning experience meaningful and transformative. We have a dedicated academic advisor for the department, and our full-time internship coordinator ensures an essential pre-work experience for all of our majors. We also have a laboratory technician who manages equipment check out and ensures our computer lab runs properly.

A committed and diverse student population

Students in our program *believe* in the tenets of Journalism -- they are invested in and dedicated to Journalistic principles and practices. Students in our program *want* to be here and care about their degrees. The social and cultural context of our students motivates them to succeed in their careers. The largest proportion of Journalism students in our program come from immigrant families; they highly value hard work and understand the importance of their education for themselves, and for their communities. They possess qualities that create a rich experience for all, and an environment free of entitled attitudes and behaviors and full of deep participation and engagement. The Journalism faculty agree that teaching at CSUDH is a gratifying experience that they have not experienced anywhere else.

Faculty collegiality

Faculty in the Journalism program are supportive and willing to collaborate. We provide mentorship and assistance to each other. We communicate effectively and purposefully to maintain a productive, collegial and encouraging working environment, and maximize our individual strengths to benefit our community.

RTP guidelines

Faculty in the Journalism program—along with our colleagues in the Communications Department—created clear Reappointment, Tenure and Promotion standards and guidelines. Our RTP documents have been lauded by the university provost and other department heads. The document is the result of significant collaborative thinking, contributions of all faculty, and continuous re-evaluation from all full-time faculty members.

Department size

Compared to other Journalism programs and Communications departments in the region and nation, we are considered rather small, in number of majors and faculty. However, we consider this a strength in that all faculty share decisions about the department and program. We all have a say in who we hire, the direction of the program and department, assessment practices, curriculum, and more. Our faculty serve as the department chair on a rotating basis, and we all participate in shared governance of the department so all our voices are heard. This mechanism would prove more difficult in a larger department or one with an endowed chair.

Adaptable

One of our strengths is that we adapt to changes in the field, changes in university administration, and changes to our physical spaces. We have doubled our faculty since 2014, created a standalone major,

moved to a more suitable building, and were able to create the changes that we envisioned for the program. Even though we do not have control over how much money and resources we receive in a given year, we do have control over many other aspects of the program. We have a shared vision and we are able to work together to complete our major initiatives.

Sense of community

Students feel a sense of belonging and support by faculty and staff. This is enhanced by our dedicated staff. Having an academic advisor and internship coordinator has helped to foster that sense of community and improve student success, including our time-to-graduation average, which is a whole year less than the university average. Students have the support they need to succeed and encounter very few roadblocks to graduation. Further, the department, student-run media, clubs, faculty offices and conference room are housed in one building, further fostering a sense of community.

Continued support after graduation

Our faculty maintain relationships with our alumni, writing letters of recommendation, maintaining mentorship roles, inviting them to department events and as guest speakers, offering career advice, and assisting with graduate school admissions processes.

Weaknesses

Workload

As wonderful as it is to have a small department, faculty do more and fill more roles that create a work overload. We have the advantage of being in a media-rich environment, but because we are a small program, we do not have the resources to create connections with these organizations in a way that would best benefit our students, our funding, or other opportunities. Having additional faculty is necessary to grow our program and alleviate the service load.

Facilities and equipment

While we appreciate the spaces we have, we could provide students with a more enriching experience if we had more modern facilities and more equipment, such as a television studio with sound-proofing, dropped ceiling with lighting, and an editing bay.

The interim dean of the College of Arts and Humanities gives high marks to the Journalism program and Communications Department for its collegiality, good leadership and equitable work distribution. “The faculty works so hard – they are here because they want to be,” he said.

Noting the complexity of funding within the CSU system, he says the program and department need more tenure-track faculty (a new Advertising/PR tenure-track professor was hired as the site team was visiting) and better space. He is also an advocate for a more up-to-date and comprehensive journalism lab.

“Never has there been a more urgent need for journalists who can tell fact-based stories,” he said.

Both the interim dean and provost support more development and marketing efforts on behalf of the program and department. The provost sees Journalism as a place of innovation for concepts he is pushing

that include more emphasis on learning competencies, micro-specialties courses as part of undergraduate and return-to-campus learning for graduates, and partnerships within the community. He calls it future-proofing the university.

COVID notes: CSUDH currently conducts about 20% of its classes on campus. The plan for the upcoming spring semester is to go to 80% on campus. Journalism program enrollment dipped to 70 students in fall 2021-22, because of COVID. The university expects a short-term surge in new enrollments from junior-college transfers as the pandemic abates.

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 program's mission statement was most recently revised this year:

A journalist's role in the ever-changing media landscape is essential to serve the public interest and to hold dominant institutions accountable. To meet this responsibility of journalists, the faculty of the Journalism Program in the Department of Communications are committed to applying their expertise to cultivate students' distinct voices, ideals and professional standards in the practice of journalism, and teach them how to serve their communities with knowledge, skill, integrity and a commitment to diversity. Our guiding principle is rooted in the understanding that our surrounding multi-ethnic and multicultural communities provide a unique perspective on how news, information and ideas are exchanged and understood.

In the spring 2017, when Journalism was a concentration and before it was its own Bachelor of Arts program, the faculty met to discuss its short- and long-term goals, and developed a comprehensive, five-year Strategic Plan. The faculty developed five distinct objectives, under which are specific goals and strategies for each. The plan was modified when Journalism became its own program, including some reduction of desired outcomes to reflect resources available. The plan is due for revision and potential expansion in 2022.

The five objectives are:

- Provide education and training for journalists who will practice in the digital, multimedia, global environment of the 21st century
- Highlight and promote diversity of students and community
- Strengthen faculty growth and development
- Formation of partnerships with alumni and professionals
- Gain ACEJMC accreditation

It is an ambitious plan and might be characterized as a lengthy list of tasks that as accomplished will improve and grow the program. Notable are plans to launch a Latinx program within Journalism next academic year.

The program reports: Many of our goals were met before the pandemic; however, we acknowledge areas

that were less attended to and still need improvement. When COVID-19 hit in March 2020, our progress was severely delayed due to the stay-at-home order and our focus shifting from improving our program to training faculty to deliver courses in an alternate modality. Of the goals we set in the 2017 Strategic Plan, however, we have achieved most of them despite the pandemic.

The plan provides vision and direction for the program's future by identifying the areas in which we need to improve upon, and to crystalize the vision of what we want the program to become. We envisioned a stand-alone B.A. program that had more faculty, course options, and a stronger focus on digital competencies that addressed the unique needs of our students. For instance, we initiated a curriculum revision in early 2016, which was approved in 2018 and adopted that fall. The new stand-alone B.A. program included a new curriculum that expanded and diversified our course offerings and met modern industry standards and competencies. We have initiated the process of implementing a new Latinx Journalism concentration. We have improved the overall student experience by improving our facilities, diversifying faculty, expanding student media, securing grants for Journalism programs and fellowships, included students in research, and enhanced experiential learning activities including the student club and internship opportunities. We also reoriented our senior project course to focus on a project that culminates in a multimodal portfolio that students can show to potential employers. We have improved our facilities by securing a dedicated newsroom, a media laboratory, a redesigned computer laboratory, and additional equipment.

