Report of ACEJMC Evaluation

Undergraduate program
2021–2022

Name of Institution: California State University, Fullerton

Name and Title of Chief Executive Officer: Framroze Virjee

Name of Unit: Department of Communications

Name and Title of Administrator: Jason Shepard, Chair, Department of Communications

Date of 2021-2022 Accrediting Visit: Jan. 30-Feb.2, 2022

Date of the previous accrediting visit: Feb. 8-11, 2015

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2021-2022 Visiting Team: **Re-accreditation**

Prepared and submitted by:

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

Signature

Name and Title: Jackie Jones, Dean
Organization/School: School of Global Journalism & Communication/Morgan State University

Signature *Jacqueline Jones*

Name and Title: Brian Sheehan, Professor of Advertising
Organization/School: S.I. Newhouse School of Public Communications/Syracuse University

Signature

Name and Title: B. William Silcock, Ph.D., Emeritus Associate Professor
Organization/School: Walter Cronkite School of Journalism and Mass Communication/Arizona State University

Signature

Please indicate if team members participated on site or virtually only: All on site

PART I: General information

Name of Institution: California State University, Fullerton

Name of Unit: Department of Communications

Year of Visit: 2022

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

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

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

    ___ Private
    _X_ Public
    ___ Other (specify)

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

California State University, Fullerton was chartered in 1957 as Orange State College. The 12 state colleges were brought together as part of the California Master Plan for Higher Education, codified by the *Donohue Higher Education Act of 1960*. In 1971, the system became The California State University, now comprised of 23 campuses located throughout the state. The Fullerton campus was renamed California State University, Fullerton, in 1972. Responsibility for The California State University is vested in the Board of Trustees, whose members are appointed by the governor. The trustees appoint the chancellor, who is the chief executive officer of the system, and the presidents, who are the chief executive officers of the respective campuses.

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

    _X_ Yes
    ___ No

If yes, give the date of the last accrediting visit: Feb. 8-11, 2015.

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

The Department of Communications was first accredited in 1971.

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

The mission of the department states:

Effective ethical communications are essential for the well being of a democratic society. Thus, there is a need for persons trained in the theory and practice of informing, instructing, and persuading through communications media. The educational goals of the programs leading to the Bachelor of Arts in Communications are to:

- Ensure that all majors are exposed to a broad liberal education;
- Provide majors with a clear understanding and a global perspective of the role of communications media in society; and
- Prepare majors desiring communications-related careers in the mass media, business, government, and education by educating them in depth on one of the specialized concentrations within the department.

The mission statement was approved by the faculty on May 8, 2002.

7. What are the type and length of terms?

Semesters of __16__ weeks
Summer sessions of __5, 6 or 8__ weeks
Intersessions of __4__ weeks

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

__X__ Bachelor's degree
__X__ 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 Communications (with a required concentration in Advertising, Entertainment and Tourism Communications, Journalism, or Public Relations.)

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

120 semester credit hours

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

Students are required to earn 3 units for COMM 495: Mass Media Internship. Students may also take an additional internship for 3 units under English 498: Internship, which counts as an upper-division elective.

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:
A Communications major must select one of the following concentrations:

- Advertising
- Entertainment and Tourism Communications
- Journalism
- Public Relations

Additionally, the Department of Communications offers the following four-course preprofessional/academic certificates in lieu of required outside "collateral" courses or a minor:

- Digital Communications Media
- Photocommunications
- Radio/Audio
- Spanish for Hispanic Media (in partnership with the Department of Modern Languages and Literatures)

The Department also offers three minors for non-Communications majors:

- Advertising
- Journalism
- Public Relations

The Communications major, concentrations, certificates and minors are supervised by department chair Jason Shepard.

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

Of the 40,087 total number of students enrolled, 74.9%, or 30,025, were considered "full-time" students for the Fall 2021 semester.

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

Name of Sequence	Number of Undergraduate Students Fall 2021
Advertising	366
Journalism	266
Entertainment and Tourism Communications	257
Public Relations	497
Not yet declared concentration	149
Total Majors:	**1535**
Minor in Advertising	17
Minor in Journalism	16
Minor in Public Relations	39
Total Minors:	**72**
Total Students:	**1607**

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by

section for the term during which the visit will occur and the preceding term. 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.)

Subject	Catalog	Section	Assoc	Course Title	Note	Enrl Cap	Actual Enrl
Spring 2022 Classes							

Subject	Catalog	Section	Assoc	Course Title	Note	Enrl Cap	Actual Enrl
COMM	101	01	1	Writing for Mass Media	DIS	20	18
COMM	101	02	1	Writing for Mass Media	ACT	20	18
COMM	101	03	3	Writing for Mass Media	DIS	20	20
COMM	101	04	3	Writing for Mass Media	ACT	20	20
COMM	101	05	5	Writing for Mass Media	DIS	19	13
COMM	101	06	5	Writing for Mass Media	ACT	19	13
COMM	101	07	7	Writing for Mass Media	DIS	20	8
COMM	101	08	7	Writing for Mass Media	ACT	20	8
COMM	101	09	9	Writing for Mass Media	DIS	20	16
COMM	101	10	9	Writing for Mass Media	ACT	20	16
COMM	101	11	11	Writing for Mass Media	DIS	20	20
COMM	101	12	11	Writing for Mass Media	ACT	20	20
COMM	101	13	13	Writing for Mass Media	DIS	20	9
COMM	101	14	13	Writing for Mass Media	ACT	20	9
COMM	101	15	15	Writing for Mass Media	DIS	20	20
COMM	101	16	15	Writing for Mass Media	ACT	20	20
COMM	101	23	23	Writing for Mass Media	DIS	20	11
COMM	101	24	23	Writing for Mass Media	ACT	20	11
COMM	201	01	1	Digital Reporting and Writing	DIS	20	20
COMM	201	03	3	Digital Reporting and Writing	DIS	20	20
COMM	202	01	1	Digital Reporting & Production	DIS	20	19
COMM	202	02	2	Digital Reporting & Production	DIS	20	20
COMM	301	02	2	Writng for Broadcast & Flm	DIS	20	20
COMM	301	04	4	Writng for Broadcast & Flm	DIS	20	20
COMM	301	05	5	Writng for Broadcast & Flm	DIS	20	19
COMM	317	05	5	Digital Foundations	LEC	15	15
COMM	317	06	5	Digital Foundations	SUP	15	15
COMM	317	07	7	Digital Foundations	LEC	15	15
COMM	317	08	7	Digital Foundations	SUP	15	15
COMM	317	09	9	Digital Foundations	LEC	15	14
COMM	317	10	9	Digital Foundations	SUP	15	14
COMM	317	11	11	Digital Foundations	LEC	15	15
COMM	317	12	11	Digital Foundations	SUP	15	15

COMM	317	13	13	Digital Foundations	LEC	15	15
COMM	317	14	13	Digital Foundations	SUP	15	15
COMM	317	15	15	Digital Foundations	LEC	15	15
COMM	317	16	15	Digital Foundations	SUP	15	15
COMM	317	17	17	Digital Foundations	LEC	15	15
COMM	317	18	17	Digital Foundations	SUP	15	15
COMM	317	19	19	Digital Foundations	LEC	15	15
COMM	317	20	19	Digital Foundations	SUP	15	15
COMM	317	21	21	Digital Foundations	LEC	15	15
COMM	317	22	21	Digital Foundations	SUP	15	15
COMM	317	23	23	Digital Foundations	LEC	15	10
COMM	317	24	23	Digital Foundations	SUP	15	10
COMM	317	29	29	Digital Foundations	LEC	15	15
COMM	317	30	29	Digital Foundations	SUP	15	15
COMM	317	31	31	Digital Foundations	LEC	15	15
COMM	317	32	31	Digital Foundations	SUP	15	15
COMM	317	33	33	Digital Foundations	LEC	15	15
COMM	317	34	33	Digital Foundations	SUP	15	15
COMM	317	35	35	Digital Foundations	LEC	15	15
COMM	317	36	35	Digital Foundations	SUP	15	15
COMM	317	37	37	Digital Foundations	LEC	15	15
COMM	317	38	37	Digital Foundations	SUP	15	15
COMM	317	39	39	Digital Foundations	LEC	15	15
COMM	317	40	39	Digital Foundations	SUP	15	15
COMM	317	41	41	Digital Foundations	LEC	15	15
COMM	317	42	41	Digital Foundations	SUP	15	15
COMM	317	43	43	Digital Foundations	LEC	15	15
COMM	317	44	43	Digital Foundations	SUP	15	15
COMM	317	45	45	Digital Foundations	LEC	15	15
COMM	317	46	45	Digital Foundations	SUP	15	15
COMM	317	47	47	Digital Foundations	LEC	15	15
COMM	317	48	47	Digital Foundations	SUP	15	15
COMM	325	01	1	Multimedia Journalism	LEC	20	18
COMM	325	02	2	Multimedia Journalism	LEC	20	12
COMM	332	01	1	Editing and Design	DIS	20	20
COMM	332	02	1	Editing and Design	LAB	20	20
COMM	334	01	1	Feature Article Writing	DIS	20	16
COMM	334	03	3	Feature Article Writing	DIS	20	16
COMM	334	04	4	Feature Article Writing	DIS	20	19
COMM	334	50	50	Feature Article Writing	DIS	20	20
COMM	351	01	1	Writing for Adv Industry	DIS	20	20
COMM	351	02	2	Writing for Adv Industry	DIS	20	20

