DEPARTMENT OF
COMMUNICATIONS

Accreditation
SELF-STUDY
2021-2022

CSUF

Self-Study Report
for Accreditation in Journalism and Mass Communications

For an undergraduate program site visit in 2021-2022

Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

Name of Institution: California State University, Fullerton

Name of Journalism/Mass Communications Unit: Department of Communications

Address: 800 N. State College Blvd., College Park 400, Fullerton, CA 92831

Date of Scheduled Accrediting Visit: January 30-February 2, 2022.

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name: Jason M. Shepard, Ph.D.

Title: Chair, Department of Communications

Signature: _____

Administrator to whom journalism/mass communications administrator reports:

Name: Bey-Ling Sha, Ph.D., APR

Title: Dean, College of Communications

Signature: _____

TABLE OF CONTENTS

Part 1:

Part II:

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.)

Below is a list of skills courses and enrollments for Fall 2021. Because this self-study is due prior to the start of Spring 2022 enrollment, preliminary data for Spring 2022 courses will be shared with the site visit team prior to the site team visit.

				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	Spanish Language TV News	Lecture	20	12
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 as historically had an enrollment cap of 40.

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).*

<u>Professors</u>
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.

<u>Associate Professors</u>
Christina Ceisel, Ph.D.
Roselyn Du, Ph.D.
Chelsea Reynolds, Ph.D.
Frank Russell, Ph.D.

<u>Assistant Professors</u>
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)

<u>Full-Time Lecturers</u>
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.

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

Faculty in the Department of Communications pose for a picture after early-morning coffee and bagels before the 2018 commencement ceremony.

Executive Summary

The Department of Communications is one of the largest departments at Cal State Fullerton with a 2020-2021 enrollment of 1,679 majors. The Department's 34 full-time faculty are experienced teachers, scholars and practitioners in journalism and mass communications. An estimated 25,000 students who have graduated from Cal State Fullerton's Department of Communications since 1961 are embedded in the workforce of the greater Los Angeles- and Orange County-region that we serve.

1. Complete and attach here in the main body of the self-study report the following tables:
    Table 1, "Students"
    Table 2, "Full-time Faculty"
    Table 3, "Part-time Faculty"

Table 1: Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements. Give the number of students by class (year in school) in each of these programs at the end of the 2020–2021 academic year. If all your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study, even if not formally identified by computer or register codes. Show the number of undergraduate degrees conferred during academic year 2020–2021. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.* Add or delete lines as needed.

Table 1. Students								
	Number of Students						**Degrees Conferred 2020-21**	
Undergraduate programs of study	frsh	soph	jr	sr	Total students		bachelor's	
1. Advertising	18	35	147	174	374		146	
2. Entertainment & Tourism Communications	18	25	111	130	284		105	
3. Journalism	32	35	81	121	269		86	
4. Photocommunications*	0	0	2	0	2		5	
5. Public Relations	23	47	209	270	549		241	
6. Not yet decided*	27	29	84	20	201		n/a	
Total students	**118**	**171**	**634**	**715**	**1,679**		**583**	

* The photocommunications concentration has been discontinued and its curriculum revamped into separate certificate programs.
* Students who have declared their intention but have not completed the requirements for admission to the major.

Table 2: Full-Time Faculty

Table 2. Full-Time Faculty											
List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester **immediately preceding the accreditation visit**. Add or delete lines as needed. (As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the "General Information" section of the Self-Study report form.)											
Semester or Quarter: Fall 2021											
	Years full-time professional experience	years full-time college teaching	years on this faculty	years at present rank	highest earned degree	tenured (y/n)	credit hour taught per sem.		% time		
								Tchg	Rsch	Srvc	
Unit Administrator											
Jason Shepard	7	12	12	4	Ph.D.	Y	3		20		80
Professors											
Jeff Brody*	14	24	29	20	M.S.	Y	6 fall/0 spring		80		20
Carolyn Coal	10	14	14	2	M.F.A.	Y	12		80		20
Emily Erickson	2	23	12	1	Ph.D.	Y	12		80		20
Kuen-Hee Ju-Pak*	4	31	26	12	Ph.D.	Y	12 fall/0 spring		80		20
Dean Kazoleas	2	30	16	7	Ph.D.	Y	9		60		40
Cynthia King	5	26	25	12	Ph.D.	Y	9		60		40
Micheal McAlexander	16	19	12	2	M.F.A.	Y	12		80		20
Robert Meeds	10	25	7	2	Ph.D.	Y	9		60		40
Henry Puente	12	16	16	4	Ph.D.	Y	12		80		20
Andi Stein*	16	22	22	10	Ph.D.	Y	12 fall/0 spring		80		20
Doug Swanson	12	27	12	9	Ed.D.	Y	9		60		40
Mark Wu	8	20	16	4	Ph.D.	Y	12		80		40
Associate Professors											
Christina Ceisel	10	13	7	1	Ph.D.	Y	12		80		20
Roselyn Du	8	13	3	6	Ph.D.	N	9		60	20	20
Chelsea Reynolds	3	6	5	1	Ph.D.	Y	12		80		20
Frank Russell	25	8	6	2	Ph.D.	Y	12		80		20

	Years full-time professional experience	years full-time college teaching	years on this faculty	years at present rank	highest earned degree	tenured (y/n)	credit hour taught per sem.	% time			
									Tchg	Rsch	Srvc.	
Assistant Professors												
Vivien Angelus	11	5	5	2	Ph.D.	N	12		80		20	
Elise Assaf	8	3	6	1	Ph.D.	N	12		80		20	
Gayle Brisbane	20	3	3	3	Ph.D.	N	9		60	20	20	
Jasmine Meertins	7	6	2	7	Ph.D.	N	6		40	20	40	
Jiwoo Park	7	7	2	7	Ph.D.	N	9		60	20	20	
Penchan Phoborisut	7	6	6	6	Ph.D.	N	12		80		20	
Waleed Rashidi	5	11	14	6	Ed.D.	N	12		80		20	
Cylor Spaulding	10	8	3	6	Ph.D.	N	12		80		20	
Ricardo Valencia	14	4	4	4	Ph.D.	N	12		80		20	
Jess Vega-Centeno	15	12	2	2	Ph.D.	N	12		60	20	20	
Miya Williams Fayne	4	3	3	3	Ph.D.	N	on leave					
Instructors/Lecturers												
Jesús Ayala	20	5	5	5	M.A.	N	15		100			
Walter Baranger	41	4	4	4	B.A.	N	15		100			
Peter Evanow	40	20	20	20	M.S.	N	15		100			
Elizabeth Georges	22	19	19	19	M.A.	N	on sabbatical					
Kenneth Hagihara	23	4	7	7	M.A.	N	12		80		20	
Keith Kesler	34	9	9	9	M.A.	N	15		100			
Michelle Kurland	23	6	11	11	M.A.	N	9		60		40	
Ronald Romain	34	5	20	4	B.F.A.	N	15		100			
Amber Wilson	15	6	6	6	M.A.	N	15		100			
Notes												
*indicates faculty in the Faculty Early Retirement Program, teaching reduced loads.												

Table 3. Part-Time Faculty

Table 3. Part-Time Faculty
List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course **during the two semesters or quarters before the accreditation visit.** Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed. Submit two semesters below.

Semester or Quarter: Fall 2021

Name/Rank	Years full-time professional experience	years teaching experience	highest earned degree	Now working full-time as prof. (y/n)	Working toward degree	Credit hrs. teaching this semester	.	Teaching responsibilities			
								In charge of course	lectures	Assists in lab	Assists teacher in charge
Assaf Avni, PT lecturer	4	23	MA w/ABD	N	N	3		X	X		
Davis Barber, PT lecturer	8	24	MA	Y	N	12		X	X	X	
Erik Blair, PT lecturer	40	14	MFA	Y	N	6		X	X		
Richard Favela PT lecturer	12	7	MA	N	N	9.3		X	X	X	
John Hart, PT lecturer	36	35	MA	N	N	3		X	X		
Vikram Jolly, PT lecturer	30	12	MA	Y	N	3		X	X		
Anne LaJeunesse, PT lecturer	38	23	BA	Y	N	3		X	X		
Marie Loggia-Kee, PT lecturer	20	20	MA	N	N	2.6		X	X	X	
Jaclyn Moe, PT lecturer	15	4	MA	Y	N	9		X	X	X	
Holly Ocasio-Rizzo, PT lecturer	40	20	BA	Y	N	6		X	X	X	
Mariusz Ozminkowski, PT lecturer	30	30	PhD	N	N	3		X	X		
Robert Quezada, PT lecturer	34	30	MA	N	N	9		X	X	X	

Suzanne Schenkel, PT lecturer	15	27	BA	Y	N	14.6		X	X	X	
Gregg Schwenk, PT lecturer	32	20	MA	Y	N	9		X	X		
Jay Seidel, PT lecturer	15	20	MA	N	Y	3		X	X		
MaryAnne Shults, PT lecturer	40	8	MA	N	N	12.6		X	X	X	
Bill Thompson, PT lecturer	26	13	BFA	Y	N	3		X	X		
Robert van Riel, PT lecturer	32	28	MA	Y	N	6		X	X		

Table 3. Part-Time Faculty

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course **during the two semesters or quarters before the accreditation visit.** Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed. Submit two semesters below.