Graduation and retention rates are posted on the program's web site.

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

Full-time faculty serve on different committees as part of their service responsibilities. The Curriculum Committee is where faculty from the department discuss ways to advance and improve all the department's programs. This committee has no limit on the number of faculty involved, and historically all full-time faculty participate in curriculum development. Journalism faculty meet separately to discuss curriculum changes and proposals, and bring them to the committee. Committees such as Reappointment, Tenure and Promotion (RTP), the Part-Time Faculty Evaluation Committee and Diversity Committee play roles in faculty governance. There are also committees overseeing scholarship and awards, faculty searches and communication and outreach. The program has an Assessment Committee and Strategic Planning committee, on which the full-time faculty serve.

The university Office of Faculty Affairs and Development has a Faculty Handbook, where professors can find the relevant content regarding the Governance and Collective Bargaining Agreement (CBA) of the California State University system. Article 8 of the CBA highlights the ways for faculty to participate in shared governance with the support of the California Faculty Association, which is the union that advocates for faculty. The university has dozens of standing committees that faculty are elected to including the university RTP committee, the GE Committee, the Program Review Panel, the University Planning Committee, the WASC Accreditation Committee and many more.

In 2020-2021, the Communications tenure-track faculty met every other week during hour and 15-minute faculty meetings. Meetings have been by Zoom since the beginning of the pandemic. Journalism faculty meet at least three to four times per month, and sometimes more frequently depending on the work. Part-time faculty participate in faculty meetings when agenda items pertain to pedagogy, department policies and procedures, and campus-wide issues such as safety and student conduct. The

department chair prepares an agenda on the Monday prior to the Wednesday meetings and sends it to all faculty. Faculty may ask for additional agenda items.

The Journalism faculty are highly engaged in shared governance at all levels. Tenure-track faculty are encouraged to participate in committee work at the department level during their first two years. After that, faculty may engage in college and university service and then chair committees. Part-time faculty are not required to participate in service though some do.

Shared governance was endorsed by the university president, chair of the Academic Senate and president of the Associated Students in a defining document dated Jan. 14, 2020. It includes this statement:

Consultation, trust, and respect for each other's roles and responsibilities are key components of effective shared governance. Consultation between the faculty, staff, students, and the administration within this context is defined as a mutual exchange of information, ideas, opinions, and recommendations from initial formulation to final determination of policy and procedures affecting the operations of those areas where primary responsibility rests with the faculty. Consultation is meaningful if input provided is able to influence outcomes of decision-making and reflects the mutuality of all stakeholders' efforts to ensure success.

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.

There is consistent and prolonged applause for the leadership of this small, but mighty department. The current Journalism program coordinator served as Communication Department chair for eight years before handing the reins to a longtime colleague for the current two-year term. As is described in the next indicator, leadership is shared, collegial and has rested in the capable hands of long-time professors. The leadership has the strong support of the faculty, rave reviews from alums and friends of the program, and from the university's leadership. The collegiality is quite remarkable to see, especially with the added burdens of COVID and remote learning.

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

The administrative selection process speaks to the collegiality of the department and its manageable size.

From the self-study: The Journalism program has a coordinator, and the department has a chairperson, both potentially rotating positions. Any tenured faculty member in the department can volunteer for the chair position, and any tenure-track faculty member with expertise in the respective field may volunteer for the coordinator position. For the department chair position, the dean's office initiates the selection process by emailing or having a conversation with the current chair and informing them that their term is reaching completion. The chair communicates this with the full-time faculty, usually during a spring semester faculty meeting. Once faculty volunteer for the chair position, a faculty member who is not the chair sends a nomination ballot to all full- and part-time faculty who teach in the Communications Department. The name of the faculty member with the most votes is sent to the dean for approval. He

then sends the name to the president or his/her designee, who appoints the chair. Chairs serve two-year terms, and in some cases three-year terms. Program coordinators are selected through an informal conversation at a faculty meeting, where potential coordinators volunteer for the position. Coordinators serve two-year terms.

Faculty members are selected through a national search. Evaluation of administrators by those who report to them is not common at CSUDH. However, faculty and staff are asked to evaluate administrators and managers anonymously on a rotating basis.

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

Faculty and staff unions play an important role in the filing and resolution of complaints. The unions' Collective Bargaining Agreements lay out specific language regarding a host of employee-related issues.

Most faculty complaints are resolved at the program/department or college level. If the complaint cannot be resolved, the faculty member may file a grievance, which is reviewed by the California Faculty Association representative on campus. The CFA representative works on behalf of the faculty member to resolve the issue with the administration. For sexual harassment or discrimination claims, faculty may file a complaint with the Office of Equity and Inclusion.

Staff in the Communications Department fall under two different unions, the California State University Employees Union and the Academic Professionals of California. They have different CBAs, but each has similar language about the handling of complaints and grievances. The department's academic support coordinator is under CSUEU and academic advisor is under APC.

Student complaints and concerns generally start with the individual faculty member, program coordinator and/or department chair. If the complaint is related to a faculty member's conduct, the student meets with the department chair or program coordinator to discuss the behavior. The administrator then meets with the faculty member to discuss the issue. If the issue cannot be resolved, the student may contact the associate dean of the college for resolution. If the student complaint is related to a grade or unfair practices in the classroom, the student first meets with the faculty member. If the issue is not resolved, the student meets with the department chair, who acts as a neutral evaluator of the materials. If the department chair feels the student was unfairly graded, the chair has a discussion with the faculty member. This normally resolves the issue. If not, the student may file a formal appeal with the university's Grade Appeal Committee. The committee communicates directly with the student, informing them of their decision. The committee's decision is final and cannot be appealed or overturned.

SUMMARY: CSUDH's Journalism program is a little-known gem within the Southern California higher-education world. While a small program, its dedicated faculty and highly motivated students are preparing future professionals of color who will have (and are having) impact across the disciplines it serves. Its seeking accreditation speaks to the dedication of its faculty and in particular the current Journalism program coordinator (and former Communications Department chair), who made getting accreditation for the program a years-long mission that is fully endorsed by the provost and president. The small size of the program and the personalities of its faculty have led to a remarkable spirit of collegiality and collaboration that serves its students well.

Overall evaluation compliance/non-compliance: **COMPLIANCE**

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

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

The program requirement for the Bachelor of Arts in Journalism is 45 to 48 credit hours, with 72 credits required outside of journalism and mass communications. With 120 credits required for graduation, the program is structured such that students can meet this requirement. Academic advisors – both the professional advisor and faculty advisors -- meet with students at least once per year to ensure students take sufficient outside hours.