COMM	351	03	3	Writing for Adv Industry	DIS	20	20
COMM	351	04	4	Writing for Adv Industry	DIS	20	20
COMM	351	50	50	Writing for Adv Industry	DIS	20	20
COMM	353	01	1	Creative Stratgy & Executn I	DIS	20	20
COMM	353	02	2	Creative Stratgy & Executn I	DIS	20	20
COMM	353	03	3	Creative Stratgy & Executn I	DIS	20	20
COMM	353	04	4	Creative Stratgy & Executn I	DIS	20	20
COMM	362	01	1	Public Relations Writing I	DIS	20	20
COMM	362	02	2	Public Relations Writing I	DIS	20	20
COMM	362	03	3	Public Relations Writing I	DIS	20	19
COMM	362	50	50	Public Relations Writing I	DIS	20	20
COMM	362	51	51	Public Relations Writing I	DIS	20	20
COMM	372	01	1	TV News Production	LEC	20	6
COMM	372	02	1	TV News Production	LAB	20	6
COMM	372	03	3	TV News Production	LEC	20	15
COMM	372	04	3	TV News Production	LAB	20	15
COMM	380	01	1	Interactive Media Design	DIS	20	20
COMM	380	02	1	Interactive Media Design	ACT	20	20
COMM	380	03	3	Interactive Media Design	DIS	20	20
COMM	380	04	3	Interactive Media Design	ACT	20	20
COMM	421	01	1	Advanced Studio Photography	LEC	20	7
COMM	438T	01	1	Specialized Reporting	DIS	20	18
COMM	455	01	1	Internet Ad & Promo Comm	LEC	20	20
COMM	462	01	1	Public Relations Writing II	DIS	20	20
COMM	471	01	1	Capstone - Daily Titan News*	ACT	40	24
COMM	472	01	1	Capstone - TV News	LEC	20	10
COMM	472	02	1	Capstone - TV News	LAB	20	10
COMM	472	03	3	Capstone - TV News	LEC	20	10
COMM	472	04	3	Capstone - TV News	LAB	20	10
COMM	474	01	1	Capstone - ADV/PR/ETC Student	DIS	20	20
COMM	474	02	2	Capstone - ADV/PR/ETC Student	DIS	20	20

COMM	475	01	1	Capstone - ADV AAF	LEC	20	12
COMM	481	01	1	Adv Interactive Media Design	DIS	20	11
COMM	481	02	1	Adv Interactive Media Design	ACT	20	11

Fall 2021 Skills Courses							
Subject	**Catalog**	**Section**	**Assoc**	**Course Title**	**Note**	**Enrl Cap**	**Actual Enrl**
COMM	101	01	1	Writing for Mass Media	Lecture	20	20
COMM	101	02	1	Writing for Mass Media	Lab	20	20
COMM	101	03	3	Writing for Mass Media	Lecture	20	20
COMM	101	04	3	Writing for Mass Media	Lab	20	20
COMM	101	05	5	Writing for Mass Media	Lecture	20	20
COMM	101	06	5	Writing for Mass Media	Lab	20	20
COMM	101	07	7	Writing for Mass Media	Lecture	20	20
COMM	101	08	7	Writing for Mass Media	Lab	20	20
COMM	101	09	9	Writing for Mass Media	Lecture	20	20
COMM	101	10	9	Writing for Mass Media	Lab	20	20
COMM	101	11	11	Writing for Mass Media	Lecture	20	20
COMM	101	12	11	Writing for Mass Media	Lab	20	20
COMM	101	13	13	Writing for Mass Media	Lecture	20	19
COMM	101	14	13	Writing for Mass Media	Lab	20	19
COMM	101	15	15	Writing for Mass Media	Lecture	20	20
COMM	101	16	15	Writing for Mass Media	Lab	20	20
COMM	101	17	17	Writing for Mass Media	Lecture	20	21
COMM	101	18	17	Writing for Mass Media	Lab	20	21
COMM	101	23	23	Writing for Mass Media	Lecture	20	12
COMM	101	24	23	Writing for Mass Media	Lab	20	12
COMM	101	25	25	Writing for Mass Media	Lecture	20	6
COMM	101	26	25	Writing for Mass Media	Lab	20	6
COMM	201	01	1	Digital Reporting and Writing		20	15
COMM	201	02	2	Digital Reporting and Writing		20	16
COMM	201	03	3	Digital Reporting and Writing		20	12
COMM	202	01	1	Digital Reporting & Production		20	19
COMM	202	02	2	Digital Reporting & Production		20	19
COMM	202	03	3	Digital Reporting & Production		20	9

COMM	301	01	1	Writing for Broadcast & Film		20	20
COMM	301	02	2	Writing for Broadcast & Film		20	20
COMM	301	05	5	Writing for Broadcast & Film		20	20
COMM	301	06	6	Writing for Broadcast & Film		20	13
COMM	304	01	1				
COMM	304	02	1	Spanish Language TV News	Lab	20	12
COMM	317	01	1	Digital Foundations	Lecture	15	15
COMM	317	02	1	Digital Foundations	Lab	15	15
COMM	317	03	3	Digital Foundations	Lecture	15	15
COMM	317	04	3	Digital Foundations	Lab	15	15
COMM	317	13	13	Digital Foundations	Lecture	15	15
COMM	317	14	13	Digital Foundations	Lab	15	15
COMM	317	15	15	Digital Foundations	Lecture	15	14
COMM	317	16	15	Digital Foundations	Lab	15	14
COMM	317	21	21	Digital Foundations	Lecture	15	15
COMM	317	22	21	Digital Foundations	Lab	15	15
COMM	317	23	23	Digital Foundations	Lecture	15	15
COMM	317	24	23	Digital Foundations	Lab	15	15
COMM	317	25	25	Digital Foundations	Lecture	15	15
COMM	317	26	25	Digital Foundations	Lab	15	15
COMM	317	27	27	Digital Foundations	Lecture	15	15
COMM	317	28	27	Digital Foundations	Lab	15	15
COMM	317	29	29	Digital Foundations	Lecture	15	14
COMM	317	30	29	Digital Foundations	Lab	15	14
COMM	317	31	31	Digital Foundations	Lecture	15	13
COMM	317	32	31	Digital Foundations	Lab	15	13
COMM	317	37	37	Digital Foundations	Lecture	15	15
COMM	317	38	37	Digital Foundations	Lab	15	15
COMM	317	39	39	Digital Foundations	Lecture	15	15
COMM	317	40	39	Digital Foundations	Lab	15	15
COMM	317	41	41	Digital Foundations	Lecture	15	15
COMM	317	42	41	Digital Foundations	Lab	15	15
COMM	317	43	43	Digital Foundations	Lecture	15	15
COMM	317	44	43	Digital Foundations	Lab	15	15
COMM	317	45	45	Digital Foundations	Lecture	15	15
COMM	317	46	45	Digital Foundations	Lab	15	15
COMM	317	47	47	Digital Foundations	Lecture	15	15
COMM	317	48	47	Digital Foundations	Lab	15	15
COMM	317	53	53	Digital Foundations	Lecture	15	15
COMM	317	54	53	Digital Foundations	Lab	15	15

COMM	317	55	55	Digital Foundations	Lecture	15	15
COMM	317	56	55	Digital Foundations	Lab	15	15
COMM	317	57	57	Digital Foundations	Lecture	15	15
COMM	317	58	57	Digital Foundations	Lab	15	15
COMM	317	59	59	Digital Foundations	Lecture	15	15
COMM	317	60	59	Digital Foundations	Lab	15	15
COMM	317	61	61	Digital Foundations	Lecture	15	15
COMM	317	62	61	Digital Foundations	Lab	15	15
COMM	317	63	63	Digital Foundations	Lecture	15	13
COMM	317	64	63	Digital Foundations	Lab	15	13
COMM	317	65	65	Digital Foundations	Lecture	15	15
COMM	317	66	65	Digital Foundations	Lab	15	15
COMM	317	67	67	Digital Foundations	Lecture	15	14
COMM	317	68	67	Digital Foundations	Lab	15	14
COMM	319	01	1	Visual Reporting		20	11
COMM	321	01	1	Studio Photography		20	10
COMM	325	01	1	Multimedia Journalism		20	20
COMM	325	02	2	Multimedia Journalism		20	18
COMM	334	01	1	Feature Article Writing		20	17
COMM	334	02	2	Feature Article Writing		20	16
COMM	334	03	3	Feature Article Writing		20	20
COMM	334	50	50	Feature Article Writing		20	19
COMM	335	01	1	Public Affairs Reporting		20	14
COMM	351	01	1	Writing for Adv Industry		20	20
COMM	351	02	2	Writing for Adv Industry		20	19
COMM	351	03	3	Writing for Adv Industry		20	20
COMM	351	04	4	Writing for Adv Industry		20	20
COMM	351	50	50	Writing for Adv Industry		20	20
COMM	353	01	1	Creative Strategy & Execution I		20	19
COMM	353	02	2	Creative Strategy & Execution I		20	11
COMM	353	03	3	Creative Strategy & Execution I		20	19
COMM	353	04	4	Creative Strategy & Execution I		20	20
COMM	353	05	5	Creative Strategy & Execution I		20	15
COMM	362	01	1	Public Relations Writing I		20	20
COMM	362	02	2	Public Relations Writing I		20	20
COMM	362	03	3	Public Relations Writing I		20	19

COMM	362	04	4	Public Relations Writing I		20	14
COMM	362	50	50	Public Relations Writing I		20	20
COMM	362	50	50	Public Relations Writing I		20	20
COMM	362	51	51	Public Relations Writing I		20	20
COMM	371	01	1	Radio-Audio Operations		20	9
COMM	372	01	1	TV News Production	Lecture	20	20
COMM	372	02	1	TV News Production	Lab	20	20
COMM	372	03	3	TV News Production	Lecture	20	14
COMM	372	04	3	TV News Production	Lab	20	14
COMM	375	01	1	Radio-Audio Entertainment		20	5
COMM	380	01	1	Interactive Media Design	Lecture	20	20
COMM	380	02	1	Interactive Media Design	Lab	20	20
COMM	380	03	3	Interactive Media Design	Lecture	20	20
COMM	380	04	3	Interactive Media Design	Lab	20	20
COMM	437	01	1	Advanced Magazine Writing		20	13
COMM	449	01	1	Capstone - Ent & Tourism Comm		20	20
COMM	449	05	5	Capstone - Ent & Tourism Comm		20	19
COMM	451	01	1	Capstone - Adv Campaigns		20	20
COMM	451	02	2	Capstone - Adv Campaigns		20	20
COMM	451	03	3	Capstone - Adv Campaigns		20	17
COMM	453	01	1	Advertising Creative Strat & Exec II		20	8
COMM	454	01	1	Advertising Media Sales		20	20
COMM	455	01	1	Internet Ad & Promo Comm		20	16
COMM	456	01	1	Advertising Account Planning		20	8
COMM	462	01	1	Public Relations Writing II		20	20
COMM	464	01	1	Capstone - PR Management		20	16
COMM	464	02	2	Capstone - PR Management		20	20
COMM	464	03	3	Capstone - PR Management		20	14
COMM	464	04	4	Capstone - PR Management		20	20
COMM	464	05	5	Capstone - PR Management		20	5
COMM	464	06	6	Capstone - PR Management		20	10
COMM	471	01	1	Capstone - Daily Titan News*	See note	30	25