Semester or Quarter: Spring 2021

Name/Rank	Years full-time professional experience	years teaching experience	highest earned degree	Now working full-time as prof. (y/n)	Working toward degree	Credit hrs. teaching this semester	.	Teaching responsibilities			
								In charge of course	lectures	Assists in lab	Assists teacher in charge
Assaf Avni, PT lecturer	4	23	MA w/ABD	N	N	3		X	X		
Davis Barber, PT lecturer	8	24	MA	Y	N	12		X	X	X	
Emily Barnes, PT lecturer	25	14	MS	Y	N	9		X	X		
Erik Blair, PT lecturer	40	14	MFA	Y	N	6		X	X		
Debra Conkey, PT lecturer	35	32	MS	N	N	6		X	X		
Richard Favela PT lecturer	12	7	MA	N	N	9.3		X	X	X	
John Hart, PT lecturer	36	35	MA	N	N	3		X	X		
Anne LaJeunesse, PT lecturer	38	23	BA	Y	N	3		X	X		
Marie Loggia-Kee, PT lecturer	20	20	MA	N	N	2.6		X	X	X	
Holly Ocasio-Rizzo, PT lecturer	40	20	BA	Y	N	6		X	X	X	
Mariusz Ozminkowski, PT lecturer	30	30	PhD	N	N	3		X	X		
Robert Quezada, PT lecturer	34	30	MA	N	N	9		X	X	X	
Suzanne Schenkel, PT lecturer	15	27	BA	Y	N	14.6		X	X	X	
Gregg Schwenk, PT lecturer	32	20	MA	Y	N	9		X	X		
MaryAnne Shults, PT lecturer	40	8	MA	N	N	12.6		X	X	X	
Brian Song, PT lecturer	17	8	BS	Y	N	3		X	X		
Bill Thompson, PT lecturer	26	13	BFA	Y	N	3		X	X		
Robert van Riel, PT lecturer	32	28	MA	Y	N	6		X	X		

2. Describe the history of the unit in no more than 500 words.

The Department of Communications celebrated its 60th anniversary during the 2020-2021 academic year. More than 25,000 bachelor's degrees in communications have been awarded since the department's founding.

The department traces its beginnings to journalism courses offered in 1960, three years after the university's establishment as Orange County State College. Professor J. William Maxwell proposed the concept of journalism and mass communications education at the institution. In 1961, Maxwell began to serve as the inaugural chair of the university's new Department of Journalism, which was renamed the Department of Communications two years later. Maxwell also served as the adviser of the *Titan Times*, the student newspaper that was renamed the *Daily Titan* in 1969.

The department awarded its first degrees in 1964. Two years later, the department launched concentrations to help structure the professional-oriented curriculum. In 1968, the department launched its graduate program, which was the first master's degree in communications in the California State University System. The department was first accredited by ACEJMC in 1971.

The Department of Communications was originally established within the Division of Humanities and operated under the jurisdiction of different administrative entities over time: from the School of Letters, Arts and Sciences to the School of Communications (renamed the College of Communications in 2000). Today, the department is the largest of four departments in the College of Communications. For nearly half its existence, the college was under the leadership of Rick Pullen as dean, who retired in 2010. Since the last self-study year, the College has been led by deans Bill Briggs, Irene Matz (interim), Scott Paynton, Ed Fink (interim), and today Bey-Ling Sha.

Today, the Department of Communications is a vibrant and an engaging place for comprehensive journalism and mass communications education. The department's 34 full-time faculty, three FERP faculty, and 18 part-time faculty are outstanding teachers and productive researchers who also engage extensively with university and professional service. With 1,679 majors in 2020-2021, the Department of Communications is one of the largest academic departments at the university, and Communications is one of the most popular majors. The Department of Communications has long been the largest accredited journalism and mass communications program in California, and one of the largest in the United States.

Students in the Department of Communications choose from one of four concentrations: advertising, entertainment and tourism communications, journalism, or public relations. The department also operates a graduate program, numerous laboratory facilities, a mandatory internship program, award-winning student media, a student-run advertising and public relations agency, a week-long signature university and community event called Comm Week, and many student clubs, organizations and competitions. Since the last accreditation visit, the Department has added specialized four-course certificate programs in digital media, photocommunications, radio/audio, writing for Hispanic media. A sports media certificate is moving through the university approval pipeline. The Department also has added student chapters of the Hispanic Public Relations Association, the National Association of Black Journalists, and the Asian American Journalists Association.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

California State University, Fullerton, is a large, diverse, comprehensive public university serving the greater Los Angeles and Orange counties. Cal State Fullerton (its colloquial reference, or "CSUF") is the largest university (by student enrollment) in the 23-campus California State University (CSU) System, which in turn is the largest public university system in the United States, serving around 485,550 students each year with 55,909 faculty and staff.

Located in the Los Angeles Combined Statistical Area with a population of approximately 18.6 million people, CSUF is the only CSU campus in Orange County, occupying a 241-acre campus in the city of Fullerton. The university's more than 300,000 graduates occupy key positions in Southern California's intellectual, cultural and economic life. Situated in the second-largest media market in the United States, graduates from the Department of Communications work at broadcast news organizations, magazines, newspapers, websites, Hollywood production companies, entertainment enterprises, regional and national corporate headquarters, nonprofit organizations, government, advertising and public relations agencies, and web and Internet companies. In addition to the benefits these provide to students for internships and jobs, the media market and corporate and not-for-profit spheres also provide rich research and guest lecturer resources upon which the department's faculty members draw.

CSUF is home to more than 40,000 students and more than 4,000 faculty and staff members. The university conferred 11,205 degrees in 2019-2020. The vast majority of students are from California, and 32 percent of students in 2020 were the first generation from their family to attend college. Students classified as low income make up 41 percent of the student body. The average student graduates with about $15,000 in student debt, compared to a national average of $28,800, ranking CSUF in the top 1% of four-year universities in the nation helping low-income students reach financial success, according to the 2020 Social Mobility Index developed by CollegeNet.

CSUF is highly competitive in the higher education marketplace, often ranking high on lists of universities prioritizing diversity, access and social mobility. CSUF is a designated Hispanic Serving Institution (HSI) and also eligible for federal status as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI).

CSUF ranked No. 16 in *U.S. News & World Report's* "Top Regional Universities West" list in 2021. *Diverse Issues in Higher Education* ranks Cal State Fullerton No. 3 among universities nationwide for bachelor's degrees awarded to underrepresented students. CSUF is ranked No. 11 nationally for undergraduate and graduate degrees awarded to Hispanics, according to the "Top 100 Colleges for Hispanics" ranking in 2020 by the *Hispanic Outlook in Higher Education*. For bachelor's degrees awarded to Hispanics in specific majors, CSUF's national ranking is No. 2 in communications and journalism.

At the system level, a 25-member Board of Trustees governs the 23-campus system. The Board of Trustees appoints a chancellor as the chief executive of the system. Faculty and staff are represented by various unions.

Governance at the campus level is the responsibility of the president. The current president, Framroze Virjee, joined CSUF in 2017 after serving as executive vice chancellor, general counsel

and secretary to the board for the CSU system. The CSUF Academic Senate, consisting of faculty, administrators and staff, recommends policies affecting curricula and professional life.

CSUF's mission, values and goals are embodied in a collaboratively developed 2018-2023 Strategic Plan. The University's mission statement is as follows: "California State University, Fullerton enriches the lives of students and inspires them to thrive in a global environment. We cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility. Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future." Objectives and strategies are organized around four goals:

1. Provide a transformative educational experience and environment for all students.
2. Strengthen opportunities for student completion and graduation.
3. Recruit and retain high-quality and diverse faculty and staff.
4. Expand and strengthen our financial and physical capacity.

Budget practices are organized by divisions. Within the Division of Academic Affairs (overseen by the Provost and Vice President for Academic Affairs), the University's academic programs comprise 55 undergraduate and 55 graduate degree programs organized within eight academic colleges. The Department of Communications is the largest of the four departments within the College of Communications, making up about half of the majors within the college. The other three Departments within the College of Communications are the Department of Cinema and Television Arts, the Department of Human Communication Studies, and the Department of Communication Sciences and Disorders.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

The Department of Communications has implemented many changes since the last self-study to enhance its programs and practices. Those efforts have been guided by two Department Strategic Plans, one approved in 2014 and a second one approved in 2019.