For the 2019/2020 academic year, 100% of program graduates met the requirement; for 2020/2021, 97% of graduates met the requirement.

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.

The program provides an appropriate balance of theoretical and conceptual courses, professional skills courses, and courses integrating theory and skills. The curriculum was designed with the 12 ACEJMC values and competencies in mind and addresses each of them accordingly. A curriculum matrix presented in the self-study demonstrates how various courses align with the competencies at the levels of awareness, understanding and application.

Current students and recent alumni told site team members that they believed the curriculum has prepared them well both for professional practice and for understanding the evolving nature of the field. “Every class had a point,” an alumna, now working as a publication editor, noted. “These are courses I actively use.”

The Bachelor of Arts in Journalism requires 45 to 48 hours in the major. All students complete a 36-hour core curriculum:

COM 100: Media & Society (3 hours)

COM 106: Digital Toolkit (2) & COM 107: Digital Toolkit Laboratory (1)

COM 110: Digital Media Production (2) & COM 111: Digital Media Production Laboratory (1)

COM 250: Writing for the Media (3)

COM 301: News & Information Literacy (3)

COM 302: Law of the Mass Media (3)

COM 338: Cross-Cultural Journalism (3)

COM 346: News Gathering and Reporting (3)

COM 355: News Production Workshop (3, may be repeated once)

COM 379: Media Industries (3)

COM 490: Senior Project (3)

COM 496: Internship (3)

Students select three or four elective courses (nine to 12 hours) from a list of 16 courses:

- COM 206: Photojournalism (3)
- COM 314: Broadcast Journalism (2) & Com 315: Broadcast Journalism Laboratory (1)
- COM 320: Sports Journalism (3)
- COM 328: Entertainment and Lifestyle Journalism (3)
- COM 333: Digital Journalism (2) & COM 334: Digital Journalism Laboratory (1)
- COM 347: Multi-Media Interviewing Practices (3)
- COM 348: News Editing and Design (3)
- COM 358: Communication Graphics (3)
- COM 360: Public Affairs and Editorial Writing (3)
- COM 368: Investigative Reporting (3)
- COM 352: Feature and Critical Writing (3)
- COM 388: Digital Magazine Production (2) & COM 389: Digital Magazine Production Lab (1)
- COM 400: Media Analysis and Research Methods (3)
- COM 435: Media Psychology (online) (3)
- COM 494: Independent Study (1-3)
- COM 495: Special Topics in Communications (Journalism) (3)

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.

Current students and recent alumni reported that instruction is demanding and current. Because of CSU system-mandated pandemic restrictions, most courses were offered online at the time of the site visit, though team members were able to visit one class being taught on Zoom.

Instruction reflects professional expectations for digital, technological and multimedia competencies. As one faculty member explained, the Digital Toolkit course is intended to impart the fundamentals of how to use production software, a skillset that is “transferable” as technologies evolve. Students and alumni expressed comfort with the level of technical proficiency they attained through the curriculum.

Teaching and learning achievements are recognized by the university. Program faculty have received such honors as the Presidential Outstanding Professor Award, the CSU Faculty Innovation and Leadership Award and the Exceptional Levels of Service to Students Award (which recognizes achievement in curricular development).

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.

Ratios for skills and lab sessions did not exceed 20:1 in either of the spring 2021 or fall 2021 semesters, to facilitate effective teaching and learning. In spring 2021, skills and lab class ratios averaged 19:1; in fall 2021, the average was 15.3:1.

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.

The unit has a robust, well-organized internship program, which includes a required three-credit course taken during the student’s last semester before graduation. As noted in the self-study, “(t)he internship course provides the framework in which students find and apply for internships, report their hours (120

are required), reflect on the work they are doing and have their work evaluated by the course instructor as well as the placement organization.”

The unit has a dedicated internship coordinator, who serves not only journalism majors but also students in the department’s other two programs. (The coordinator’s appointment is formally in the College of Arts and Humanities, though the vast majority of her time is spent with students in the Department of Communications.) Students praised her organization and commitment to supporting their efforts to obtain and complete internship placements, particularly during the pandemic.

SUMMARY: The program met the 72-hour requirement for the two academic years prior to the site visit. The curriculum provides an appropriate balance among professional and conceptual courses, skills courses, and courses that integrate theory and skills. The curriculum was designed with the 12 ACEJMC values and competencies in mind and addresses each of them accordingly.

Current students and recent alumni reported that instruction is demanding and current, and reflects professional expectations for digital, technological and multimedia competencies. Ratios for skills and lab sessions did not exceed 20:1 in either of the two semesters prior to the visit.

The unit has a robust, well-organized internship program, which includes a required three-credit course taken during the student’s last semester before graduation.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART II — Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

a). The unit has a written diversity 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 adopted its first Communications Department Diversity Plan in 2017. The diversity committee began implementing the plan in 2018. The unit's most recent plan is for the years 2021-2026. As part of that plan, the unit updated the name of its committee to be the Diversity, Equity and Inclusion Committee.

The plan states:

“We understand **diversity** as the many dimensions that describe human beings and speak to the human experience, such as race, ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and family status.

Equity in this context, is the fair treatment, access, opportunity, and advancement for all members of the community, as well as identifying and eliminating barriers that prevent full participation of some groups or individuals. To achieve equity, we must acknowledge that “this includes elimination of policies, practices, attitudes and cultural messages that reinforce or fail to eliminate disproportional outcomes (economic, educational, health, criminal justice, etc.) by group identity” (Baltimore Racial Justice Action, 2016).

When we refer to **inclusion**, we refer to creating an environment that is conducive to cultural proficiency, leading community members to feel welcomed, respected, supported, and valued.”

The unit has four goals in its plan. The first goal is to understand the needs and perceptions of the members of the community in terms of DEI. The second goal is to increase diverse faculty recruitment. The third goal is to support new faculty. The final goal is to promote practices that raise awareness and address the complex problems that come with a multiplicity of viewpoints and lived experiences. Each goal has two strategies and two ways of measuring each strategy.

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 relating to mass communications across diverse cultures in a global society.

Gender, race, ethnicity and sexual orientation are discussed in the program and department's curricula. The self-study discusses how curricula was updated to include cultural proficiency across it. Cross-Cultural Journalism was added and is a required course. The course provides students with tools needed to communicate about diverse communities and issues such as: SES status, sex and gender, LGBTQI+, religion, international reporting, immigration, race and generational divide.

The program will offer Newswriting in Spanish and Latinx Culture and News Media in the U.S. as part of a Latinx journalism concentration planned for fall of 2022.

All course syllabi now include a diversity statement approved by the program's Diversity, Equity and Inclusion Committee. All courses also have one learning objective tied to DEI issues, and one class a semester devoted to DEI topics.