COMM	472	01	1	Capstone - TV News	Lecture	20	6
COMM	472	02	1	Capstone - TV News	Lab	20	6
COMM	472	03	3	Capstone - TV News	Lecture	20	12
COMM	472	04	3	Capstone - TV News	Lab	20	12
COMM	474	50	50	Capstone - ADV/PR/ETC Student		20	24
COMM	475	01	1	Capstone - ADV AAF		20	12
COMM	481	01	1	Adv Interactive Media Design	Lecture	20	12
COMM	481	02	1	Adv Interactive Media Design	Lab	20	12

*COMM 471 comprises the reporters for the Daily Titan student newspaper and is scheduled 4-days-a-week at 75 minutes per day; the course counts as 9 weighted teaching units for the instructor, and as such has historically had an enrollment cap of 40.

Note: COMM 101 and COMM 317 are hybrid courses with an online lecture and in-person lab.

Note: Courses designed with section #s of 50 or higher are online sections.

16. Total expenditures planned by the unit for the 2021–2022 academic year: $3,464,413 (excluding benefits)

Give percentage increase or decrease in three years: 4.35% decrease

Amount expected to be spent this year on full-time faculty salaries (excluding benefits): $3,250,000

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.

The Department of Communications has 34 full-time faculty: 10 full professors, four associate professors, 11 assistant professors, nine lecturers. Additionally, three full professors are participating in the Faculty Early Retirement Program (FERP).*

Professors
Jeffrey Brody, M.S.*
Carolyn Coal, M.F.A.
Emily Erickson, Ph.D.
Kuen-Hee Ju-Pak, Ph.D.*
Dean Kazoleas, Ph.D.
Cynthia King, Ph.D.
Micheal McAlexander, M.F.A.
Robert Meeds, Ph.D.
Henry Puente, Ph.D.
Jason Shepard, Ph.D.
Andi Stein, Ph.D.*
Doug Swanson, Ed.D.
Mark Wu, Ph.D.

Associate Professors
Christina Ceisel, Ph.D.
Roselyn Du, Ph.D.
Chelsea Reynolds, Ph.D.
Frank Russell, Ph.D.

Assistant Professors
Elise Assaf, Ph.D.
Vivien Angelus, Ph.D.^
Gayle Brisbane, Ph.D.
Jasmine Meertins, Ph.D.
Jiwoo Park, Ph.D.
Penchan Phoborisut, Ph.D.
Waleed Rashidi, Ed.D.
Cylor Spaulding, Ph.D.
Ricardo Valencia, Ph.D.
Jess Vega-Centeno, Ph.D.
Miya Williams Fayne, Ph.D. (parental leave for fall semester)

Full-Time Lecturers
Jesús Ayala
Walter Baranger
Amber Chitty-Wilson
Pete Evanow
Beth Georges (sabbatical for the academic year)
Ken Hagihara
Keith Kesler
Michelle Kurland
Ron Romain

* Faculty participating in the Faculty Early Retirement Program (FERP) teach up to half-time for up to five years after retirement and are considered tenured faculty for voting and enfranchisement purposes under university polices and department practices.
^ Vivien Angelus's legal name as of August 2021. In some documentation, may be listed as Julio Bermejo.

Separately, two individuals currently holding administrative appointments at CSUF and the CSU have retreat rights to faculty positions in the Department of Communications (Bey-Ling Sha, Dean of the College of Communications; and Brent Foster, State University Associate Dean, Curriculum and Assessment, California State University System, Office of the Chancellor), but because they currently hold administrative appointments (i.e., "management") and not instructional faculty appointments (i.e., Unit 3 bargaining unit), they are not included in this count.

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.
updated for current and previous semester

Spring 2022	Fall 2021
Assaf Avni	Assaf Avni
Davis Barber	Davis Barber
Richard Favela	Erik Blair
John Hart	Richard Favela
Anne LaJeunesse	John Hart
Marie Loggia-Kee	Vik Jolly
Jackie Moe	Anne LaJeunesse
Holly Ocasio-Rizzo	Marie Loggia-Kee
Marisuz Ozminkowski	Jackie Moe
Robert Quezada	Holly Ocasio-Rizzo
Sue Schenkel	Marisuz Ozminkowski
Gregg Schwenk	Robert Quezada
Jay Seidel	Sue Schenkel
MaryAnne Shults	Gregg Schwenk
Brian Song	Jay Seidel
Bill Thompson	MaryAnne Shults
Rob Vanriel	Bill Thompson
	Rob Vanriel

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.

72 or more semester hours
outside of journalism and mass communications

Year	Total Graduates	Number in Compliance	Percent
2019-2020 academic year	592	592	100
2018-2019 academic year	702	702	100

PART II — Standard 1: Mission, Governance and Administration

Unit performance with regard to indicators:

a). The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit. The unit annually updates its data on the ACEJMC searchable database website (https://lookup.acejmc.org**).**

The Department of Communications at California State University, Fullerton, celebrated its 60th anniversary during the 2020-2021 academic year. It enrolls about 1,600 students, which is fewer than at the last site visit, but still one of the largest communications programs in the United States. The department is the largest of four departments in the College of Communications, which in turn is the only College of Communications in the CSU System's 23 campuses.

CSUF is the only CSU campus in Orange County, on a 241-acre campus lush with orange and palm trees in the city of Fullerton. The vast majority of students are from California; 32 percent in 2020 were the first generation in their family to attend college. CSUF ranks in the top 1% of four-year universities helping low-income students reach financial success. Graduates from the Department of Communications work at broadcast news organizations, magazines, newspapers, websites, production companies, entertainment enterprises, advertising and PR agencies – worldwide and many in the second-largest media market in the U.S., where the department takes full advantage of the nearby professionals for guest lectures, panels, judging and more.

The faculty of the Department of Communications unanimously approved a five-year department strategic plan in May 2019.

The plan includes goals and priorities through 2024 and includes the department's collective objectives and aspirations through 2024. The department also approved a Diversity and Inclusion Plan in December 2019. It is referenced in Standard 3.

Its goals and strategies effectively ladder up to the university's goals and mission as outlined in the 2018-2023 University Strategic Plan, which includes four commitments: a transformational Titan experience; student success and completion; faculty and staff diversity and success; learning environment and legacy.

The unit updates its data on the ACEJMC website.

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

Shared governance at CSUF is dictated by University Policy Statements (UPS) and Collective Bargaining Agreements (CBA).

Department governance is affected by UPS, requiring department faculty to keep current with Academic Senate faculty. According to UPS, the department is the primary functional unit of the university, so the Department of Communications has many of its own policies and procedures, including for promotion and tenure, faculty meetings, scholarships, awards, curriculum and capstone courses. The department chair holds regular faculty workshops on the promotion and tenure standards approved in 2015.

The CBA between the CSU System and the California Faculty Association dictates many workplace issues, on everything from appointment, evaluation, workload, development, benefits and layoffs.

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

The department chair has overseen the evolution of a faculty that was cited for a lack of collaborative spirit in its most recent site visit report, into a team in which a collegial collaborative spirit defines a large and increasingly diverse team. Faculty universally spoke glowingly of the "family spirit" of the team, talked about the "really good camaraderie" among professors; and discussed the "really good cohort of younger faculty and blend of people who've been around forever." This was a 180-degree turn from the report on the ground in 2014-2015.

The department has regular all-faculty meetings. During the 2020-21 academic year, the full faculty met for a weeklong virtual retreat (14 one-hour sessions; six for all faculty and eight for breakout groups); and five formal Zoom meetings in October, December, March, April and May.

Another thing faculty agreed upon was the leadership of the department chair. Here is a selection of their quotes – edited, or it would be quite redundant:
- "So supportive and so on the ball."
  "Just amazing."
- "Such an awesome chair."
- "Department is in the best place it's ever been, because he is the smartest, works so hard and advocates for us."
- "He builds a good sense of community."
- "Open to different viewpoints and treats everyone equally."
- "Everyone – tenure track or not – is part of the family."
- "A great leader who leads with vision."
- "A lot of us wouldn't be here without a leader like him."
- "Joyful every day."
- "Great listener."
- "Door is always open."
- "Faculty meetings are like a reunion."

University administration and other campus leaders also expressed confidence and admiration for the department chair's talent and hard work both internally and across the university. "He's a leader on campus, he trains other chairs," said one administrator. "He is diplomatic, consultative – and pays attention to details," said another. Another: "He always want to know how to support students." And finally, "One of our finest."

The department has five standing committees and four official working groups. The unit administrator is actively involved in university affairs, serving on the Faculty Affairs Committee, the search committee for the provost, and the University Curriculum Committee, among others. An Academic Senate leader said the department chair is "a go-to person for heavy-lift committees. He's organized, knowledgeable and has credibility around campus." Faculty members, across the board, are involved in everything from the university's research efforts to search committees of all kinds.

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

Department chairs are elected by their faculty and appointed by the university president. The UPS standards set the procedures for selecting and appointing chairs. Chairs are not limited to the number of terms for which they can be re-elected.