First, and at the risk of stating the obvious, the effects of the COVID-19 pandemic has had major effects on the activities of the unit during this review period.

- **Shift to mandatory virtual instruction.** Beginning in March 2020 and through July 2021, the physical campus was largely closed to faculty, staff, and students, and courses in Spring 2020, Summer 2020, Fall 2020, and Spring 2021 were almost entirely delivered online. During this period, the campus also proceeded with a scheduled switch of its Learning Management System (LMS), certainly complicating an already unprecedented change in instruction. The pandemic has affected everyone in all facets of their lives. It also required shifts of attention from longer-term goals to more urgent, unexpected demands.

- **Managing "re-entry."** Beginning in late July 2021 and in preparation for the Fall 2021 semester, the physical campus began to re-open more fully, and administrators, faculty and staff were required to return to campus. In Fall 2021, approximately 70% of the unit's courses were in person, while 15% were hybrid and 15% were fully online. Evolving public health guidance

that led to masking rules and vaccination mandates for faculty, staff and students played a significant role in navigating a "new normal" on campus.

Beyond the pandemic, some of the most-significant changes in the unit since the last self-study have come in the areas of curriculum and assessment, in which the Department has been particularly active in seeking and implementing improvements. Major changes include:

- **Adoption of digital skills learning outcomes for all majors.** Beginning at a fall retreat in 2015 and continuing at each faculty meeting throughout the 2015-2016 year, the faculty analyzed existing curriculum in the context of digital skills instruction. Faculty used a survey of all instructors that identified specific assignments by course, as well as course learning outcomes and syllabi for courses. Small and large group discussions occurred throughout the year to refine the matrix and the common skills faculty believed were important for all students. One outcome was a curriculum matrix identifying what skills are to be taught in what classes; the matrix was approved by the full faculty.

- **Expansion of major from 36 to 39 units.** The Department implemented an expansion of its degree program from 36 to 39 units by requiring a new digital skills class for all students.

- **Added a new required digital skills course:** A working group of faculty created a new course syllabus and course plan for COMM 317: Digital Foundations, identifying common projects, modules, and weekly plans for both online instruction and in-person lab time. The course is taught in 30-person sections, with each section comprising online lecture instruction and one-hour, 15-student in-person lab sections.

- **Added required e-Portfolio:** The faculty added a required digital skills portfolio assessment in all capstone classes to better implement assessment of degree learning outcomes.

- **Launched certificate programs:** The Department launched three new certificate programs in 2018-2019 allowing students to develop specialized expertise through four courses that could fulfill the Department's collateral requirement. (The Department operates a fourth certificate, the Spanish for Hispanic Media certificate, in coordination with the Department of Modern Languages and Literature).

- **Added new radio courses.** When the College's Department of Radio-TV-Film changed its name to the Department of Cinema and Television Arts in 2016, and sought to drop its radio curriculum, faculty in the Department of Communications agreed to expand its radio curriculum by adding new two radio classes previously taught in RTVF. COMM 375: Live Radio Production, and COMM 377: Radio Station Operations. The Department's restructured radio-audio courses are now COMM 371: Radio/Audio Operations, COMM 375: Radio-Audio Entertainment, and COMM 377: Radio News Production.

- **Updated collateral courses:** Students must take 12 units, or four courses, of Department-approved "collateral" courses. This list of courses had not been updated in more than a decade, and faculty after much analysis and discussion approved a new list in 2017.

- **Developed four-year academic roadmaps and two-year course rotation plans to help increase student graduation rates.** As part of new efforts for online tools to support student

success, the Department created roadmaps for students to follow in each concentration to complete their degrees in four years, as well as developed a two-year course rotation plan to help students plan for course offerings.

- **Created and secured approvals for 14 new courses:**
  - Spanish Language TV News (COMM 304)
  - Multimedia Journalism (COMM 325)
  - Sports Broadcast Journalism (COMM 336)
  - Politics in the Mediasphere (COMM 339)
  - Radio/Audio Operations (COMM 371)
  - Radio/Audio Entertainment (COMM 375)
  - TV Newsmagazine (COMM 432)
  - Border Reporting (COMM 438T)
  - Sports Reporting (COMM 441)
  - Sports Entertainment (COMM 445)
  - Mindfulness in Media and PR (COMM 466T)
  - Multicultural Public Relations (COMM 466T)
  - Social Media for Public Relations and Strategic Communication (COMM 446T)
  - Fullerton Arboretum Communications (COMM 497T)

- **Submitted and secured approvals for more than 30 course changes.** These changes have addressed issues such as:
  - Expand/change status of unit courses qualifying as general education courses;
  - Make more courses available for online delivery;
  - Change prerequisites to require digital skills course early in students' academic roadmaps;
  - Change minimum grade requirements that allow for a C- or higher to count as passing in the capstone courses;
  - Modernize and update course descriptions in alignment with course learning outcomes;
  - Realigned concentration curriculum in key areas for professional relevancy, student success, course accessibility, and better scaffolding toward student success.

- **More substantive "closing the loop" meetings for concentration-specific curriculum and assessment discussions.** Many of the changes above were the result of more-intentional assessment efforts and "closing the loop" discussions. Faculty meet regularly in large and small groups to discuss curriculum and assessment issues around particular courses and concentration areas.

In the area of faculty and staff recruitment and retention, major changes include:

- **New full-time faculty.** The Department has hired 18 new full-time faculty since 2015, retaining 89% of those hired. The new hires largely replaced retiring and separating faculty. Today, the full-time tenure-line faculty has a strong balance of senior, full-professors (13, including three in the Faculty Early Retirement Program), 4 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.

- **Faculty diversity increases.** From 2014 to 2021, the full-time faculty has become more gender balanced, from 44% female in 2014 to half female in 2021. By race/ethnicity, the full-time faculty comprises 46% minorities in 2021, up from 12% in 2014.

- **New Department Personnel Standards.** After many years of efforts, 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. The department chair holds regular workshops on the new policy for new faculty.

- **Staff retention.** The Department has been fortunate to have a stable, knowledgeable and dedicated office staff of three employees, two of whom have been with the university more than 25 years each.

In the area of programmatic expansion to support diversity, equity and inclusion priorities, major changes include:

- **$500,000 major gift.** A $500,000 major gift from NBCUniversal/Comcast in 2021 to support journalism training and diversity, equity and inclusion practices. The Department is one of 17 journalism programs to receive funding as part of a multi-year grant effort by NBCUniversal/Comcast to narrow the achievement gap, expand experiential learning opportunities, and produce and promote student-led multi-cultural content. The gift allocates $250,000 for 25 scholarships/fellowships of $10,000 each for communications-journalism majors, $200,000 to support faculty and classes, and $50,000 for mobile and digital journalism equipment.

- **Expanded efforts in Spanish-language media.** This includes hiring a full-time lecturer in 2018 with expertise in Spanish-language broadcasting who advises Al Día, an award-winning television news program produced in Spanish.

- **New courses and student clubs emphasizing diversity in communications.** In addition to several new courses listed above with a focus on diversity and/or multi-cultural communications, the unit also created the following campus chapters of the following in 2020: the National Association of Black Journalists, the Hispanic Public Relations Association, and the Asian American Journalists Association.

The Department has led several efforts to improve external communications and alumni engagement, including:

- **Newsletter celebrating successes.** The department chair creates and distributes a newsletter, *COMMuniqué*, highlighting the successes of the Department's programs and faculty, that is shared widely with internal and external audiences.

- **New materials promoting programs.** The unit has expanded its efforts to create materials and workshops to promote its programs and offerings. This has included brochures and posters highlighting signature programs, a website redesign, and student t-shirt design contest promoting the Communications major and distributing new t-shirts to new students.

- **Alumni added to Wall of Fame.** The Department held a marque event to celebrate its 55th anniversary by inducting 55 new alumni into its Alumni Wall of Fame. Hundreds of people attended the event in 2017, and the department has subsequently inducted one or two individuals each year as part of its annual Awards Dinner.

5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s), the reasons cited, and how these problems have been addressed.

The Department of Communications was found to be compliance in all standards except the assessment standard during its 2014-2015 review.

The Department was found to be not in compliance on the assessment standard in 2008-2009.

While the Department's faculty felt it made significant improvement from 2008 to 2014, the site team visit in 2015 noted regarding assessment, "A plan and protocols are in place, but implementation was sporadic among the concentrations. No evidence exists of faculty analysis and discussion to "close the loop" about ways to improve student learning. The department needs to implement its assessment plan with greater consistency and show efforts to use findings to improve curriculum and instruction."

The Department has taken many significant steps to improve its assessment efforts. It has a comprehensive Assessment Plan that proscribes many direct and indirect measures. The faculty have been much more intentional and consistent at implementing the plan, while the assessment coordinator has increased communication across multiple channels to recap faculty efforts. The Department's materials offer many examples of faculty analysis of assessment data and many examples of "closing the loop" – using assessment data and discussion to implement curricular change.