The diversity of the student population encourages students to feel that class is a safe space to express opinions, concerns and have open and frank discussions. At a student meeting, the team heard from students, who were all of color, that the white faculty members create an environment where they feel safe asking questions and expressing concerns. One student of color noted she came to this campus because it's known as a safe haven, and that the unit fosters that same climate and atmosphere.

The students stated they felt diversity and inclusiveness and diverse cultures in global society were topics discussed across the curriculum. They indicated professors encouraged them to look for stories on underrepresented populations. They felt confident they could work with people from diverse cultures and backgrounds in the professional setting.

The unit has hosted various diverse guest speakers. The students raved about the Chile-U.S. International Perspectives in Journalism event supported by a grant from the U.S. Embassy in Chile. It allowed students from both universities to meet in small groups and talk about international collaboration of journalism. There was also a keynote presentation and faculty of both universities discussed their international journalism experience. They learned from the speakers – even in a Zoom environment – and were happy to see faculty making the effort of including diverse voices in the classroom.

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

The department has made an effort at recruiting women and minority faculty. In the 2018-2019 academic year, the unit had one opening. They had eight females in the hiring pool, two of which were finalists. They had 14 minorities in the hiring pool for the position. A female minority was hired. The unit posted a position in the 2019-2020 academic year. They offered the position to two minority female candidates. However, the position went unfilled. During the 2020-2021 academic year, they conducted another search. There were 10 females in the pool, 11 minorities in the pool. The position went to a male originally from Chile.

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

According to the self-study, the program's student body is representative of the local population. The Los Angeles County population is predominantly Latinx, and 70% of the program's student body is Latinx. The department focuses on local recruitment including partnerships with nearby community colleges. Faculty members also participate in events to support local high schools. The university as a whole has a diverse student body. In the fall of 2021 92% of journalism majors are ethnic minorities, and 59 percent are female.

Around 75% of the journalism students are Pell Grant eligible. Faculty work to keep the cost of textbooks and materials down. The program offers fellowships and research assistantships to encourage students to stay involved and on track with their studies.

e) The unit 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 unit prohibits all forms of discrimination and harassment. The self-study indicates they have faculty training on the policies and programs in place. The unit facilitated an LGBTQ+ workshop for all faculty. It also facilitated workshops with the Student Disability Resource Center to better understand how to make course materials compliant with ADA. They produced a statement of support for the Black Lives Matter movement. There are action items they are currently working on – so there are actions behind the words.

SUMMARY: The unit has a strong diversity plan. They have infused diversity, equity and inclusiveness across the curriculum. They have a diverse faculty who teach a diverse student population. The university was moved to its current site in 1965, after the Watts Rebellion. The Dominguez Hills campus was created to bring accessible college education to the minority population. The journalism program continues to meet that mission. Students feel comfortable, welcomed, nurtured, have a sense of belonging and like that their peers look like them. One student who grew up in Orange County knew Dominguez Hills would be a “safe haven for people of color.” Another who has family in Carson, where CSUDH is located, said he came back to school so he could be a good example for his family. He selected Dominguez Hills because of its good reputation.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

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

6a. Academic Year 2020-2021 Full-Time Faculty (Tenure-Track: N=4; Full-Time Lecturer: N=1)

Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	2	40%	1	20%
American Indian/Alaskan Native				
Asian				
Latinx	1	20%	1	20%
Native Hawaiian/Pacific Islander				
Two or more races				
Other				
International	0		0	

6b. Academic Year 2020-2021 Part-Time Faculty in Journalism Program (N=11⁶)

Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	5	45%	3	27%
American Indian/Alaskan Native				
Asian	1	9%	1	9%
Latinx	1	9%		
Native Hawaiian/Pacific Islander				
Two or more races				
Other				
International				

⁶ The part-time faculty here represent any who teach classes that Journalism students take. They are not necessarily for Journalism students only.

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 university has detailed, written procedures describing the process for hiring. These procedures are also followed at the department level. There are procedures detailing the approval of the search, the appointment to the search committee and the development of the position description (including advertising and recruiting strategies). The program has a detailed explanation of how campus interviews are conducted and how the final hiring decisions are made.

The self-study indicates tenure-track faculty are evaluated in accordance with the Collective Bargaining Agreement of the faculty union (California Faculty Association). Faculty are evaluated by the department Reappointment, Tenure and Promotion Committee. They are then reviewed by a committee of full professors at the college level, the college dean, the university provost and president. Tenure-track faculty are reappointed every year until they earn tenure and promotion. The re-appointment terms can be one or two years.

Non-tenured faculty have their professional development plan and self-assessment plan evaluated by the department committee and the dean during the first year. During the second and fourth year, the faculty member's working personnel action file which includes a narrative of teaching, research/creative activity/professional practice and service activities is evaluated by all levels (department, college committee, college dean, university provost and president). A faculty member asks to be considered for tenure and promotion during their sixth year.

Part-time faculty are evaluated during their first semester of teaching as well as their second year of teaching. Part-time faculty teaching more than six consecutive semesters are given a three-year contract. Those faculty are reviewed the year before their contract is up for renewal. The part-time faculty are reviewed by the part-time faculty evaluation committee that consists of tenured faculty.

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

The journalism program has four tenured/tenure-track faculty, one full-time lecturer and 11 part-time lecturers. There is one full professor, one associate professor and two assistant professors.

Full-time tenured/tenure-track faculty are required to teach four courses a semester, conduct research or engage in creative activity/professional practice and engage in service to the department, college, university and community. The tenured/tenure-track faculty devote 50 percent of time to teaching, 25 percent to research/creative activity and 25 percent to service. Course releases may be awarded to faculty for research or performing other duties. The full-time faculty taught a majority of the courses and are responsible for the research/creative activity and service responsibilities of the unit.

During the 2018-2019, 2019-2020, and 2020-2021 academic years, 58 percent to 64 percent of the courses were taught by full-time faculty. The self-study explains one faculty member was the department chair and had a three-course release each semester as chair. Another faculty member received a research grant each year from 2018 and so his teaching load was reduced from four courses a

semester to three courses a semester. Assistant professors also receive a course release each semester when joining the university.

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.

The unit's faculty bring a blend of professional and scholarly experience. All four faculty have PhDs. All faculty bring years of industry experience and connections to the classroom. A majority of lecturers also have advanced degrees, and they all have professional experience.

The faculty are active members of local/regional organizations tied to the profession as well as national academic and professional associations such as: the Association for Education in Journalism and Mass Communication, Western Psychological Association, Western Social Sciences Association, the National Communication Association, the International Studies Association and the Southern Political Science Association.