The chair is subject to recall if performance is deemed unsatisfactory by the faculty.

The department chair conducted a "360" performance review after his first year as chair, in the summer of 2015, that he found helpful. Based on a desire for more opportunities for faculty feedback, he instituted a faculty survey in the summer 2019 and has continued the practice each summer since. The results help inform the chair's goals and priorities but are not formally published.

The University's UPS sets policy regarding appointment and responsibilities of department chairs. Chairs are not formally evaluated for their chair performance by the college dean; they are evaluated by the dean in their roles as faculty members as part of the Retention/Tenure/Promotion (RTP) process, and the Post Tenure Review (PTR) process.

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

There are clear procedures for complaints and concerns, as laid out in the UPS.

The chair is usually the first point of contact for informal complaints of all kinds; more official –grade and course complaints – often end up with the college's advising office but are then referred to the department chair. The assistant dean and the chair say that it is exceedingly rare for the issue to be escalated beyond that point.

The Department of Communications staff's recourse for concerns is less clear. While the work of the staff is cited by the chair and faculty – repeatedly – as fundamental to the productivity of the unit, the staff reports formally to the college administration, not to the department. This is potentially problematic.

Concerns requiring administrative intervention begin with the chair, who consults with the assistant dean, associate dean and/or the dean. Formal complaints and grievances related to personnel and employment are dealt with by the Division of Human Resources, Diversity and Inclusion.

The Division of Student Affairs handles a range of issues like grade appeals, plagiarism and disability accommodations.

SUMMARY:

The department is buttoned up in governance and administration as defined by clear guidelines in the university policies and the collective bargaining unit agreement. The department chair is effective in a leadership (explicitly non-management) role, both within the department and across the university. The chair and the faculty are viewed as engaged, proactive, inclusive and as student-, university- and community-focused.

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.

A bachelor's degree at Cal State Fullerton requires 120 hours for graduation. The Department of Communications requires 39 hours for the Bachelor of Arts in Communications. Since the last site visit, the unit undertook a curriculum review and considered adding required courses within concentrations. A required Digital Foundations course, which had been added as an elective in 2008, is now a requirement for all majors, raising the total required credit hours from 36 to 39 units.

The unit is in 100% compliance with the 72-hour rule thanks to the use of the university's degree audit software, in conjunction with available student advising throughout students' matriculation. Students may keep track of their progress through the Titan Degree Audit (TDA), which includes a graduation check and approval process. Check sheets are used as an added review to ensure compliance. Students are required to take 39 units of major requirements: 21 core requirements and 18 in a chosen concentration. Students take 72 hours outside of journalism and mass communication, including 48 hours of general education requirements; the additional nine credit hours can either be taken within the department or elsewhere at the university.

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 unit has a detailed and deliberately calibrated process for ensuring balance between concept, theory and practical courses in each major/concentration and across platforms. The core required of all students includes: Comm 233, Mass Communication in Modern Society; Comm 317, Digital Foundations; Comm 407, Communications Law, and Comm 495T, Internship. Students are required to take another three units from a variety of courses including visual communication, media ethics, mass media and diversity, mass media effects, principles and history of American mass communication, communications technologies, global media systems and persuasive communications. Each concentration also requires 18 units of discipline-specific courses and six units of concentration electives. All students must take a capstone course and an approved for-credit professional internship.

While students are not required to have a minor, they must complete 12 units of upper-division "collateral" coursework from outside departments in areas that complement the major. For example, journalism students may take courses in economics or political science, while advertising students may take art and creative writing. Students may opt instead for one of the department's four 12-unit, pre-professional certificate programs.

Communications majors are required to choose one of the following concentrations:
• Advertising
• Entertainment and Tourism Communications
• Journalism
• Public Relations

The Department of Communications offers the following four-course preprofessional/academic certificates in lieu of required outside "collateral" courses or a minor:
• Digital Communications Media
• Photo communications – formerly a concentration.
• Radio/Audio
• Spanish for Hispanic Media (in partnership with the Department of Modern Languages and Literatures)

The Department also offers three minors for non-Communications majors:
• Advertising
• Journalism
• Public Relations

The Communications major, concentrations, certificates and minors are supervised by the department chair.

Advertising

In advertising there are four required courses which address advertising skills and principles in digital, broadcast and print media:

Comm 350: Principles of Advertising, students develop basic knowledge of advertising and integrated marketing communications in digital, broadcast and print media.

Comm 351: Writing for the Advertising Industry, students develop copywriting skills and creative strategies relevant for different types of media. Writing assignments include creative work for radio, television, print, blogs and social media.

Comm 352: Advertising Media, students demonstrate understanding of media planning challenges in an era of digitization and media fragmentation.

Comm 353: Advertising Creative Strategy and Execution I, students learn creative strategies for print, radio, TV and online media. Assignments include print, video, online and integrated advertising campaigns.

There are three capstone choices in the Advertising concentration: Comm 451: Capstone – Advertising Campaigns, Comm 474: Capstone – ADV/PR/ETC Student Agency, or Comm 475: Capstone – Advertising/AAF Competition. Each requires students to develop an integrated marketing communications campaign for a real client, produce a professional plans book and conduct a client presentation.

Entertainment and Tourism Communications

Students in this concentration start with Comm 346: Principles of Entertainment and Tourism Communications, which focuses on entertainment production across platforms, including television, radio, film, music and video games. The concentration supports students interested in entertainment and tourism communications careers in broadcast, film, advertising or public relations.

Students must choose a writing course to focus on traditional and digital media from among five options: Comm 301: Writing for Broadcast and Film, Comm 334: Feature Article Writing, Comm 351: Writing for the Advertising Industry, Comm 362, Public Relations Writing I, or Comm 471: Capstone – Daily Titan News.

Entertainment and tourism communications students choose between two capstones: Comm 449: Capstone - Entertainment and Tourism Communications or Comm 474: Capstone – ADV/PR/ETC Student Agency. In Comm 449, students develop and pitch an integrated communications campaign for a real entertainment and tourism industry client. In Comm 474, students develop an integrated marketing communications campaign for a real client, produce a professional-quality campaign book and deliver a client presentation.

Journalism

Faculty eliminated separate introductory reporting classes for print and broadcast, replacing it with Comm 201: Digital Reporting and Writing, and Comm 202: Digital Reporting and Production. The courses add digital skills and reach across platforms to ensure students have a full set of multimedia skills, no matter their area of emphasis.

Journalism students choose between two capstones: Comm 471: Capstone – Daily Titan News, working on the production of The Daily Titan, an independent student newspaper that publishes in print, online and on social media. Students who choose this option are expected to have Comm 325: Multimedia Reporting as a prerequisite, in which students use text, audio, photo and video elements to tell stories. It is also an elective for students who choose Comm 472: Capstone – TV News, which produces a weekly digital newscast, OC News.

Public Relations

Required courses in public relations address public relations skills and principles relevant to traditional and digital media. Comm 361: Principles and Ethics of Public Relations, was revised to place added emphasis on professional ethics, including a module on digital ethics. The course also requires students to demonstrate an understanding of why and how to craft messages for digital and social media.

In Comm 362: Public Relations Writing I, students write news releases, media pitches, press kits, social media posts, radio spots and scripts for podcasts.

Public relations students choose between two capstones: Comm 464: Capstone – Public Relations Management, in which students develop a public relations campaign with deliverables in traditional and digital media for a real or simulated client. Students in Comm 474: Capstone – ADV/PR/ETC Student Agency, develop an integrated marketing communications campaign for a real client, produce a professional-quality plans book and deliver a client presentation. Campaigns are developed through required student collaboration in Google Drive.

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.

The department undertook a curriculum review to focus on updating courses and program requirements with emphasis on digital technologies, certificate programs and courses and prerequisites to improve alignment and accessibility across concentrations. The unit added a required course in Digital Foundations, increasing the required number of credit hours in the major from 36 to 39, the faculty created 14 new courses, four 12-unit pre-professional certificate programs and updated more than 20 courses. Prior to the onset of the Covid-19 pandemic, the unit also approved six additional courses to be taught online. The unit planned to expand its offerings of online and remote courses even before the pandemic struck and fully expect to continue to offer students a wider array of modalities.

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.

All skills courses, except capstone, campaigns and the required Digital Foundations course, are capped at 20.

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.

Each discipline has a required practicum course to help students prepare for professional internships. The faculty internship coordinator teaches Comm 495T, the for-credit internship class, and also works with students one-on-one to encourage them to apply for practical work experiences. Additionally, the Center for Internships and Community Engagement verifies internship sites and students are directed to attend conferences and workshops for additional training. The internship coordinator conducts a highly detailed annual assessment, surveying faculty, students and employers to measure student preparation, exposure to current technology and industry standards, and ACEJMC Professional Values and Competencies.

SUMMARY:

The unit undertook a major review of its curriculum and expanded the number of courses and content delivery options. Faculty who teach multiple sections of the same course meet with course coordinators to ensure consistent instruction and standard learning outcomes across all course sections. Samples of student work are drawn from all sections and faculty meet as a group to review results as part of regular assessment activities.

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.

In 2019 the department unanimously adopted a "Diversity and Inclusion Plan," reinforcing the same three pillars identified in their 2014 diversity plan. **"A diverse faculty, diverse student body, and an inclusive curriculum"** are the three priority pillars. In addition, the unit defines diversity broadly, recognizing "multiple measures of diversity, including race, ethnicity, ability status, sexual orientation, gender identity, religion, and socioeconomic status."

"Diverse faculty": The self -study reports by gender: 48.6% male, 48.6% female, and 2.7% transgender. By race and ethnicity, the full-time faculty is 57% White, 16% Hispanic, 14% Asian, 5% African-American, 3% two or more races, and 3% International.

"Diverse student body": More than three-quarters of the students identify as racial/ethnic minorities. To meet their needs in 2020 the department established campus chapters of the National Association of Black Journalists, the Hispanic Public Relations Association, and the Asian American Journalists Association.