Indeed, implementation of a comprehensive assessment plan has been consistent, closing the loop has been a constant priority, and the unit offers many examples in which findings have been used to improve curriculum and instruction.

The results of these assessment-based discussions and analyses include dozens of substantive curriculum changes the Department has implemented since the 2014-2015 site visit, many of which are highlighted in the previous question and discussed in further detail throughout this self-study.

Data support and document our progress. For example, a focus on embedding digital skills instruction throughout the curriculum – including program learning outcomes, portfolio assessment, and a required digital skills course – already are producing evidence of positive outcomes. In an exit survey of graduates, in 2021, 78% of respondents believed they "gained mastery in important digital and software skills used by communications professionals," and only 3% disagreed or strongly disagreed. In 2019, 63% agreed or strongly agreed while 14% disagreed or strongly disagreed, and in 2017, 58% agreed or strongly disagreed with 16% disagreed or strongly disagreed. It is clear

students are identifying digital skills instruction as a positive change resulting from many intentional efforts by the faculty through assessment-based work.

Additionally, the 2014-2015 site team identified the following as weaknesses. The Department provides a response for each.

- *"A faculty with dysfunctional tendencies that harm collaborative efforts such as assessment."* Since 2014, the Department has hired many new faculty members as most of those identified as having "dysfunctional tendencies" have retired or separated. Job descriptions for new hires emphasized the need for collaboration, including on issues such as assessment, and the expectation has been set at the outset that collaboration is the norm. Additionally, for some faculty, having the site team call out bad behaviors in 2015 provided an impetus for needed change. Department leadership has emphasized a collaborative, inclusive culture over time, including modeling and participating in effective assessment-related activities. The chair has embedded discussions of assessment in faculty meetings and retreats, and he has regularly asked people individually to be part of the discussions.

- *"Continued need for a more diverse faculty that aligns with the makeup of a highly diverse student body."* From 2014 to 2021, the full-time faculty has become dramatically more diverse, on multiple measures. By race/ethnicity, the full-time faculty comprises 46% minorities in 2021, up from 12% in 2014. The Department has retained 89% of its hires in the last seven years, thanks in part to cohort hiring that has helped build a sense of community among faculty at similar stages of their careers.

- *"An optional advising process that tends to be ad hoc, although a good advising center exists."* For a campus of 40,000+ students, including many transfer students, the resources do not exist to mandate advising. That said, the unit and the university have taken many measures to improve student advising. The unit updates a comprehensive curriculum checklist each year, in conjunction with an experienced graduation specialist, as well as academic roadmaps for degree completion. The unit has developed additional materials in print and online to provide advising support for students. All communications majors are served by a college-based Student Success Center, which added a fourth full-time advisor since the last self-study. The Center provides appointments and walk-in hours for all college majors seeking advising support. The advisors are professionally trained and current in curriculum changes. The team is overseen by an assistant dean for student affairs, assigned to the college. The team regularly engages in intentional outreach to students. The university has also created faculty dashboards that allow faculty to review student success information specific to their courses. Finally, the university provides resources and training for faculty to participate in the advising process.

- *"A curriculum that needs a more consistent approach to digital media skills*." The department has significantly revamped its curriculum with specific attention to digital skills instruction. The faculty has identified digital skills learning outcomes for the program, identified courses in which specific skills are to be taught, created a digital portfolio to be assessed in the capstone, created a digital skills course required for all students, and established a faculty working group to coordinate these efforts that meets at least monthly.

- *"Lack of dedicated computer labs for all of the department's skills courses."* All skills courses needing access to computers are now scheduled in computer labs. The department transformed a

student work space into a smaller computer lab to accommodate scheduling of the new required digital skills course.

- *"Student perception that the department lacks "community" because facilities are spread out."* The department's programs remain split between three floors of the College Park building and the library basement. However, the unit has undertaken efforts to build community in many ways, including making upgrades to existing space to make them more visually unified (including visual branding and student-work exemplars hanging in classrooms and hallways), as well as via social media.

- *"Lack of organized outreach to alumni."* The unit has increased communications to alumni and other external partners, through a regular *COMMuniqué* newsletter celebrating department successes, 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. 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 new members each year. The Wall of Fame also exists digitally on the department's [website].

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the self-study process, and describe any changes undertaken or planned as a result.

Work on this self-study began in Fall 2019 and continued through Fall 2021, interrupted at various stages by the unpredictable COVID-19 global pandemic, and its impact on the professional and personal lives of unit faculty and staff.

The department chair assumed primary responsibility for the writing of this self-study.

All faculty members participated in the initial drafting of the self-study, to various degrees. In Fall 2019, the chair introduced the self-study writing process at a faculty meeting, and he assigned all faculty members some role in the initial drafting. Each of the self-study's 90 questions was assigned to a "collector" who had primary responsibility to gather information and provide a draft response. Each of the self-study's chapters had a "coordinator" who was to work with the collectors to gather and aggregate the drafts. The pandemic certainly threw a wrench in this process; some materials came in as planned while others did not materialize. The one-year prolongation of the review by ACEJMC put the self-study on the back burner for about six months, and the chair with the help of chapter coordinators identified many areas still in need of data collection and synthesis. During Fall 2021, the department chair finalized the report. Throughout the course of the drafting, all faculty, including full-time and part-time, responded to requests for information. Several faculty reviewed specific chapters to provide crucial feedback. The department's office staff were essential in assisting with sections of the report.

This self-study process was valuable for many reasons. It provided a sustained opportunity for the unit to look critically at itself with a sharp focus on ACEJMC's nine standards. The review reiterated the unit's embrace of its strengths, including:

Size: The Department is one of the nation's largest academic units of its type, affording rich opportunities for flexibility and comprehensiveness.

Curriculum and Programs: The Department has a robust curriculum, with substantive core classes, an array of specialized electives, courses with high-impact practices and service-learning opportunities, rigorous capstone classes, and a high-quality internship program.

Faculty: The Department's faculty are master teachers who care about student learning and engage in high-impact practices to making learning more relevant and professionally applicable. They are engaged scholars who write books, articles and give leading conference presentations.

Students: The Department has a student body that is the definition of diversity in all forms – racially, ethnically, culturally, and socio-economically. The department is a national leading unit for graduation of Latino and first-generation college students.

Location: Located in one of the most varied and biggest media markets in the country, the Department's students have nearly limitless professional opportunities in their own back yard.

The process was a rewarding experience in other ways. It helped us see the significant improvements made to the department's workplace culture and its curriculum and programs, including through more intentional assessment efforts.

The self-study process has also revealed areas of weakness and concern. The Department has seen a decline in resources and support, and faculty have concerns about the sustainability of its signature programs and curricular reforms in a time of declining resources. Accreditation efforts, for example, require sustained, ongoing work of faculty, and more resources certainly could have assisted this process. Dedicated resources to support curriculum initiatives (including the coordination of the university's electronic curriculum approval system) and assessment efforts will be needed to sustain the unit's momentum in these areas. Additionally, faculty successes in the areas of professional development and research, as highlighted in this self-study, require institutional support, and declines in operating expenses to funding travel, for example, are concerning.

Additionally, the unit faces enrollment challenges exacerbated by a centralized admissions process that gives the unit no role in admitting its students. While data show that the number of applicants to the Communications major remains strong, the number of intended Communications majors accepted by the campus has seen a decline in recent years. The unit is hopeful that a planned move to college-based admissions could help, but only if targets set by the administration are at higher levels than initially proposed. The unit has identified growth as a key strategic goal, one that has contributed to its excellence and innovation, and faculty are worried about what the future portends as a result of admissions variables outside its control.

7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

Academic Catalog
https://catalog.fullerton.edu/preview_entity.php?catoid=70&ent_oid=7927&returnto=8441

"Concentration 1-Sheets"
http://communications.fullerton.edu/comm/why_comm/index.php

Academic Checklists
http://communications.fullerton.edu/comm/degrees.php

Department of Communications Homepage
http://communications.fullerton.edu/comm/

PART II, STANDARD 1.
MISSION, GOVERNANCE AND ADMINISTRATION

Department of Communications faculty gather at a retreat in 2018 to set goals and discuss priorities for the upcoming academic year.

Executive Summary

The Department of Communications is guided by a Department Strategic Plan and a Department Diversity and Inclusion Plan that outlines its mission, goals and priorities. The Department operates within a university framework of policies and procedures for faculty governance. The Department has standing committees and working groups that drive the unit's actions. Additionally, the Department's faculty participate in university-wide shared governance, including service on many university-wide committees.

1. Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

The Department of Communications is one of four academic departments within the College of Communications. The college is one of eight academic colleges at Cal State Fullerton organized within the Division of Academic Affairs. There are six divisions within Cal State Fullerton, headed by vice presidents who report to the president.