The university has the Untenured Faculty Organization and the Faculty Development Center (FDC). According to the self-study, the organizations offer a variety of professional development opportunities for faculty. The UFO provides information on the tenure process, publishing process, and teaching strategies. The FDC provides faculty with resources to improve their teaching skills. The center offers faculty training on how to teach first-generation students, assessment, teaching online and creating an inclusive culture in the classroom.

Students noted the faculty were readily available for mentoring, advising and life advice. Faculty are quick to respond to student emails, provide their personal cell phone numbers and readily available outside of scheduled office hours.

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

There are two forms of teaching evaluations – peer evaluations and student evaluations. Faculty on tenure-track are evaluated by a peer every semester for the first two years. They are then evaluated by a peer once a year until they earn tenure. The student perceptions are measured by the Perceived Teaching Effectiveness evaluations. The evaluations are administered online. The PTE is administered in every class every semester for the tenure-track faculty. However, tenured faculty have the option of selecting two courses per semester to be evaluated rather than all four.

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

Administrators and faculty on campus spoke positively about the unit's faculty members. They stated the faculty are active in the university, care about their students and are the "gold standard" because they are student centered, faculty driven and have plans that are actionable and measurable.

SUMMARY: One of the unit's strengths is the dedicated faculty. The faculty put the students at the core of their decision-making. The full-time faculty are actively engaged in teaching, research and service. The faculty are well respected on campus for their initiative to update curriculum, update their RTP documents and serve as an exemplar for assessment.

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.

The unit encourages and supports research, creative activity and professional engagement. Their guidelines state “the department defines scholarship, creative activity and/or professional practice as original contributions to fields related to a faculty member’s expertise recognized by peers and/or disseminated to the profession and/or public.”

For each area of the department, the RTP document provides specific types of scholarship/scholarly/creative activity. It clearly states the impact a single-authored scholarly book has vs. a single-authored consumer book. It also discussed the difference in edited book, edited chapters, published, peer-review articles as well as those under review. The documents are very specific as to the different types of work considered for scholarship versus the types of work that would be considered for creative activity/professional practice.

The university offers the Faculty Intramural Grant Program that supports faculty research, scholarly and creative activities. If the faculty member’s grant is selected, they can receive a course release during one semester. The college usually matches that and provides a course release in an alternate semester. One faculty member noted her grant was not funded at the university level, but the dean thought the research was worthwhile and provided a course release anyway. Tenure-track faculty are granted a course release their first two years of service to provide additional time for research.

Tenure-track/tenured faculty members feel supported. They stated they have the resources needed to pursue research in their areas of interest. The unit pays the membership fees to join a national association. They also cover the registration fees to participate in national research conferences. The college will pay for the hotel and air fare. Faculty are only responsible for incidentals.

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

The unit recently updated its expectations for research, creative activity/professional activity. Tenure-track faculty noted the new guidelines are much easier to follow, and they know exactly what they need to produce in order to get tenure. The updated guidelines are also outline expectations and options for tenure-track faculty members to engage in scholarship, including traditional research, creative performances and productions, artistic expression and the study of teaching and learning. Numerous examples of relevant and appropriate scholarship and creative activities are provided in university documents.

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 RTP document clearly states the evaluation criteria for promotion and tenure. The document is organized by the areas (Advertising/Public Relations; Film, Television and Media, and Journalism). Only the Journalism area is under review, but examining the RTP document indicates each program specifically states multiple categories/types of scholarly work. It clearly states faculty who have a Ph.D.

must meet the scholarly criteria, but faculty hired with a M.A. or M.F.A. must meet the creative activity and/or professional practice criteria.

Faculty earn points based on the type of output created. There are different categories (books, book chapters, journal articles, etc.), and the points vary based on the type of output, authorship order and the category the output falls under. For example, Category A indicates a single-authored scholarly book is worth 20 points but a co-authored scholarly book published by a reputable publisher would only be 10 points. The categories A-D are extremely specific. They provide specific activities for the creative activity and/or professional service.

It is clear the unit values research/creative/professional activity. Faculty know exactly what they need to produce in order to earn promotion and or tenure.

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

The table of scholarship, research, creative and professional activity indicates faculty are communicating their research findings. The faculty have received nine internal grants and two external grants. Within the past five years they have also produced two scholarly books, one edited book, four book chapters, 13 refereed journal articles, 20 conference paper and 30 academic presentations.

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

Faculty members indicate a variety of research methods and topics are welcomed. The department creates an atmosphere of curiosity and critical analysis. It values different points of view.

SUMMARY: All forms of research and creative activity are welcome. The unit is exhaustive in the RTP documents so faculty know exactly what type of activity fits where and how many points it is worth. The university supports research by covering registration, airfare and hotel costs to participate in national and international academic conferences. The university and the college also support activities in this area by awarding course releases.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (XX)
		Full Professors (1)	Associate Professors (1)	Assistant Professors (2)	Other Faculty* (XX)	
Awards and Honors	8	4	3	1		
Grants Received Internal	9	3	3	3		
Grants Received External	2	1	1	4		
Scholarly Books, Sole- or Co-authored	2	1 (+1) ⁷	0	0		
Textbooks, Sole- or Co-authored	0	0	0	0		
Books Edited	1	1	0	0		
Book Chapters	4	3	0	1		
Monographs	0	0	0	0		
Articles in Refereed Journals	13	3	5	5		
Refereed Conference Papers	20	2	7	11		
Invited Academic Papers	3	3	0	0		
Invited Talks/Academic Presentation	30	6	5	19		
Book/Manuscript Reviews	25	6	13	6		
Articles in Non-refereed Publications	0	0	0	0		
Juried Creative Works	0	0	0	0		
Non-juried Creative Works	0	0	0	0		
Other (please specify)						

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. **Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

⁷ One book in progress: "Fake News and You" (out late 2022)

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.

Program students receive regular academic advising from the department's professional advisor, who receives high marks from students, both in surveys and in comments to the site team, for her commitment to providing them information on unit and university requirements. Students also noted her personal warmth; visiting her was "like meeting a buddy," one student told the site team.

Faculty members augment the professional advisor's work by engaging with students at pre-entrance orientations and by providing additional counsel on choosing classes, career and graduate school guidance, and advice on other aspects of the academic experience. The professional advisor facilitates this by referring students to individual faculty based upon student questions and interests for faculty advising. Students praised the dedication of their faculty advisors as well.

b). Faculty are available and accessible to students.

Faculty are required to hold one office hour per course each week, per university policy. Students reported that the faculty are widely available and accessible, in some cases providing students with cell phone numbers. As noted above, students value the faculty role in advising and mentoring.

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

The program communicates regularly and in a variety of ways with students about its activities, requirements and policies. These include providing advising sheets at initial orientation, sending emails each semester in advance of registration, and preparing individual "graduation audits" for students upon application to graduate. Advising materials are comprehensive and clear.

In addition, the academic advisor proactively contacts students who have not come in for advising and/or are in academic difficulty and encourages them to come in for meetings to discuss their academic progress. Students are encouraged to seek advising each semester.