"Inclusive curriculum": To help embrace the goal of an "inclusive curriculum," most faculty completed the "Equitable Pedagogy" online course available for all university faculty in Fall 2021. The Dean and Department Chair encouraged department participation, viewing it as valuable professional development, and offered a $125 financial incentive.

The department leverages two college-based centers internationally: The Latino Communications Institute (LCI) and the Maxwell Center for International Communications. They support an inclusive curriculum by bringing cultural and globally focused speakers into courses and offering programming through workshops and conferences. Despite the pandemic, The Maxwell Center, named after founding Department Chair J. William Maxwell, champions a robust array of study abroad programs with sensitivity toward students' available time and financial resources. The Maxwell Center's student exchange programs include partner universities in Mexico, South Korea, France, China, and Norway.

One central administration said of the department's "Diversity and Inclusion Plan," "I was so impressed by the department's questions when creating the plan. It is far deeper than what I have heard from other corners of the campus."

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.

The self-study notes direct and indirect approaches to fulfill the department's commitment to a diverse curriculum. For example, seven elective courses directly focus on knowledge and skillsets that prepare

students to be "global thinkers, global citizens, and global leaders."

- COMM 426: Global Media Systems
- COMM 315: Mass Media and Diversity
- COMM 470: International Public Relations
- COMM 304: Spanish Language TV News
- COMM 448T : Border Reporting
- COMM 448T: Reporting on Minorities
- COMM 466T: Multicultural Public Relations and Strategic Communications

The "T" next to the three course numbers above indicates this is a special topics course offered on regular basis but not every semester.

Indirectly, faculty "weave diversity, culture and global perspectives into all courses," including the required introductory and capstones of each of the four concentrations.

These efforts intensified in the summer and fall of 2020 after the George Floyd protests, when two faculty led an effort to "scrub the syllabus" to ensure that diverse content was represented across the curriculum. In addition, they established a collaborative database inviting all faculty to share readings, books and other resources. The goal was to avoid the practice of "one diversity lecture" in a course. Instead, a class should effuse diversity issues in myriad ways throughout the semester.

A faculty-led effort resulted in COMM 315 changing from Mass Media and Ethnic Groups to Mass Media and Diversity. It is now available as a General Education course for all university students. This course analyzes how American media portray marginalized groups teaching students the tools to "identify and evaluate how mass media represent people with different backgrounds related to gender, race, sexuality, religion, social class, and other identities."

The department added a new course called COMM 466T: Multicultural Public Relations. In 2018, a specialized Border Reporting course was launched, focused on immigration issues and providing students a chance to go on reporting trips to the U.S.-Mexican border.

In addition to courses dedicated to diversity, faculty teach about underrepresented communities, add readings from minority scholars, and host diverse professionals and alumni in classes across the curriculum. Collectively, these efforts demonstrate a continued dedication to providing a diverse curriculum for students.

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 outstanding improvements since the last site team identified the "continued need for a more diverse faculty that aligns with the student body." One faculty member observed, "We are trying to create a faculty to match what our student body looks like. I am happy to be a part of that."

The self-study notes, "from 2014 to 2021, the full-time faculty has become dramatically more diverse along race/ethnicity, gender, and sexual orientation lines" By race/ethnicity, the full-time faculty comprises 44% minorities in 2021, up from 12% in 2014.

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.

Diverse Issues in Higher Education ranks Cal State Fullerton No. 3 among universities nationwide for bachelor's degrees awarded to underrepresented students. The self-study notes, "For bachelor's degrees awarded to Hispanics in specific majors, CSUF's national ranking is No. 2 in communications and journalism." The department is a national leader for the graduation of Latino and first-generation college students. They educate a student body that is the definition of diversity in all forms – racially, ethnically, culturally and socio-economically.

Student recruitment and retention efforts are hindered somewhat because the department must abide by university policies. They strive to focus on "the diversity of a region (i.e., Orange County, California) in which one-third of the population is Hispanic or Latino."

To serve Spanish-language students directly, the department in 2018 hired a full-time lecturer who is an expert in Spanish-language broadcasting. He advises Al Día, a Spanish-language award-winning TV news program produced in Spanish.

In student Zoom sessions, there was a recognition of a diverse faculty with expressions of gratitude for individual teachers and the creation of student chapters of national professional organizations. However, students offered pertinent observations that the department could do more. One observed, "I wish there were more classes that covered communities of color." A recent graduate in PR with a sports emphasis reflected, "I have not seen many people who look like me. Professor-wise, there is diversity but not enough women of color." Though another student said, "The professors are so diverse it's kind of mind-blowing."

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.

The site team observed a climate free of discrimination and harassment, mirroring the findings of the previous team seven years ago. Clear university policies and procedures contribute to this culture. Disability-support services tailored to individual student needs are substantial. During these pandemic times, many stressed students benefit from university mental health resources that include "app-based mental health resources to help manage stress, refocus and find balance."

SUMMARY:

The department, individual faculty, and students know, celebrate, and strongly value all forms of diversity. Their "Diversity and Inclusion Plan" is more than words on paper. It is embedded deep into the learning culture. The plan led to course revisions and additions, experiential learning opportunities, and new student clubs.

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

Table 6, "Faculty Populations"

Show numbers of female, male, minority, white and international faculty members, and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.) (Data collected by faculty self identification).

Fall 2021 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American	2	5.4	0	0.0
White	9	24.3	13	35.1
American Indian/Alaskan native	0	0	0	0
Asian	3	8.1	2	5.4
Hispanic/Latino (any race)	2	5.4	4*	10.8
Native Hawaiian / Other Pacific Islander	0	0	0	0
Two or more races	1	2.7	0	0
Other race	0	0	0	0
International (any race)	1	2.7	0	0

This includes one individual who identifies as transgender.

Fall 2021 Part-time/adjunct faculty

Group	Female	% of total PT faculty	Male	% of total PT faculty
Black/African-American	0	0	0	0
White	4	22.2	9	50.0
American Indian/Alaskan native	0	0	0	0
Asian	0	0	1	5.5
Hispanic/Latino (any race)	2	11.1	1	5.5
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	1	5.5
Other race	0	0	0	0
International (any race)				

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.

There are 34 full-time faculty, 18 part-time faculty, and three participating in the Faculty Early Retirement Program (FERP). Before joining the academy, most of the faculty worked in media-related fields, including journalism, public relations, advertising, the entertainment industries or related professional fields. Often they draw rich experiences from working in America's second-largest media market.

The faculty represent a wide array of degrees: 70% percent of the department's full-time faculty have a doctoral degree (Ph.D.), while 25% earned their master's degree (MA or MS) or Master's of Fine Art (MFA). The remaining 5% are two full-time lecturers hired with bachelor's degrees and decades of professional experience.

The site team verified the self-study observation that "the full-time tenure-line faculty has a strong balance of senior, full professors (13, including three in the Faculty Early Retirement Program), four associate professors, and a large cohort of newer assistant professors (11).

Nine full-time lecturers bring extensive professional experience to a diverse and collegial faculty. A senior university official noted lecturers from the Department of Communications "bring skills directly from the professional world differently from tenured faculty whose professional experience might not be as fresh."

The department has not hired new adjunct faculty in the past several years because of several factors: increased full-time faculty hiring; enrollment declines; reductions in assigned time/course releases for full-time faculty; and funding formula changes that resulted in reduced allocations for part-time faculty.

Selection Process

The department has hired 18 new full-time faculty since 2015, retaining 89% of those employed the last seven years. Strategic hiring driven by department leadership has helped build a sense of community among faculty at similar stages of their careers. Faculty hiring is governed by a Collective Bargaining Agreement between the California State University System and the California Faculty Association. The provost authorizes searches after a recommendation from the dean and department chair. The department's vice-chair serves as chair of the search committee whose tenured members are elected and help through the academic year. Committee members undergo training by the Division of Human Relations, Diversity, and Inclusion (HRDI). Lecturers do not serve on search committees.

After phone screenings of applicants, finalists visit campus. They offer classroom presentations and meet with faculty throughout the interview day. Faculty evaluate the "effectiveness of the candidate as a teacher and researcher." The search committee recommends to the department chair their top choice. The dean consults with HRDI, negotiates a salary and benefits package, and extends the final offer.

The department chair handles part-time employment. In a Zoom meeting with adjunct faculty, a sense of camaraderie was evident. One adjunct, herself a Titan alum, observed, "full-time professors with all those letters behind their names really do appreciate us."

<u>Evaluation Process</u>

The university in 2015 approved the department's revised policy on Retention, Tenure, and Promotion, known as the Department Personnel Standards (DPS). The new policy provides greater clarity and consistency for faculty expectations in teaching, scholarly/creative activity, and service.

All faculty – including tenure-track faculty, tenured faculty and lecturers – submit a portfolio of materials using an online portal called Interfolio. Typically, this includes a narrative of accomplishments, a CV, student course evaluations and many support supporting materials, using a file structure and templates created by the Office of Faculty Affairs and Records.

Faculty expectations for teaching, research, and service (in that order) are clearly defined by the DPS document. It outlines a complicated point system for various faculty output, from creative activity and research to teaching and service. The personnel committee, the department chair and the dean write a review. If there is a disagreement about a potential promotion, a tenure case will go to a comprehensive university committee. The dean noted, "it isn't just points. The scholarly work must be relevant, productive, and impactful."

Tenured faculty are required to submit a post-tenure review every five years.

The nine lecturers are evaluated differently. All have annual reviews for the first year of appointment. In year six, there is a comprehensive review of the previous six years. After that, lecturers are evaluated for renewal every third year. Criteria for lecturer evaluations include university compliance, effective teaching, holding students accountable to high standards and professional currency.

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

Teaching is considered of "paramount importance." The self-study indicates an improvement in the number of core and concentration required courses taught by full-time faculty.