Each department is headed by a department chair elected by the faculty and appointed by the president; and each college is headed by a dean who reports to the president via the provost and vice president for Academic Affairs.

Dr. Jason Shepard is the unit administrator for the Department of Communications. Dr. Shepard was elected by the faculty to a three-year term as department chair, beginning in August 2014, and subsequently re-elected to additional three-year terms beginning in August 2017 and August 2020.

Dr. Bey-Ling Sha is dean of the College of Communications, appointed in July 2019. Dr. Carolyn Thomas is the provost and vice president for Academic Affairs, appointed in July 2020, and Framroze Virjee is the president, appointed as interim president in December 2017 and permanent president in March 2019.

An organizational chart that includes the unit administrator through the president is below.

Framroze Virjee, President

Carolyn Thomas, Provost and Vice President of Academic Affairs

Bey-Ling Sha, Dean of College of Communications

Jason Shepard, Chair of Department of Communications

2. Describe the unit's process for strategic or long-range planning. Provide a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it is has encouraged and contributed to quality and innovation in the unit.

The Department of Communications faculty unanimously approved a [2019-2024 Department Strategic Plan](#) on May 3, 2019. The plan outlines the faculty's collective goals, priorities and objectives through 2024.

The Department of Communications' 2019-2024 Strategic Plan presents the faculty's collective aspirations for the next five years, aligned with the goals and mission of the University and structured around the University's goals, objectives and strategies in its 2018-2023 Strategic Plan.

The Department plan adheres closely to the [2018-2023 University Strategic Plan](#), organized around four commitments: 1) to a transformational Titan experience, 2) to student success and completion, 3) to faculty and staff diversity and success, and 4) to our learning environment and legacy.

The faculty approved the Department plan in May, after working on it during the 2018-2019 academic year. Faculty brainstormed strengths and opportunities in the fall, through surveys, discussion groups and written feedback. Ideas were synthesized and refined in the spring through discussions and department open forum meetings.

The plan's goals, objectives and strategies include:

GOAL 1: OUR COMMITMENT TO A TRANSFORMATIONAL TITAN EXPERIENCE

Provide a transformative educational experience and environment for all students.

Titan students are immeasurably enriched by immersive experiences and a robust array of services that support their well-being, provide a sense of belonging, and promote academic success. The many benefits from this institutional commitment — enhanced learning, retention, confidence, and affinity for the university — ensure Titan graduates are well prepared to excel in the workforce or in further education.

DEPARTMENT OBJECTIVES	DEPARTMENT STRATEGIES

1. **Programs:** Protect, enhance and promote our signature programs and high impact practices.
 	
2. **Curriculum:** Examine and enhance curriculum, including through faculty-led assessment of teaching and learning.
	1. Protect, enhance and promote our existing signature programs, including:
	   a. Student media and agency (*Daily Titan*, *Tusk*, Al Día, OC News, and PRactical ADvantage Communications);
	   b. Required internships;
	   c. High-quality capstones and specialty classes with hands-on experiences (COMM Week, Newport Beach Film Festival, border reporting and AAF competition);
	   d. Premier student clubs: Ad Club, PRSSA, ETC, SPJ and Latino Journalists;
	   e. Partnerships with campus entities, including Dept. of Modern Literature and Languages (Spanish for Hispanic Media Certificate) and Titan Communications (Titan TV/Radio/Universe);
	   f. Student scholarships and awards.
	
	2. Develop sustainable new signature programs in areas identified by faculty, including the Arboretum Project and sports media programs.
	
	3. Increase opportunities for global education and Spanish-language media, including through study abroad programs, opportunities for global diversity in curriculum and programming, and partnerships with the Latino Communications Institute.
	
	4. Provide training and support for digital skills instruction across the curriculum.
	
	5. Operationalize key components of the department's assessment plan, including the program e-portfolio assessment in the capstone class, and "closing the loop" discussions for curriculum enhancements based on assessment collection data.

GOAL 2: OUR COMMITMENT TO STUDENT SUCCESS AND COMPLETION

Strengthen opportunities for student completion and graduation.

Perhaps nothing is more central to our educational mission than providing equitable access to the opportunities and resources necessary for student success. Degree completion is one metric, albeit a fundamental one, by which student success is measured, and our commitment to supporting students to achieve that goal is interlinked with myriad endeavors that promote student success in all its forms.

DEPARTMENT OBJECTIVES	DEPARTMENT STRATEGIES

1. **Student recruitment:** Increase student enrollment to remain one of the largest mass communications departments in the U.S.
 	
2. **Student success:** Improve communications to increase student engagement with signature programs and graduation pathways.
	1. Enhance branding and messaging for the Communications major:
	   a. Develop branding messages, emphasizing CSUF as first-choice California university for students interested in mass communications
	   b. Create posters and brochures
	   c. Enhance website, including pages for HIPs, with information and photos
	   d. Develop materials and communications plans for presentations in introductory courses
	   e. Create a promotional video
	
	2. Develop a comprehensive student recruitment and retention plan, based on enrollment trends, for both new students and existing students that includes multiple opportunities for faculty engagement.
	
	3. Identify better pathways for transfer students through greater engagement with community college partners and information about the Associate Degree for Transfer Major (ADT).
	
	4. Increase recruitment for the Department's certificate programs in Digital Communications Media, Radio-Audio, Photocommunications and Spanish for Hispanic Media.
	
	5. Provide greater training for faculty on all aspects of student advising and engage faculty more in student advising opportunities.

GOAL 3: OUR COMMITMENT TO FACULTY AND STAFF DIVERSITY AND SUCCESS

Recruit and retain a high-quality and diverse faculty and staff.

We value the abundant depth and breadth of diversity of our campus, and recognize the profound power gained from learning amid, supporting, and celebrating the multitude of backgrounds and perspectives here. Key to our success as an institution is elevating and infusing equity-minded practices in all that we do. We must also continue to recognize and uplift the vibrancy of our faculty and staff, as our students grow and achieve in an environment that is as diverse as they are.

DEPARTMENT OBJECTIVES	DEPARTMENT STRATEGIES
1. **Faculty and staff diversity:** Enhance faculty and staff recruitment and retention to increase diversity, including by gender, race, ethnicity, sexual orientation and background. 2. **Faculty and staff excellence:** Provide support and recognition for excellence in faculty teaching, research and service and staff support.	1. Enhance faculty recruitment of under-represented minorities, including through best-practice search strategies. 2. Promote excellence in teaching and engage faculty, including full-time and part-time faculty, in collaborative professional development aimed at improving teaching methods, including innovations and technology in instruction. 3. Provide support for and promote excellence in faculty research and professional service. 4. Evaluate, develop and/or revise if necessary policies and procedures for evaluating tenure-track faculty and lecturers. 5. Provide support and opportunities for professional development to department staff.

GOAL 4: OUR COMMITMENT TO OUR LEARNING ENVIRONMENT AND LEGACY
Expand and strengthen our financial and physical capacity.
In direct service to the educational mission of the university, we seek to maximize revenue opportunities and philanthropic investment in the institution, while also ensuring that our physical spaces best support and promote our learning environment and the evolving needs of the Titan community.

DEPARTMENT OBJECTIVES	DEPARTMENT STRATEGIES
1. **Alumni and professional engagement:** Engage more regularly and meaningfully with alumni and professional partners. 2. **Resources:** Expand physical space and increase financial resources.	1. Improve external communication efforts to promote the Department, including targeting brand messaging through digital, video, and print communications. 2. Develop a comprehensive plan for alumni engagement and outreach, including for alumni identification and tracking; one-way and two-way communications; and opportunities for alumni involvement and engagement with classes and programs. 3. Increase fundraising to the Department and its signature programs, including through more engagement with faculty, alumni, businesses, and foundations. 4. Advocate for space and facilities needs identified by faculty.

In addition to the Department Strategic Plan, the faculty unanimously approved a Diversity and Inclusion Plan on December 6, 2019.

The plan is as follows:

<div align="center">

Diversity and Inclusion Plan
Department of Communications

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California State University, Fullerton values diversity, equity and inclusion, and is committed to increasingly culturally proficient and equity-minded practices. The Department of Communications is committed to best practices in diversity, equity and inclusion broadly defined. We embrace multiple measures of diversity, including race, ethnicity, ability status, sexual orientation, gender identity, religion, and socioeconomic status.

The Department of Communications strives for a culture of inclusion that encourages a vibrant community of intellectual engagement, creates greater learning through engagement with persons from different backgrounds and perspectives, and advances knowledge by encouraging understanding of others. Our commitment to inclusion means a commitment to civility, fairness and dignity.