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 program offers a rich variety of extra-curricular activities relevant to the curriculum. These include: *The Bulletin*, the student-run newspaper produced by the News Production Workshop course, published every other week in print and updated online and on social media; *Bulletin TV*, a YouTube channel connected to the newspaper (currently inactive as a result of the remote operations due to the pandemic); *Compendium*, an annual print and online publication for Communications Department alumni produced by department students; *Medium Magazine*, a print and digital publication on the intersection of media and culture, produced by students in the Digital Magazine Production course; and KDHR, the university's web-based radio station for students, which also offers internships to program students.

Students and alumni particularly emphasized *The Bulletin* as a transformative learning experience and a highlight of their academic careers. Some noted that they also used the newsroom as a place to study and to visit with friends, underscoring the sense of community created through the shared Bulletin experience.

Other relevant activities include field trips to professional media organizations (on hiatus due to the pandemic), skills workshops in partnership with Facebook and other firms, CSU's DC Scholars Program (which provided, pre-pandemic, Washington, D.C.-based internships to Cal State students), and the university's Student Research Day, which features juried presentations of student research projects.

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 unit tracks enrollment, retention and graduation information at both department and program levels. The department chair and program coordinator regularly review this data, including for determining optimal course scheduling.

The program's graduation rates compare favorably to those of the department, college and university overall.

SUMMARY: Program students receive academic advising from both the department's professional advisor and from faculty members who provide counsel on careers and graduate school, as well as advice on other aspects of the academic experience. Students offered high praise for the quality of their advising and mentoring support. Faculty are seen by students as widely available and accessible.

The program communicates regularly and in a variety of ways with students. Advising materials are comprehensive and clear.

The program offers a rich variety of extra-curricular activities relevant to the curriculum. Students and alumni particularly emphasized *The Bulletin* as a transformative learning experience and a highlight of their academic careers.

The unit tracks enrollment, retention and graduation information at both department and program levels. The program's graduation rates compare favorably to those of the department, college and university overall.

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.

As one of three programs in the Department of Communications, much of the journalism program's budget is included in the overall department budget. According to the self-study, the program "shares its academic advisor, clerical staff, some facilities and spaces, equipment and operating budget with the other two programs" in the department. Journalism "faculty-related budget items" (primarily salaries and research-related expenses) and *The Bulletin* budget are unique to the program. The overall program budget of \$525,098 for academic year 2020/2021 (including its one-third share of department-wide costs) increased about 20% between 2018 and 2021, primarily due to the addition of a new faculty member in fall 2020.

The program, however, has little control over its budget: The State of California sets the CSU budget and the system's chancellor sets budgets for each of the 23 campuses. The central Academic Affairs office at CSU Dominguez Hills sets budgets for the university's colleges and the College of Arts and Humanities is responsible for departmental budgets. Within the Department of Communications, then, most of the budget goes to faculty salaries, with college-allocated operating funds shared across the three academic areas.

Because the budgeting process is largely outside the program's control, there is limited opportunity to link resources directly to the program's strategic plan. The program coordinator and department chair do consult and negotiate with the college dean regarding requests for new faculty lines, laboratory and other physical spaces, course releases to provide faculty with time for research, and for other resources, albeit in competition with other units in the college.

Program and department leadership have realized modest recent success with grant funding to augment state support and considers this an area with potential for future growth. The College of Arts and Humanities shares a development officer with the College of Education; the department has opportunity to work with this fundraiser on development initiatives.

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.

Program leadership and faculty say resources are adequate to achieve their mission. They see themselves treated fairly in relation to other units in the College of Arts and Humanities in terms of allocation of resources. (The department has twice as many majors as any unit in the college, according to the self-study.)

However, as the self-study notes, "while funding is adequate, growth is difficult." Program leadership is concerned about meeting enrollment demand without additional faculty lines, and as is discussed below, there is need for improved classrooms and facilities. *The Bulletin* is also underfunded, according to the self-study, dependent primarily upon central Instructionally Related Activities Grants (IRAs) and advertising sales, the amounts of which vary year to year.

The program is advantaged relative to other units in the college by having a dedicated academic advisor for the Department of Communications. (Other college departments have to rely upon a college-wide Student Success Center for student advising). Another benefit is access, in essence, to a dedicated internship coordinator.

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

The program is located within the Department of Communications on the fifth floor of the campus library building, sharing offices, conference rooms, and a media lab. The program's, and department's, computer lab is located a short walk from the library in the Field House building.

The program has upgraded its facilities considerably during the past five years, while in the planning stages to seek initial accreditation, but continued improvement is necessary. As highlighted in the self-study, "we now have a dedicated newsroom in the same building as the department and faculty offices, a renovated computer laboratory with modern work stations, a media lab in the Library building that we are getting ready for wide use, and have purchased additional audio and video equipment."

The computer lab, redesigned and refurbished in 2019, features 20 Mac G4 computers with multimedia software, a Smart Board projection system, and field-production equipment storage. Most of the department's skills courses are taught in the lab.

In some other cases, however, as the self-study noted, "we continue to teach in outdated classrooms, work on older computers, and lack adequate meeting rooms."

While *The Bulletin* newsroom is an attractive space with an open floor plan similar to professional media spaces, the media lab -- used for *Bulletin TV*, podcasting and other productions -- is located in an L-shaped room that is not optimal for the lighting and sound needs of video and audio production. (The department also has access to a more traditional television broadcasting studio in another campus building, Welch Hall, shared with other campus units.)

It should be noted that a positive development related to facilities occurred while the site team was on campus. The dean was able to secure space on behalf of the program and department for a new media lab in the Innovation and Instruction Building (I&I), the newest building on campus (opened in fall 2021) and home to the College of Business Administration and Public Policy. Coupled with a commitment for a gift of production equipment from a university alumnus, this allocation of space is expected to enable the department to open the new lab for classes by fall semester 2022. (The department plans to convert the current library media lab into a production space for student projects after the move to I&I.)

Department and program leadership are also working with the dean to try to secure additional space on the library's fifth floor to expand the department, add collaborative workspaces for students, a "smart" conference room and faculty break room. The dean is supportive of the program's (and department's) needs for expansion and an upgraded media lab, though new resources are limited. (As the dean told the site team, "We water the green spots," referring to his view of the department as a high-performing unit in the college.) The program plans to increase grant writing to secure funding for equipment, while continuing to lobby for space.

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

Students and faculty report satisfactory access to equipment to support the instructional, research/creative and professional missions of the program and department.

As noted above, the computer lab in the Field House, in which most skills classes are taught, was upgraded in 2019. The infusion of federal CARES Act funding as a result of the pandemic enabled the department to purchase 50 new video cameras with microphones, as well as lighting kits and tripods. The new equipment was originally intended for use by students learning remotely while the university was closed to in-person instruction. However, when the university returns to largely on-campus learning, expected in spring 2022, the new equipment will be dedicated to the department's production classes.