Percentage of Core and Required Courses Taught by Full-time Faculty	
2020-2021 Academic Year	79%
2019-2020. Academic Year	63%
2018-2019. Academic Year	62 %

The 18 part-time faculty (adjuncts) are named "veteran educators" in the self-study. During the previous self-study, there were 38 adjuncts. There are fewer adjuncts now due to more full-time faculty, fewer students and budget cuts. Working in the No. 2 media market in America, the Los Angeles DMA, half of the adjuncts identify as racial minorities and/or women professionals. In addition to solid professional experience, the adjuncts' academic credentials include four with a BA, one BFA, 11 with a Master's Degree, one with an MFA and one Ph.D.

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.

There is extensive diversity in the combinations of professional and academic backgrounds of the faculty. The full-time faculty have an average of 14 years of professional experience and 13 years of teaching.

The Faculty Development Center (FDC) assists faculty in translating their career preparations into meaningful classroom and lab experiences. The FDC offers classes and certificate programs on teaching innovations, technology and mastery of online instruction. The self-study indicates "almost all department faculty participate in at least one program from the FDC each year." For example, one faculty member used the center to help build a website focused on trauma pedagogy. Other faculty joined FDC writing groups or a sponsored book club focused on minority authors.

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

Teaching is paramount. Faculty provide evidence they have met rigorous standards through student evaluations, a 1,000-word teaching narrative, syllabi, in-classroom peer observations and more. In addition, the self-study notes, "faculty are evaluated on the quality of communication effectiveness, substance, and meaningful feedback, as well as a positive disposition toward teaching and impartial treatment of students."

Student evaluations, known as SOQs (student opinion questionnaires), play a vital role in faculty evaluations. However, more than one faculty member, both tenured and on the tenure track, expressed frustration with how the current SOQs are used. A new initiative by the provost's office to supplement student evaluations with peer-to-peer evaluations is underway because "we want something more robust."

As new ways to evaluate teaching are implemented, a central administrator noted the department would have to revise their DPS policy to lessen the weight of the student evaluations in measuring teaching effectiveness, replacing them with peer evaluations.

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

Conversations with university administrators confirmed positive impressions of the faculty across campus. The department is widely respected, with many students and a faculty highly involved with university-wide service. One observed, "it is a department known as strong. I know of no issues." Another said, "It is a well-respected department. We rely on their faculty to help us with campus-wide initiatives. I am always blown away by the teaching talent they draw and their students who choose to study with us."

SUMMARY:

The department has robust policies and procedures to recruit and evaluate the teaching by a diverse faculty. Highly engaged in their fields, faculty build on professional and academic backgrounds for the benefit of their students.

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.

While primarily a teaching institution with a 4/4 load, scholarship is vital for tenure and rank advancement at Cal State Fullerton. That load is reduced for new tenure-track faculty. In the department faculty members may have a combination of scholarly and creative activities, but generally at least some scholarly activity is expected in a faculty member's portfolio. The department chair sets the tone for the unit with solo-authored publications in prestigious journals and co-authorship of a well-respected textbook.

The department or college does not award sabbaticals; faculty must win a competitive application to a university committee. Since the last self-study, 17 faculty have applied for a sabbatical, with nine awarded. One faculty member lamented, "With the teaching load, it is hard to get that research done. Sabbaticals are a real challenge. It was much easier when I first got here when I put in a reasonable proposal, and I received one." At least one faculty member twice denied a sabbatical felt discouraged to apply again.

Until the pandemic, each faculty member received an average of $1,600 to attend conferences out of state and across the globe. The budget was zeroed out during the first year of Covid-19. In the 2021-22 academic year, $1,000 per faculty member was allocated.

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

Tenure-track faculty receive clear expectations of the department's research and creative activity requirements through the Departmental Personnel Standards (DPS) document. One faculty member observed, "the process was straightforward and very clear. It is very different when compared to what my colleagues at other institutions experience."

A candidate is expected to describe how their work meets criteria providing documentation of peer or juried review in the portfolio. Materials should demonstrate "high standards of relevance, continuity, significance, and productivity."

An outside administrator observed, "this faculty does not see research and teaching as separate entities. Instead, they see the synergies between the two. Students often are the inspiration for the faculty's next project, which comes full circle with collective impact as they bring their research back directly into the classroom."

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 department's tenure guidelines, known as DPS, is a 30-page document that explicitly shows a faculty member what "counts" toward promotion and tenure. Revised since the last self-study, the DPS

recognizes a wide range of scholarly productivity and creative work. It includes the guidelines for primary and secondary indicators. Below are the "primary indicators."

Scholarship

- Refereed journal articles, monographs or scholarly books
- Refereed or reviewed textbooks
- Refereed scholarly book chapters

Creative Activity

- Refereed national or international creative exhibits, placements, festivals, or commercially significant award-winning works
- Refereed local or regional creative exhibits, placements, festivals or commercially significant award-winning works
- Artist grants, fellowships, or commissions of significant merit

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 self-study notes 365 documented scholarship and creative activity works in the past seven years. Faculty time for research and creative activity is not built into an average load of 80% teaching and the remaining 20% service. There is a debate at the university and system level if the final 20% also includes an expectation of research.

Despite the pandemic, faculty continue to win awards for creative work, publish in journals, and present at various conferences—at least one faculty member published with her master's student during the pandemic.

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

Unsurprisingly, a faculty as diverse as this will differ in opinion about the specifics of the school's cultural climate. While overwhelmingly positive, a small cohort of faculty members may pine for the good old days. One observed, "We need real conversations between people who have smart minds. I miss the organic nature of faculty meetings." A more common point of view was shared by a newer faculty member: "Everybody is heard and given a chance to provide their perspective. Meetings are open, and there isn't a lot of forced response. Lots of latitudes."

SUMMARY:
Faculty are supported in their scholarship and creative activity with celebrations of their success and resources to share their knowledge in conferences and festivals. As a result, a cultural climate exists with many voices, none of them without significance.

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

Scholarly, Creative and Professional Activities	TOTALS BY UNIT (36)	BY INDIVIDUALS				TOTALS
		Professors (11)	Associate Professors (3)	Assistant Professors (13)	Lecturers (9)	
Awards & Honors	**11**	4	3	4	0	**11**
Grants received (internal)	**14**	7	1	6	1	**15**
Grants received (external)	**10**	6	1	3	0	**10**
Scholarly books	**4**	2	1	2	0	**4**
Textbooks	**9**	7	0	1	1	**9**
Edited books	**0**	0	0	0	0	**0**
Book chapters	**29**	15	3	9	2	**29**
Monographs	**0**	0	0	0	0	**0**
Articles in refereed journals	**54**	20	11	23	0	**54**
Refereed conference papers	**87**	32	10	47	0	**89**
Invited academic papers	**41**	14	0	15	12	**41**
Encyclopedia entries	**5**	2	0	3	0	**5**
Book reviews	**8**	1	1	6	0	**8**
Articles in non-refereed publications	**46**	37	0	4	5	**46**
Juried creative works	**10**	4	0	0	6	**10**
Non-juried creative works	**14**	1	2	1	10	**14**
Other (translated books)	**1**	1	0	0	0	**1**
Other (panel organizer/moderator)	**6**	2	0	4	0	**6**
Other (panelist/respondent)	**16**	1	3	8	4	**16**
Total	**365**	**156**	**35**	**136**	**41**	**368**

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.

Students in the department are served by the college's team of four professional academic advisers in a Student Success Center that has been revamped since the last site visit. There is one required mandatory advising and orientation session for all new students (first-year). After that orientation, students are "strongly encouraged" but not required to participate in regular advising unless they are placed on academic probation.

One faculty member has a workload release to be involved with this orientation and academic advising of incoming students. She remains a resource as the students continue their academic journey. Other faculty informally mentor students as they begin looking for professional opportunities.

Department faculty and university leadership alike agree that it would be preferable to have the funding to provide and require more support and advising. "The Student Support Centers were never resourced appropriately," one said. There is a new university-wide committee looking to make recommendations on best practices in staff advising and faculty advising.

Students say it is often difficult to get appointments for academic advising and that was particularly acute during the pandemic. But, several said, professors are "incredible with advising on classes," and also can be counted on to help with career questions, resumes and internships.

There is an online portal through which all students can track their degree progression. Roadmaps and checklists are available for each department concentration in the department office and the Student Success Center.

The department says that the method for evaluating the advising process is "evolving" but shows continued improvement. One hundred percent compliance with the 72-hour rule and graduation and retention rates that are higher in comparison to other departments and colleges, the university averages, are cited. A university-administered survey showed positive results for "advising accessibility" and "clear answers to questions." Graduation rates, touted as proof of successful advising, went down in 2020 after several years of positive improvement, likely due to the pandemic.

b). Faculty are available and accessible to students.

Full-time faculty are required to hold three office hours per week, but they and students say that they are available and accessible whenever they are needed.

Students laud their professors for giving time outside of class, caring about students' mental health, helping them win awards and for consistently going "above and beyond."

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

The unit keeps in touch with students on social media, its website, with fliers throughout the building, on Canvas and with a twice-yearly newsletter, COMMunique.

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

The department offers multiple co-curricular and extra-curricular activities and organizations. Included are:

Daily Titan. The only collegiate daily print newspaper in the California State University System features a converged website and social media channels. Advertising and PR students support its business side while many journalism majors work there on their own time as well as through the capstone class.

Tusk Magazine. This print magazine publishes in print in late spring and online throughout the semesters, and also has active social media channels. For some students, it is their first experience with reporting and they found it challenging but useful.

COMM Week. Annual April event is a week-long series of lectures, presentations, discussions and activities, drawing dozens of media and communications professionals to campus. Students repeatedly talked about the benefits of this long-established event. They appreciate the opportunities to learn from outside experts and especially the important networking connections they are able to make.

PRactical ADvantage Communications. A student-run advertising and PR agency offering communication and branding services for local business and nonprofits.

OC News. A TV news program produced entirely by broadcast journalism students in the department. It airs twice weekly during fall and spring semesters.