Our commitment to diversity, equity and inclusion is demonstrated in the following ways:

A Diverse Faculty
- Practice recruitment and retention strategies to target applicants from diverse and under-represented backgrounds,
- Evaluate search pools to ensure broad diversity among the applicants,
- Recruit adjunct faculty from under-represented backgrounds,
- Support training, conferences and professional development for culturally responsive pedagogy, and
- Celebrate faculty successes and achievements.

A Diverse Student Body
- Build awareness and understanding of student diversity, broadly defined,
- Continue to build on successes with the Latino Communications Institute to provide instruction to students interested in Latino media,
- Strengthen internship connections with media partners from traditionally under-represented groups, and
- Assess retention and graduation strategies for our alumni to specifically assist those from under-represented groups.

An Inclusive Curriculum
- Expand and promote course offerings that teach students about diversity and global perspectives,
- Seek guidance from diverse professionals and alumni in curriculum and program development,
- Give students an opportunity to provide feedback on their department learning,

- Target opportunities for students to work hands-on with diverse people and organizations through capstone and other High-Impact Practice coursework,
- Continue to promote diversity among guest speakers in classes as well as for the annual COMM Week program, and
- Support faculty who incorporate global educational opportunities into their curriculum.

3. Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures, and the roles of faculty and students in governance and in development of educational policy and curriculum. (Note the passages and pages specific to the directive.)

The department is the primary functional unit of the university (*See* University Policy Statement 211.000). The department comprises individual instructors and its chair. To that end, the Department of Communications has many of its own department policies and procedures. All department policies and procedures are accessible to faculty through the department's online portal in the university's course learning management system (transitioning to a new platform in 2021-2022). Department policies and procedures cover topics such as promotion and tenure (Department Personnel Standards), as well as policies on faculty meetings (including enfranchisement of part-time faculty), scholarships, awards, curriculum, capstone courses, etc.

Shared governance at Cal State Fullerton is dictated by University Policy Statements (UPS), approved by the president and the Academic Senate, as well as the Collective Bargaining Agreements (CBAs) between the California State University (CSU) System and the various bargaining units (i.e., unions) to which its employees belong (e.g., faculty, graduate assistants, staff, police, and student affairs personnel).

Generally, UPS fall into the following categories: administrative and support procedures; faculty personnel procedures; student-related policies; curriculum; library; and research. UPS documents are available at https://www.fullerton.edu/senate/publications_policies_resolutions/ups.php.

Many of these UPS affect Department governance, and UPS regular updates and changes require Department faculty to keep current with Academic Senate activity.

The Collective Bargaining Agreement between the CSU System and the California Faculty Association (CFA) dictates many workplace issues. The bargaining agreement with faculty ("Unit 3" employees) can be accessed at https://www.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Pages/unit3-cfa.aspx. The CFA CBA provides guidance for day-to-day operations such appointment, probation and tenure, promotion, evaluation, reprimands, workload, leaves, professional development, salary, benefits and layoffs. All instructional faculty and librarians, whether tenure-line or adjunct, belong to Unit 3 and may choose to join the CFA.

The university has a Faculty Handbook that contains information about policies and procedures specific to faculty issues. It is available at http://www.fullerton.edu/far/handbook/. The handbook provides information about the history and framework of the CSU, the organization and divisions at CSUF, employment as a member of the faculty, policies concerning and expectations of faculty, information technology services, and policies concerning and expectations of students.

4. How often did the faculty meet during the most recent academic year?

During the 2020-2021 academic year, an academic year marked entirely by working from home under California's Stay at Home order during the COVID-19 pandemic, the full faculty met for a weeklong virtual retreat from August 17-21 (a weeklong retreat comprising 14 one-hour sessions, six of which were for all faculty and the others for specific groups); and five additional formal faculty meetings held via Zoom in October 2020, December 2020, March 2021, April 2021 and May 2021.

5. List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.

2021-2022 Standing Committees & Working Groups	Membership
Personnel Committee	Dr. Dean Kazoleas, Chair Carolyn Coal Dr. Robert Meeds Dr. Doug Swanson, alternate
Undergraduate Curriculum & Assessment Committee	Dr. Robert Meeds, Chair Michelle Kurland Dr. Waleed Rashidi Dr. Frank Russell Dr. Doug Swanson Amber Wilson
Graduate Curriculum & Assessment Committee	Dr. Cynthia King, Chair Dr. Roselyn Du Micheal McAlexander Dr. Cylor Spaulding Dr. Mark Wu
Scholarships Committee	Dr. Frank Russell, Chair Dr. Vivien Angelus Dr. Christina Ceisel Dr. Roselyn Du Dr. Penchan Phoborisut
Awards Committee	Dr. Elise Assaf, Chair Dr. Gayle Brisbane Dr. Jasmine Meertins
Student Recruitment/Enrollment Working Group	Dr. Waleed Rashidi, Chair Ken Hagihara

	Michelle Kurland Micheal McAlexander Amber Wilson
Digital Skills/Portfolio Working Group	Dr. Robert Meeds, Chair Dr. Jasmine Meertins Dr. Jiwoo Park Ron Romain Dr. Jess Vega-Centeno
Website/Social Media Working Group	Ron Romain, Chair Dr. Jasmine Meertins Dr. Jiwoo Park Dr. Penchan Phoborisut Dr. Chelsea Reynolds
Certification in Education for Public Relations Working Group	Dr. Doug Swanson, Chair Dr. Vivien Angelus Dr. Elise Assaf Ken Hagihara Dr. Dean Kazoleas Dr. Cylor Spaulding Dr. Ricardo Valencia

6. Describe the faculty's contributions to the administration and governance of the university.

Faculty in the Department of Communications are and have been active and engaged in service to the university and college, broadly defined. Activities include but are not limited to the following:

Faculty	Select contributions to University and College service (Fall 2015 through Fall 2021)
Viven Angelus, Assistant Professor	• College Dean's Faculty Input Committee, 2020-present
Elise Assaf, Assistant Professor	• Member, University Faculty Research Policy Committee, 2021-present
Jesús Ayala, Lecturer	• Faculty consultant, College Latino Communications Institute, 2017-present • Member, Provost's Latinx Faculty Group, 2021-present • Member, College Graduation Committee, 2018-2019 • Speaker, Chicano Resource Center "Al Tanto" Conference, 2018
Walter Baranger, Lecturer	• Member, University Drone Committee, 2018-present
Gayle Brisbane, Assistant Professor	• Member, Faculty Development Center Board, 2020-present • Member, Search Committee, AVP Faculty Affairs, 2021 • Member, Search Committee, Assistant Athletic Director, Director of Broadcasting, 2021
Christina Ceisel, Associate Professor	• Secretary, CSUF chapter of California Faculty Association (CFA), 2020-present

Carolyn Coal, Professor	• Member, University Faculty Affairs Committee, 2017-2020 • Member, University Professional Leave Committee, 2017-2020, Chair 2018
Roselyn Du, Associate Professor	• Member, College Personnel Standards Review Committee 2020-present • Member, University Graduate Education Committee, 2020-present
Emily Erickson, Professor	• Member, University Faculty Leaves Committee, 2020-present • Chair, University Assessment & Educational Effectiveness Committee, 2017–2020 • Member, University Assessment & Educational Effectiveness Committee, 2016–2021 • Editor, University Faculty Senate Forum, 2016–2017 • Member, University Faculty Senate Forum Editorial Board, 2012–2017
Pete Evanow, Lecturer	• Member, Academic Senate, 2009-2018 • Chair and Member, University Internship and Service Committee, 2009-2012 • Chair and Member, University Elections Committee, 2012-2018 • Member, University Search Committee, Dean of Communications, 2019
Beth Georges, Lecturer	• Faculty Mentor, Women's Basketball Team, 2017-2020
Ken Hagihara, Lecturer	• Member, University High-Impact Practices Committee, 2019-2020 • Member, Academic Senate, 2016-2017

Dean Kazoleas, Professor	• Chair, University International Education Committee 2015-Present • Advisor, CSUF College Republicans, 2017-present • University Representative CSU Chancellors Office Academic Council on International Programs, 2019-present
Keith Kesler, Lecturer	• Academic Advisor, Women's Volleyball Team, 2014-present
Cynthia King, Professor	• Member, Teaching Evaluations Review Committee, 2018-2019, 2020-present • Member, Online Instruction Assessment (QOLT) Committee, 2015-2017
Micheal McAlexander, Professor	• Member, University Advancement Committee, 2015-2016 • Chair, University Advancement Committee, 2016-2017 • Director, CSU Entertainment Alliance's Technology Acquisition Program, 2016-2019
Robert Meeds, Professor	• Member, Information Technology – Senate IT Committee, 2017-2019 • Presenter, "Using Portfolium to Assess Digital Skills in CSUF's Department of Communications," webinar, California State University System Instructional Design Interest Group, 2019 • Member, Curriculum Committee, College of Communications, 2019-present • Member, Academic Master Plan Subcommittee 4, CSUF, 2016-2017
Jasmine Meertins, Assistant Professor	• Faculty coordinator, College Latino Communications Institute, 2021-present.