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

Program faculty report that the university provides sufficient library and information resources, particularly databases, to support faculty and student research and professional development. The department's office and most facilities are located in the campus Library building, offering convenient access to these resources.

SUMMARY: The overall program budget increased about 20% between 2018 and 2021, primarily due to the addition of a new faculty member in fall 2020. The program and department are treated equitably relative to other units in the college. However, as the self-study notes, "while funding is adequate, growth is difficult." Program leadership is concerned about meeting enrollment demand without additional faculty lines.

While the program has upgraded facilities considerably in recent years, there is need for improved classrooms and facilities. An allocation of lab space in the newest campus building, coupled with a gift of production equipment, should result in a new media laboratory by fall 2022. Students and faculty report satisfactory access to equipment, a situation improved by CARES Act purchases of video cameras and other gear. Library and information resources, including databases, are sufficient to support student and faculty research and professional development.

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 program has increased its communication with alumni by administering a biennial survey, hosting a fall event in conjunction with the Office of Alumni Relations, producing an alumni magazine (*Compendium*, more on it below), and with events. Faculty keep in contact with alumni on a regular basis, including inviting them back to campus as guest speakers.

The Journalism program now has a three-person advisory board made up of industry professionals from broadcast, digital and print journalism, including one alumna. One is a Pulitzer Prize-winning journalist. The program acknowledges it has work to do in growing the advisory board and its ongoing connections with alums.

The advisory board participates in portfolio reviews for senior projects and gives feedback to graduating seniors. Pre-COVID, the advisory board attended the reviews in person. The hope is to return to in-person reviews when the campus resumes face-to-face instruction in spring 2022.

Journalism faculty also maintain connections to industry professionals through the annual World Press Freedom Day event, organized by the Society for Independent Student Journalists club with the mentorship of a faculty member, who facilitates the relationship with prominent journalists and others from diverse media organizations, including the *Los Angeles Times*, *The Hollywood Reporter*, *Orange County Register*, Univision, Telemundo, NPR, CNN, and others. In addition to notable keynote speakers, this event features discussion panels with these professional journalists and is moderated by a faculty member.

Faculty regularly host guest speakers from the professions in their classes.

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

The Journalism faculty oversee print and digital publications for the campus community and beyond. These include the twice-monthly student-run campus newspaper, *The Bulletin*. The newspaper is distributed throughout the campus as a print publication and is made available online, sometimes with a Spanish-language component. Two of *The Bulletin's* editors-in-chief have received a National Association of Black Journalists Scholarship Award (for two consecutive years) and another went on to complete the DC Scholars Program in Washington, D.C., after her graduation. Journalism students from *The Bulletin* were also recognized in 2020 and 2021 with awards from the Excellence in Student Media Competition sponsored by the California College Media Association. These included several first and second place awards in such categories as Best Newspaper Column, Best Headline Portfolio, Best News Series, and Best Arts and Entertainment story.

Additionally, Journalism students create *Compendium*, a magazine available both digitally and in print for department alumni. The publication focuses on the department faculty, programs, clubs, events,

students and alumni. The purpose of *Compendium* is to highlight developments within the department as a way to maintain connections among students, faculty and alumni.

In the digital magazine course, Journalism students produce a digital publication, *Medium Magazine*, which explores the intersections between media technologies and culture. This course offers students the opportunity to conduct interviews, research, write, edit and design the publication based on topics related to how media influence or affect culture and society.

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.

Journalism faculty have presented research at numerous local, national, and international academic conferences, including AEJMC, NCA, and ICA, and had their research published in and served as manuscript reviewers for a variety of academic publications, including *Journalism & Mass Communication Quarterly*, *New Media & Society*, *Computers in Human Behavior*, *Journal of Communication Inquiry*, *Journal of Creative Communications*, and *Qualitative Health Research*.

The Journalism coordinator's research on smartphone addiction has been featured on the national news programs *60 Minutes* and *Good Morning America*, *America Inside Out* on the National Geographic Channel, and the Netflix series' *Follow This* and *Follow Me*. Another faculty member was a long-featured commentator on social media issues on an L.A. radio program.

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.

Students engage in public service through various courses in the curriculum. Designated as "service learning," these courses involve students covering various aspects of the campus and surrounding communities. For instance, in the News Gathering and Reporting course, students write an investigative news piece about a problem facing the community where they live.

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

The programs does have established relationships with nearby high schools, but is limited by resource constraints. A recent grant proposal to build a sustainable scholastic program was unsuccessful.

Journalism faculty have participated in juried media arts showcases and portfolio reviews for the Pathway Academies of Centinela Valley Union High School District, and served on the advisory boards for the California Technical Education and Pathway Academies of CVUHSD and Compton High School District. They have presented at educational conferences, provided guest lectures and hosted high school field trips to CSUDH.

SUMMARY: Service is well-ingrained in the Journalism program. The size of the program and available resources can be a limitation, but there is a steady stream of service through program-based publications, the curriculum and the scholarly work of the faculty.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

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

- *Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?*
- *How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?*
- *How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?*

Three years of Journalism program assessment reports were included in the self-study. Previous to those, Journalism was included as part of the departmental assessment reports.

The program participates in the yearly university assessment process, which evaluates, reviews and make recommendations for the program’s PLOs – program learning outcomes. Three to four PLOs are re-evaluated each academic year. Evidence is gathered during the fall and spring semesters and the evaluation of materials and the report are completed during the following fall semester.

The Journalism Program has 10 Program Learning Outcomes, which are a slightly condensed version of the ACEJMC competencies:

- 1) Identify and apply the principles and laws of freedom of speech and press, including the First Amendment, freedom of speech and press, and the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble for redress of grievances.
- 2) Explain the history of professional journalists and institutions in shaping journalistic practices.
- 3) Explain how gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society relate to mass communications, and identify and describe the peoples and cultures of mass communications in a global society. Identify and describe the significance and impact of journalism in a global society.
- 4) Apply the theories and concepts related to the use and presentation of information.
- 5) Demonstrate knowledge of the ethical principles of journalists, including fairness, objectivity, independence, diversity, truth and accuracy from a critical perspective.
- 6) Produce and evaluate information and research by methods appropriate to modern journalists from a critical perspective.
- 7) Write in a journalistic style correctly using proper grammar, punctuation, spelling and style; write clearly, creatively, and in forms and styles appropriate for journalists and journalism professions, their audiences and the purposes they serve.
- 8) Critically evaluate their own work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness.
- 9) Apply basic numerical and statistical concepts to coursework.
- 10) Apply current tools and technologies appropriate for journalists and demonstrate the ability to deliver information digitally.