Al Dia. Spanish-language news program supported by a Spanish TV News course. It airs weekly during fall and spring. Students can't say enough about the real-world experience they gain from working on this program – and about the career outcomes for graduates of it.

Ad Club. Open to all CSUF students but focused on Advertising and PR concentration students. Agency tours, portfolio workshops and networked, including an annual Creative Competition linked with COMM Week. Students love the agency tours and appreciate the pandemic pivot of bringing in top-notch guest speakers via Zoom.

Entertainment & Tourism Club. Assists students in networking with entertainment and tourism industries in Orange County and LA. Membership averages 226 students. Opportunities include TV and film shoots, industry socials and awards shows, plus networking and internships.

Kappa Tau Alpha. Students from the top 10% of their class are invited to join the honor society recognizing excellence and scholarship in mass communication.

Latino Communications Institute. Brings industry leaders to campus for meetings and networking. Together with the Department of Modern Languages and Literature, launched the Certificate in Spanish for Hispanic Media.

Latino Journalists of CSUF. A partnership with the California Chicano News Media Association and the National Association of Hispanic Journalists. Facilitates networking and identifies workplace opportunities.

PRSSA. More than 100 members in this chapter that identifies speakers, workships, agencies tours and reouces for members pursuing the PRSA Certificate in Principles of PR. In May 2020, student-runTitan Public Relations was one of only 30 designated as a PRSSA Nationally Affiliated Firm. The faculty adviser is passionate and the students enthusiastically affirm that their membership leads to internships and other connections.

SPJ. Membership is open to all CSUF students focused on working in journalism-related fields.

AAF Competition. American Advertising Federation National Student Advertising Competition has featured multiple district championship teams for the past two decades.

Titan Radio. CSUF's official radio station, broadcasting 24/7 with 70 student and faculty DJs. Also hosts events and manages social channels.

Titan Communications. A living-learning classroom and opportunity to work and learn abou TV and radio broadcast management in a hands-on environment. With a TV studio, control room, editing labs and more. A collaboration of the Division of IT and the College of Communications.

Student chapters of AAJA, HPRA and NABJ are recent additions. One student said the establishment of the AAJA chapter was "very meaningful, very very important – especially now."

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 university is responsible for collecting, maintaining and analyzing enrollment, retention and graduation rates. Department of Communications majors have better retention and graduation rates than the university as a whole. The unit publishes retention and graduation information on its website.

SUMMARY:

The college and department's dedicated resources to academic advising can't stretch to required, ongoing advising for students, but the availability of drop-in and digital resources are adequate, students confirm. Students turn to faculty when they can't get advising appointments, and express satisfaction with that. Extra- and co-curricular opportunities and professional development abound and despite the constraints many students face – financial, urban commute, family commitments – they do manage to participate in large numbers and appreciate the opportunities and connections the clubs and publications offer.

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

PART II — Standard 7: Resources, Facilities and Equipment

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

Since the last site visit, university budget planning and college leadership has been in flux. After the pivot to remote operations in March 2020, the entire campus began to plan budget reduction scenarios for FY 2020-2021, in anticipation of statewide budget cuts stemming from the pandemic. Options and strategies for budget reductions were shared in late 2020, some of which were implemented thereafter. For FY 2021-2022, the dean's office provided initial drafts of instructional and operating budgets to department chairs in spring 2021 to assist with subsequent year planning.

The unit is dependent on allocations from the College of Communications based on allocations from the university. The last review noted that "little evidence exists for a long-range, strategic budget plan for meeting the needs of the Department." This remains the case. The process was described by many as "somewhat frustrating" and "incremental."

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.

Despite the lack of long-term budget planning, and the fact that a small amount of the total budget is dedicated to equipment, the department has done a good job of improving its facilities and resources since the last visit. The unit's computer labs were refreshed with new Mac computers in 2019. The unit also refreshed its broadcast journalism studio with nearly $100,000 of renovations and new equipment in 2021, using funds used COVID-related federal grants. The unit also supplements its annual budget through philanthropic funds, gifts and grants.

There is a feeling among faculty that, "We do very well with what we have." Some of the facilities are older and have awkward layouts, but the site team was impressed with the improvements made to the resources within those facilities since the last accreditation visit. Hardware and software are modern. Investments to allow students to succeed using the resources during remote learning have paid off and will continue to.

A particular resource strength is the studio support group at Titan Communications. Titan Communications is CSUF's digital media center, which provides students with a living, learning classroom that offers an opportunity to work and learn about television, radio, and web broadcast production in a professional hands-on environment. Since the last accreditation visit, the support group has grown from two to four people. They support broadcast classes and extra-curricular programs in their studio. They augment classroom learning by giving hands-on instruction outside of class. They are a first-rate resource.

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

The facilities meet the needs of students and faculty for teaching and learning.

The unit has excellent broadcast facilities, including two fully equipped studios and a control room, and an adjacent student computer lab. The department also has primary access to five recent-model Mac computer lab classrooms. These rooms have 102 workstations and are set up with the most up-to-date Apple operating systems and software.

The placement of the broadcast studio is not ideal, sitting in the basement of the main library in an awkward and somewhat outdated space. However, the unit makes the most of this space by placing useful technology everywhere and using the space they have creatively. It would be ideal to have the studio in a more modern space closer to the rest of the unit, but they are grateful for the space they have, and they make the most of it. They make sure the location does not hinder learning

Particularly impressive has been the unit's ability to allow the students to continue doing full broadcast production and editing remotely during the pandemic. Students have access to the Adobe Cloud Suite and use Zoom to work remotely. Additionally, they have developed a fully mobile production control center. The university, as a whole, has contributed by ensuring all students have access to laptops, WiFi hubs, and virtual learning tools

The production studio houses a local Univision bureau, creating exposure and opportunities for students. For example, the Univision bureau chief often serves as a guest speaker in broadcast journalism classes

The Daily Titan newspaper has its own newsroom, advertising sales office, and multimedia production room centrally located in the College Park building.

Students are very complimentary about the resources. They use words like "amazing" and "awesome." Journalism students were particularly impressed, and thankful, for being given free access to Adobe Creative Cloud. As one student put it, "We are given the software needed to propel our careers."

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 activitiesof the faculty.

The unit has invested significantly in student equipment in recent years, including the acquisition of backpack journalism kits for all students in COMM 325: Multimedia Journalism, access to mobile reporting kits for all journalism students, and higher-end cameras for students in all broadcast journalism courses. The unit now has three times the camera equipment to check out than they did at the time of the last site visit.

The need for additional physical space remains a challenge for the department. However, two department priorities were recently met: giving private offices to all full-time faculty; and

relocating part-time faculty to shared space in the College Park building. Still, significant space needs remain unmet. The loss of the department space in the Irvine Center and fire-code issues in the College Park building have exacerbated space needs, particularly for the student-run advertising and PR agency, which lost its space in the Irvine Center and is yet to have a new space built to accommodate it. The unit continues to advocate for these needs, but it appears that space will continue to be an issue, both in total space and the right kind of space.

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

Faculty and students both consistently reported excellent IT support. Library support was seen as very good, although it was noted by some that the library could do a better job of having more materials in other languages, especially in Spanish, to support classes.

SUMMARY:

The department has done a good job of making the most of the facilities and resources at its disposal. It has done an equally good job of updating its equipment, computers, labs, etc. Space is the biggest issue. The loss of the Irvine center and other long-term challenges with space in the College Park building means the school is constantly dealing with inadequate and awkward spaces especially for the Advertising and PR programs. Despite this issue, the department makes do with little impact on student learning, by being as creative with space as possible.

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 unit communicates with alumni via newsletters, emails and social media feeds. It also relies on the university's Central Alumni Relations and the Division of University Advancement. Other ways of involving alumni and professionals include student clubs and organizations that bring in guest speakers and mentors, and through some faculty members. The unit's Wall of Fame recognizes distinguished alumni. In 2017, 55 members were added to celebrate the unit's 55th anniversary. Since then, two alumni have been added each year, with the exception of 2020 because of the Covid-19 pandemic.

Alumni and professionals are invited to events throughout the year that are tied to their areas of concentration and affiliations, including activities sponsored by student publication Daily Titan, the COMM Week event, and the Practical Advantage Communications Advisory Board. The unit hosts an annual Awards and Scholarships Dinner, an event attended by alumni from throughout the country. Additionally, faculty often bring in alumni and professionals from around the country as guest speakers for classes, and use alumni who are now executives or managers as capstone clients.

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

The department's marquee event is its annual COMM Week, which brings in professionals and alumni from various areas of communications. It typically features more than 50 speakers and panels who address topical and current issues within media industries. The unit also conducted a "Tuff It Out" campaign, in which more than 50 upper-division public relations students volunteered to create campaigns to help nine small businesses in greater Fullerton struggling as a result of the pandemic.

The department coordinated and hosted a weeklong conference on campus for Latin American journalists with support from InquireFirst, a nonprofit journalism advocacy group, The Latino Communications Institute and the Latino Journalists of CSUF student club.

In 2020, the College of Communications hosted two symposia in which department faculty, students and alumni participated. A student journalism symposium in February on covering the 2020 census drew dozens of students from across CSUF's campus and other four-year universities, community colleges and high schools. It attracted participants from Orange, Los Angeles and San Diego counties. In September, more than 100 college and high school students from across the state participated in the college's virtual student journalism symposium on covering the 2020 elections.

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

Faculty are active contributors to the academic disciplines by serving as members, reviewers, judges and presenters for a variety of academic associations and related activities. A small sample includes the public relations division of the Association for Education in Journalism and Mass Communication's (AEJMC) annual conference; the National Association of Hispanic Journalists Academic Task Force; the International Communication Research Journal; the Association of Community College Board of Directors; the Manusya Journal of Humanities; the Journal of Public Relations Education, and Digital Journalism, Journalism and Mass Communication Quarterly, Journalism Studies, Public Understanding of Science, New Media and Society.