Penchan Phoborisut, Assistant Professor	• Board Member, Faculty Development Center, 2018-2020 • Search Committee for the Dean of Students, 2017 • Reviewer, Faculty Enhancement and Instructional Development (FEID) Grants, 2018-2020 • Mentor, Graduate Mentoring Program 2016-present • Facilitator, Career Readiness Workshop on "How to Prepare for Virtual Job Interviews," organized by the CSUF Career Center and Project UpGrads, April 20, 2021.
Henry Puente, Professor	• Member, University Elections Committee, 2019-2021 (Chair, 2020-2021) • Member, University Athletic Advisory Committee, 2013-2020 • Member, University Strategic Planning Committee, 2017-2018 • Member, WASC Senior College and University Commission (WSCUC) Subcommittee, 2017-2018 • Member, University Diversity & Inclusion Committee, 2016-2018
Waleed Rashidi, Assistant Professor	• Faculty Advisor, Comm Week 2013-present • Honors Program Advisor, 2017-present • Invited Panelist, New Faculty Orientation, Faculty Development Center, 2017. • Contest Judge, Battle of the Bands, 2016-2017.
Chelsea Reynolds, Associate Professor	• Member, University Diversity & Inclusion Committee, 2018-2020. • Member, College Dean's Faculty Input Committee, 2020-present • Facilitator, Trauma-Informed Pedagogy Workshop, Faculty Development Center, 2018-present

	• Invited Panelist, 1st Year Faculty Discussion, Faculty Development Center, 2020, 2021
Frank Russell, Associate Professor	• Member, College of Communications Curriculum Committee, 2020-2022 • Member, University Library Committee, 2017-2019
Jason Shepard, Professor	• Member, University Faculty Affairs Committee, 2021-present • Member, Search Committee, Provost and Vice President for Academic Affairs, 2019-2020 • Presenter, "Making Research a Priority as an Academic Leader," University Leadership Series, Academic Affairs, 2018 • Chair and Member, External Review Committee for Program Performance Review of the Department of Kinesiology, 2016 • Member, University Curriculum Committee, 2013-2017
Cylor Spaulding, Assistant Professor	• Member, Membership Committee for the Pride Alliance, 2019-2020 • Member, College of Communications Research and Development Committee, 2020-present
Andi Stein, Professor	• Member, Honors Advisory Council, 2017-present • Member, University Honors Advisory Board, 2016 • Member, Academic Senate, 2010-2016 • Member, Mihaylo Magazine Advisory Board, 2013-2016 • Member, University Library Committee, 2011-2015

Doug Swanson, Professor	• Internal Peer Reviewer, CSUF WASC/WSCUC Self-Study Report, 2019-2020 • Member, CSUF Council of Associate Deans, 2017-2018 • CSUF Graduation Initiative 2025 Committee and Working Groups, 2017-2018 • University Online Strategic Planning Taskforce, 2017-2018 • Faculty Liaison, CSUF Office of Assessment and Educational Effectiveness, 2014-2016
Ricardo Valencia, Professor	• Member, Academic Senate, 2021-present • Member, University Diversity and Inclusion Committee, 2021-present • Board Member and Writing Group Chair, Researcher and Critical Educators (R.A.C.E.) 2019-2020 • Member of the Board of Latin America Studies, 2018-present
Miya Williams Fayne, Assistant Professor	• Member, Black Faculty and Staff Association, 2020-present
Amber Wilson, Lecturer	• Member, University Internships & Service Learning Committee, 2016-present • Member, Black Faculty & Staff Association, 2016-present
Mark Wu, Professor	• Member, University Curriculum Committee, 2020-present

7. Describe the process for selecting, appointing and evaluating unit administrators.

Department chairs at CSUF are elected by their faculty and are responsible for both leading the department and representing it. University Policy Statement 211.100: Appointment of Department Chairs and Vice-Chairs sets forth the procedures for selecting and appointing department chairs. The department chair is elected by all faculty, including full-time and part-time faculty (based on the proportion of their appointment), and are appointed by the president. A chair may be re-elected by his/her colleagues for as many terms as are mutually agreeable. Within the California State University system, department chairs are considered to be within the faculty bargaining unit and are not a part of management *per se*.

The responsibilities of department chairs, as outlined in their contracts, include:

- promoting the vision, culture and environment of a model department and university
- supporting the strategic plan as well as the mission and goals of the university
- identifying and promoting best practices as they relate to the disciplines of the department
- ensuring that the department is aware of, and operates within the framework of, the university, college and department mission and goals
- adhering to collective bargaining and CSUF policies
- providing leadership to the department in the recruitment and retention of high quality and diverse faculty and staff
- coordinating the hiring of tenure-track and part-time faculty, staff, and student assistants for the department
- developing a harmonious, collegial, and collaborative environment in the department
- facilitating collaboration and cooperation between the department, other departments or units within the college, and the Dean's office
- escalating issues such as compensation, ADA accommodation requests, medical leaves, and parental leaves to the office of Human Resources, Diversity and Inclusion
- serving as a representative of the department to the college, campus, and external community
- acting as accreditation coordinator of the department
- supervising and coordinating the departmental course schedules with the college and university
- providing oversight of department staff, including supervision, work assignments, and assistance with personnel matters
- coordinating all budgetary matters of the department
- coordinating all curriculum development, revisions, and enhancements in cooperation with other departments or units within the college, the Dean's office, and the university
- ensuring that the department is aware of all relevant department, college, and university policies
- facilitating the internal and external grant activities of the faculty
- promoting the scholarly and creative activities of the faculty
- coordinating student recruitment and retention activities within the department and between the department, college and university
- participating in image-building and fund-raising activities of the college
- participating in, and coordinating, the RTP process within the department

- participating in meetings, retreats, and professional development activities planned by the college and/or the university for department chairs
- responding to telephone and email prompts and be available for on campus meetings
- other duties and responsibilities as assigned by the Dean.

UPS 211.000: Responsibilities of Departments and Department Chairs sets forth additional parameters and assumptions for the role of department chair. These include expectations that the chair shall exercise appropriate leadership in assisting the department in its determination of objectives, policies and procedures while preserving democratic procedures, faculty participation in decision-making, and individual rights.

The chair seeks feedback through many formats, and at any time is subject to recall by the faculty if his or her performance is unsatisfactory.

Additionally, the current department chair has solicited feedback via anonymous surveys of department faculty and staff as a form of evaluation. Data from the last three years, averaging a response rate of about 70%, include the following as they relate to the chair's performance:

		Agree/ Strongly Agree	Neither agree nor disagree	Disagree/ Strongly Disagree	

Q: The Department Chair values teamwork and cooperation.					
	2021	95%	3%	3%	
	2020	95%	2%	2%	
	2019	76%	19%	5%	
Q: The Department Chair treats all faculty and staff fairly.					
	2021	96%	3%	3%	
	2020	88%	7%	4%	
	2019	81%	10%	10%	
Q: The Department Chair is committed to workplace diversity and inclusion.					
	2021	98%	2%	0%	
	2020	87%	10%	2%	
	2019	95%	0%	5%	
Q: The Department Chair recognizes excellent work of faculty and staff.					
	2021	98%	0%	3%	
	2020	97%	0%	2%	
	2019	86%	14%	0%	

Q: The Department Chair has a clear commitment to maintaining high quality standards.				
	2021	98%	0%	3%
	2020	98%	0%	2%
	2019	90%	10%	0%
Q: The Department Chair provides me with useful feedback if I seek advice.				
	2021	98%	0%	3%
	2020	98%	0%	2%
	2019	96%	5%	0%
Q: The Department Chair is consistent when administering policies concerning faculty and staff.				
	2021	98%	2%	0%
	2020	83%	12%	5%
	2019	71%	24%	5%
Q: The Department Chair keeps faculty well-informed about things that affect us.				
	2021	95%	3%	3%
	2020	93%	5%	2%
	2019	85%	5%	10%
Q: The Department Chair understands and supports faculty and staff in balancing work and personal life.				
	2021	92%	5%	3%
	2020	83%	15%	2%
	2019	90%	10%	0%
Q: The Department Chair leads by example.				
	2021	98%	0%	3%
	2020	97%	0%	2%
	2019	86%	14%	0%

Numerals rounded to nearest whole number

8. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

The department chair is often the first point of contact for informal complaints by students, staff, and faculty. The chair attempts to resolve issues with principles of fairness, equity, and justice in mind.

Some student complaints, for example, that deal with concerns about lack of communication from faculty are most typically handled informally, with the chair apprising the faculty of the complaint or concern and usually prompting faculty action to meet with the student to clear up the concern or confusion.

For items requiring administrative intervention, the chair consults with the assistant dean, associate dean and/or dean.