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?*

- *What indirect measures does it use, where and when?*
- *Are these measures effective for assessing ACEJMC's professional values and competencies?*

The program's plan maps courses to the learning outcomes and uses both direct and indirect measures in its assessment process. Direct measures include faculty evaluation of student work including analytical papers, news, feature, commentary and investigative articles; writing projects; answers to multiple choice, short answer and essay exam questions; multimedia senior portfolios; and answers/essays responding to discussion prompts. Indirect measures include surveys, focus groups, and exit exams.

The exit exam is arguably a direct measure, or could be if it was administered early in students' tenure and then (as it is now) in the senior project course, providing a potentially useful comparison of learning while in the program.

From the self-study: The test consists of 30 multiple choice questions that focus on basic theories, concepts, and practices, such as gatekeeping, agenda setting, objectivity, the First Amendment, framing, newsgathering, attribution, sources, libel, citizen journalism, and plagiarism. There are also two short answer questions, one that lets students demonstrate their understanding of how the digital landscape has had an impact on the field of journalism and the other that asks about their overall experience with the Journalism Program and if they feel it has prepared them for the field.

Initially, the exit exam was administered in-person as a hard copy test in the senior project class, but as a result of the COVID-19 pandemic since spring 2020 the test has been administered digitally through the Blackboard platform. The average class scores were based on the 30 multiple-choice questions that identified understanding of specific topics, practices, and theories. The short answer question regarding how the digital landscape has changed the process of journalism has been used to identify proficiency (Advanced, Proficient, Basic) in Program Learning Outcomes 2 (history) and 10 (technologies).

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?*
- *What specific values and competencies had graduating classes not mastered satisfactorily?*
- *How does the unit decide how to address these areas of concern and what actions did it take to do so?*
- *How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?*
- *Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?*

The assessment process starts early in the fall semester, when the Journalism faculty meet to review the assessment plan, to discuss any suggested changes from the previous cycle, and to determine whether any changes need to be made in process, the curriculum, syllabi, standards, or pedagogy. Any changes are shared with the entire Journalism faculty for that semester, ensuring that changes are implemented. Decisions are made on the best evidence to collect for each of the PLOs up for assessment, and faculty are instructed on which assignments/exams to collect.

Faculty collect ungraded student work from their respective courses and upload it to a shared folder. At the beginning of the fall semester, the full-time faculty meet to determine the best way to evaluate the materials, usually culminating in creation of rubrics. Depending on the number of papers, projects and/or exam materials, two to four faculty members review each piece of evidence, using the rubrics.

Once the faculty complete their ratings, they meet to discuss the findings and their implications. The program coordinator writes the final report.

In late fall the faculty meet again to discuss the previous year's suggested changes or "closing the loop" strategies, and to ensure that they are being implemented. The results of that discussion and review are included in the end-of-year report.

The self-study included numerous example of "loop-closing" activities, though some were stymied by COVID or technology problems. Some suggestions from reports used "could" rather than "should." Nonetheless, the commitment to assessment and closing the loop is clear via this (edited for length) anecdote, which not only shows commitment to assessment, but commitment to the details of effective instruction:

In response to our assessment of PLO #10: "Critically evaluate their own work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness," we came up with the following plan: At the time, we deduced that we needed to do better in teaching students how to critically evaluate others' work, especially in grammar, spelling, punctuation and style. We created a plan for instructors in the lower division journalism courses to put more emphasis on these skills

In the spring of 2020, Department Chair ... called a meeting of all journalism faculty to discuss ways in which we could improve students' evaluation of other's work and to recognize writing problems. We developed a diagnostic exam called the "mastery challenge" that was administered to all students in our introductory newswriting course. The exam consisted of 50 questions that measured a variety of English language skills. In the summer of 2020, the journalism faculty met again to discuss implementation of the test and how to assist students who did not meet the 75% threshold that we designated as having at least a basic understanding of the concepts. For those who did not meet the 75% correct threshold, instructors could introduce additional coursework to assist students in their understanding of the concepts, and then would re-administer the test mid-semester. We also agreed to include more peer-to-peer evaluation activities in the classes to bolster students' comfort with, and understanding of, the editing process.

In the first week of the fall 2020 semester, all of the intro class instructors administered the Mastery Challenge to students. Unfortunately, the platform did not allow us to re-administer the test. Results showed that of the 136 students enrolled across seven course sections, eight students (6%) fell below the 75% threshold. For those who fell below the 75% threshold, instructors use a variety of interventions, including professional organizations' self-paced coursework, a stronger focus on the English language skills of which students did not demonstrate mastery, and additional readings and diagnostic tests.

We concluded that because instructors were unable to re-administer the Mastery Challenge, we should administer it through (another system that will allow standardized results).

The Journalism program will continue to use the diagnostic Mastery Challenge test in all of its beginning newswriting courses to ensure students are meeting our standards of English language usage. In future semesters, the test will be administered twice to students who do not meet the 75% correct threshold during the first week of classes. The changes were implemented during the next assessment cycle of this PLO.

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 advisory board is small, but engaged and will be an increasing asset to the program.

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

Professionals review and comment on the senior portfolios as an indirect measure, but are not part of formal assessment processes as of now.

SUMMARY: Assessment is serious business in the Journalism program. The university director of assessment praises Journalism as a “shining star” model for a successful assessment program that “closes the loop” and one that he uses to motivate other academic departments on campus. He notes Journalism assessment often goes beyond what the university requires. This, again, is the product of the dedicated Journalism program coordinator. As noted in Standard 8, engagement with alumni is still a work in progress, but will no doubt influence the assessment process over time.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART III: Summary by site visit team

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

- An extraordinary overall program that is preparing students of color for success in journalism.
- Highly motivated and determined students whose hard work is reflected in the program's success.
- A small but collegial and dedicated faculty that draws raves from students, alumni and university leadership.
- Diversity isn't an aspiration, it is a daily reality with a student body that is far and away majority-minority and that draws on its Los Angeles-area home.
- A strong record of scholarship, especially given the CSU system's dedication to teaching.
- A deep commitment to assessment and using it to improve the student experience.

WEAKNESSES:

- More faculty are needed in order to deal with the rapid changes in Journalism and requirements for graduates entering the profession. (Example: Data journalism)
- Recent improvements in space are meaningful, but the program needs more in its home in the Library building and will get an up-to-date multimedia lab to assist in teaching and student experience across disciplines. (The interim dean was able to negotiate space in a new campus building for that lab – for which a gift of equipment has also been secured -- while the site team was on campus.)
- Deeper engagement with alumni is needed; the current advisory board has three members.
- More success on grant-seeking and funding streams to support program initiatives; help is needed from university development and communication to get the word out on this program's great success.

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).

Progress needs to be made on the areas noted in weaknesses above.

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.

N/A

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 well-prepared, deeply detailed and very candid. It was a major asset in this program receiving its initial accreditation recommendation.