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.

As part of their professional training, students develop projects that serve the broader community beyond the confines of CSUF's campus. The PRSSA chapter hosted a video conference with the communications team from Disneyland Resort to discuss communications at the resort during the Covid-19 shutdown. Entertainment and Tourism Club members have volunteered at entertainment and tourism-related events, including the Petco Foundation Awards, and the Leukemia and Lymphoma Society's Light the Night walk. A number of faculty also engage in volunteer community activities, serving as members/mentors for the University of Southern California Black Alumni and INROADS, a program that helps steer students of color to college, and the Cross Cultural Research Conference planning board. One faculty member is a reserve firefighter/EMT for the Orange County Fire Authority in Silverado.

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

Faculty have served as contest judges for the Orange County Journalism Education Association and the Southern California Journalism Association. The department chair served as a keynote speaker at the latter's "Wake-up Call" virtual conference in September 2021, which involved 110 students from 23 area high schools.

Many of the unit's students are community college transfers and it has had a longstanding relationship with the Journalism Association of Community Colleges (JACC). Faculty are regular speakers and presenters at JACC's annual conferences and the unit hosts the fall convention for Southern California community college journalism students. Faculty, students and alumni also participated in two student journalism symposia in 2020 and sponsored by the College of Communications, one focused on covering the 2020 census and the other on covering the 2020 elections at the local, regional and national levels.

SUMMARY:

The unit has a wide-ranging practice of supporting the profession, student activities, academic disciplines and community outreach in Fullerton, elsewhere in Orange County and the state.

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

PART II — Standard 9: Assessment of Learning Outcomes

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

The department has a comprehensive set of goals for student learning. All learning goals have been mapped against each other to ensure they are achieved. They include university-wide student learning goals, the ACEJMC professional values and competencies, the Department of Communications program learning outcomes (PLOs), and the learning outcomes for each concentration.

Specifically, ACEJMC's professional values and competencies are at the core of the assessment process. It is expected that each undergraduate will be prepared with the concepts and skills needed to assume an entry-level position in the communication professions. The undergraduate curriculum emphasizes the reality that communication professions are constantly evolving, and that concepts and technical skills needed to be successful are always in flux.

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

The department has a detailed assessment plan. The assessment plan is overseen by a faculty Assessment Coordinator and the department's Undergraduate Curriculum and Assessment Committee.

Since the last site visit, the plan has been subject to multiple changes and improvements. A significant amount of work has been done to improve the reporting of results. The department's assessment coordinator thoroughly documents the process and communicates the results of assessment comprehensively to all faculty on a regular basis. Faculty regularly discuss actions to be taken to improve classes and curriculum.

The department's assessment plan has multiple direct and indirect measures to assess student learning.

There are multiple direct measures, across multiple courses, to create direct measures for each of the Department's PLOs. They include: 1) multiple pre-post exams (which have clear benchmarks for the number of students taking the exams and scores to be achieved); 2) capstone project reviews (including professional review); 3) digital portfolio reviews (for all capstone students); 4) reviews of student writing and creative samples in multiple courses (sometimes including professionals); 5) internship work samples (for 100% of students); and 6) internship employer surveys (for 100% of students).

Indirect measures include: 1) an undergraduate exit survey; 2) tracking and reflective analysis of student participation in co-curricular activities (with a goal of at least 100 reports of co-curricular activity per year); 3) student award monitoring. Student media, including the *Daily Titan*, *Tusk* magazine, and *Al Día*, have won more than 200 awards during this review period from regional, state and national student media organizations.

In addition, the department has been proactive in surveying students and faculty to help identify learning and engagement impacts caused by the need to go 100% online for learning beginning in March 2020.

The department has had an infusion of new faculty since the last accreditation visit. New faculty have embraced assessment.

The direct assessment tools being used by the department have improved assessment tools and outcomes, but may be a bit cumbersome (e.g., multiple pre-post exams). There is nothing wrong with what the unit is doing (at all), but it might be streamlined with equal effect. Of note, the university has a new Assessment Office and Associate Vice President of Assessment. These resources might be quite helpful in improving or streamlining assessment going forward should the Department tap into them.

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

The Department's gathering and review process is comprehensive. A yearly assessment report is compiled, which is effectively a status report of where various assessment efforts stand. Faculty consistently said that assessment results were regularly reported to the faculty and discussed.

The Department was found out of compliance on this standard on the last two site visits. The 2014-2015 site team report noted that "faculty did not have the evidence needed to have meaningful conversations about how to improve student learning." It also noted that "evidence and interviews indicate little faculty support for an assessment program." These issues have clearly been remedied.

The previous report also noted: "We found no evidence that the faculty ever had substantive discussions on the limited assessment data gathered…thus no evidence of closing the loop." Since the last study, the program has focused on "closing the loop." There is significant evidence of this. At a macro level, many of the department's curriculum reforms since the last review have been the result of closing-the-loop discussions based on data from the assessment process.

Specific program modifications and improvements based on assessment include:

1) Adoption of digital skills learning outcomes for all majors and creation of a digital skills learning matrix identifying courses that will prioritize specific digital skills learning outcomes, as a result of assessment showing some students lacked sufficient digital skills instruction.

2) Expansion of the major from 36 to 39 units with the addition of a new required digital skills course and adding a required e-Portfolio assessment in all capstone courses

3) Launching new certificate programs in areas of specialized study (including digital media, radio/audio, photocommunications, and Spanish-language media), creating 14 new courses and revising more than 30 existing courses as a result of identification of student learning gaps and to address professional and curriculum needs.

Examples of decisions made to modify or improve core courses based on assessment results include changes to COMM 101: Writing for Mass Media (instructors met and agreed on different ways to

introduce the assignment and model examples of key elements, including lead writing, quote formatting, and visual language), and changes to COMM 317 (the course was revamped and required for all Communications majors as a result of substantive discussions based on assessment results about digital skills instruction across the curriculum).

One of the greatest strengths of the assessment process is the department's excellent internship program, COMM 495, in which direct assessment is embedded, enabling students to know if what they learned will actually help them in the real world

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

The unit has increased communication to alumni and other external partners through a twice-yearly *COMMuniqué* newsletter and through social media. The unit has documented extensive involvement of alumni through its signature programs and student clubs, including but not limited to PRactical ADvantage Communications, Ad Club, Daily Titan, and COMM Week (for the complete list, please see Standard 6, Student Services). Alumni have been engaged in assessment of student work. And the department revitalized its Alumni Wall of Fame by inducting 55 new inductees in 2017 as part of the department's 55th anniversary celebration, as well as continuing to add new members each year since.

The department uses informal means to track graduates, and some interact with the department as guest speakers or through professional organizations. According to the previous site report, the university conducted a survey of all Cal State Fullerton alumni in 2012, to determine perceptions of their undergraduate experience; nothing was ultimately reported from the survey This is a potential opportunity going forward.

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

The unit involves professionals in various parts of its assessment process. Most notably, professionals are involved in capstone assessment, looking at campaign books and journalistic work product. All students are required to complete an internship. Organizations hosting CSUF interns are required to sign a *Learning Activity Placement Agreement* . The first responsibility outlined in the *LAPA* is: "Identify the student's supervisor. The supervisor agrees to meet with the student regularly to facilitate the student's learning experience, provide support, review progress on assigned tasks…and give feedback." The internship program leverages professionals and the support and feedback is used to continue to improve the program.

SUMMARY:

The department has taken deficiencies in assessment from previous reports seriously and the improvements are significant. Assessment is working to produce data that influences curriculum and course improvements. It may be worth considering the entirety of the measures and streamlining them to be even more impactful and effective.

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

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:
- A dynamic and inclusive department chair who has the appreciation and confidence of the faculty, staff and administration.
- A motivated student body of extraordinary diversity who "show up to learn."
- A student-focused diverse faculty who are supportive and respectful of each other.
- Strong independent student media and multiple other extracurricular activities that give students experience and networking opportunities.
- Its location in the second-largest media market provides both a pool of experts and job opportunities for students.
- Retention and graduation rates higher than the university's average.

Weaknesses:
- Academic advising that is not required and under-resourced, requiring faculty to pick up the slack.
- Facilities that, while up to date, are awkwardly located and constructed.
- No clear long-term or strategic budgeting for the needs of the department.
- A heavy teaching load with reduced opportunities for course release and sabbatical.
- One university admissions standard limits the department's ability to address declining enrollment in an environment in which university enrollment is increasing, and resources for the department are based on "butts in seats."

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

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

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

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

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

Deficiency noted: A faculty with dysfunctional tendencies that harm collaborative efforts such as assessment.
Actions taken: The department chair has filled 18 faculty positions since the last site team visit. Under his inclusive and caring leadership, the resulting team is remarkably collegial and collaborative.

Deficiency noted: Continued need for a more diverse faculty that aligns with the makeup of a highly diverse student body.
Actions taken: With an intentional and focused search process for those 18 new faculty hires, the department has gone to a faculty that is 44% minority, up from 12% in 2014.

Deficiency noted: An optional advising process that tends to be ad hoc.
Actions taken: Academic advising is handled at the college level, not the department level, and the issue still exists, despite some additional incremental resources that were added.

Deficiency noted: A curriculum that needs a more consistent approach to digital media skills.
Actions taken: Created a required digital foundations course and upgraded digital media skills in existing courses.

Deficiency noted: Lack of dedicated computer labs for all department's skills courses.
Actions taken: While there have been investments and renovations in labs, there remains a critical need for more lab space.

Deficiency noted: Student perception that the department lacks "community" because facilities are spread out.
Actions taken: More of the department is now housed centrally in the College Park building.

Deficiency noted: Lack of organized outreach to alumni.
Actions taken: There is increased energy around alumni outreach, including communicating to alumni twice yearly via the *COMMuniqué* newsletter and inducting 55 new members to its Wall of Fame as part of the department's 55th anniversary.

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-organized, well-written, accurate and helpful.