The university's Division of Human Resources, Diversity and Inclusion (HRDI) handles all formal complaints and grievances related to personnel and employment, and advises managers and administrators to contact them for help with informal complaints as well. Faculty and staff issues not resolved at the department level are discussed with the college dean and/or associate dean in addition to HRDI. The HRDI website provides a number of resources, available at http://hr.fullerton.edu.

The university's Division of Student Affairs provides support for items such as grade appeals, plagiarism, and disability accommodations, among others. All of those items are governed by University Policy Statements as well as internal Student Affairs policies and procedures. For example, for grading appeals, UPS 300.030: Academic Appeals lays out in detail the process by which a student may appeal the assignment of a grade or some action involving academic dishonesty. Essentially, the policy encourages the student to consult with the faculty member first, and if not satisfied with the outcome to appeal subsequently to the department chair, the college dean, and, ultimately, to the University Academic Appeals Board. The board has final authority in determining the disposition of an academic dishonesty appeal. In the case of a grade appeal, the board could decide to convene an *ad hoc* committee within the department to take final and binding action in the case. If a student is concerned with what he or she considers arbitrary or capricious behavior on the part of a member of the faculty or staff, he/she is encouraged to resolve the matter with the person involved. If that is not possible, complaints are typically brought to the department chair first for review, and then the dean's office second. Consultation with the Judicial Affairs Office may occur. Students also are advised on the academic grievance policy and procedures for the campus.

If the matter involves an issue of discrimination, harassment and retaliation based on protected class status, then HRDI and/or the Title IX office takes responsibility for investigation and proposing a remedy.

The University also provides many other resources for addressing complaints and concerns. For example, the Dean of Students within the Division of Student Affairs leads a ["Behavioral Intervention Team"](Behavioral Intervention Team) that coordinates actions regarding disruptive, problematic or concerning student behavior, with the goal of supporting students in distress or whose behavior is of concern before they rise to crisis levels. Members of the team include individuals from Counseling and

Psychological Services, the Dean of Students office, the CSUF Cares and Student Conduct teams, Disability Support Services, and University Police. Depending on circumstances, the team will also consult with Academic Affairs, HRDI, International Programs, University legal counsel, Housing and Residential Engagement, Title IX, and Extended Education. Faculty or administrators can use an electronic submission form to report concerns to the Behavioral Intervention Team.

PART II, STANDARD 2.
CURRICULUM AND INSTRUCTION

The Department of Communications established COMM 317: Digital Foundations as a core requirement for all Communications students based on digital skills learning outcomes designed by the full faculty. The faculty who teach the course meet regularly to coordinate and assess teaching and learning in the course. Instructors pictured are (front row, from left to right) Jess Vega-Centeno, Jasmine Meertins, Jiwoo Park, Richard Favela, (back row, from left to right) Bob Meeds, and Ron Romain.

Executive Summary

The Department's curriculum activities during the self-study period have focused on three primary areas of development: updating courses and program requirements to place more emphasis on students' understanding and use of digital communications technologies; establishing skills-oriented certificate programs to improve students' marketability; and modifying courses and pre-requisites to create better curricular alignment across concentrations and more streamlined requirements where possible to make it easier for students to graduate on time. During this accreditation period, faculty in the Department: created 14 new courses; developed four new 12-unit preprofessional certificate programs; changed the required number of credit hours in the major from 36 to 39; established a new required course in Digital Foundations; approved six additional courses to be taught online (pre-COVID19); and updated more than 20 other courses.

1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)

Number of hours/units required for graduation: 120
Number of hours/units required for major degree: 39

Core Courses for All Students in Program (12 units required)
  1) COMM 233: Mass Communication in Modern Society
  2) COMM 317: Digital Foundations
  3) COMM 407: Communications Law
  4) COMM 495T: Mass Media Internship

Core Electives (3 units required from one of the following)
  1) COMM 300: Visual Communication
  2) COMM 310: Mass Media Ethics
  3) COMM 315: Mass Media and Diversity
  4) COMM 333: Mass Media Effects
  5) COMM 370: Principles and History of American Mass Communication
  6) COMM 422: Communications Technologies
  7) COMM 426: Global Media Systems
  8) COMM 480: Persuasive Communications

Additional courses in track/sequence that all students in track/sequence must take:

B.A. Communications/Advertising

  Concentration Requirements (18 units)
  1) COMM 350: Principles of Advertising
  2) COMM 351: Writing for the Advertising Industry
  3) COMM 352: Advertising Media
  4) COMM 353: Advertising Creative Strategy and Execution I
  5) COMM 410: Principles of Communication Research
  6) COMM 451: Capstone – Advertising Campaigns or COMM 474: Capstone – ADV/PR/ETC Student Agency or COMM 475: Capstone – Advertising/AAF Competition

  Concentration Electives (6 units from two of the following)
  1) COMM 450: Advertising and Brand Communication Management
  2) COMM 452: Advanced Media Strategy and Tactics
  3) COMM 453: Advertising Creative Strategy and Execution II
  4) COMM 454: Advertising Media Sales
  5) COMM 455: Internet Advertising and Promotional Communication
  6) COMM 456: Advertising Account Planning
  7) COMM 457: Broadcast Advertising
  8) COMM 361: Principles and Ethics of Public Relations
  9) COMM 380: Interactive Media Design
  10) COMM 446: Entertainment and Society
  11) COMM 466T: Current Topics in Public Relations

B.A. Communications/Entertainment and Tourism Communications (18 units)

Concentration Requirements (18 units)
1) COMM 101: Writing for Mass Media
2) COMM 301: Writing for Broadcasting and Film or COMM 334: Feature Article Writing or COMM 351: Writing for the Advertising Industry or COMM 362: Public Relations Writing I or COMM 471: Capstone – Daily Titan News
3) COMM 346: Principles of Entertainment and Tourism Communications
4) COMM 410: Principles of Communication Research
5) COMM 446: Entertainment and Society
6) COMM 449: Capstone – Entertainment and Tourism Communications or COMM 474: Capstone – ADV/PR/ETC Student Agency

Concentration Electives (6 units from two of the following)
1) COMM 333: Mass Media Effects
2) COMM 436: Reporting on the Entertainment Industry
3) COMM 447: Tourism and Travel
4) COMM 448T: Entertainment Industry Studies
5) COMM 465: Entertainment Public Relations
6) COMM 497T: Event Planning and Management
7) COMM 350: Principles of Advertising
8) COMM 361: Principles of Public Relations
9) COMM 380: Interactive Media Design
10) COMM 422: Communications Technologies
11) COMM 466T: Current Topics in Public Relations

B.A. Communications/Journalism (18 units)

Concentration Requirements (18 units)
1) COMM 101: Writing for Mass Media
2) COMM 201: Digital Reporting and Writing
3) COMM 202: Digital Reporting and Production
4) COMM 325: Multimedia Journalism or COMM 372 – TV News Production
5) COMM 370: Principles and History of American Mass Communication
6) COMM 471: Capstone – Daily Titan News or COMM 472: Capstone – TV News

Concentration Electives (6 units from two of the following)
1) COMM 325: Multimedia Journalism
2) COMM 331: News Literacy
3) COMM 332: Editing and Design
4) COMM 334: Feature Article Writing
5) COMM 335: Public Affairs Reporting
5) COMM 371: Radio-Audio Operations
6) COMM 372: TV News Production
7) COMM 377: Radio-Audio News
8) COMM 380: Interactive Media Design

9) COMM 434: Magazine Editing and Production
10) COMM 435: Opinion Writing
11) COMM 436: Reporting on the Entertainment Industry
12) COMM 437: Advanced Magazine Writing
13) COMM 438T: Specialized Reporting
14) COMM 439: Literary Journalism
15) COMM 461: Journalism Innovations
16) COMM 471: Capstone – Daily Titan News (if not taken as a required capstone)
17) COMM 472: Capstone – TV News (if not taken as a required capstone)

B.A. Communications/Public Relations (18 units)

Concentration Requirements (18 units)
1) COMM 101: Writing for Mass Media
2) COMM 361: Principles of Public Relations
3) COMM 362: Public Relations Writing
4) COMM 410: Principles of Communication Research
5) COMM 464: Capstone – Public Relations Management or COMM 474: Capstone – ADV/PR/ETC Student Agency
6) COMM 301: Writing for Broadcasting and Film or COMM 334: Feature Article Writing or COMM 462: Public Relations Writing II or COMM 471: Capstone – Daily Titan News

Concentration Electives (6 units from two of the following)
1) COMM 465: Entertainment Public Relations
2) COMM 466T: Current Topics in Public Relations
3) COMM 468: Corporate and Nonprofit Public Relations
4) COMM 469: Crisis Communications
5) COMM 470: International Public Relations
6) COMM 497T: Event Planning and Management
7) COMM 331: News Literacy
8) COMM 346: Principles of Entertainment and Tourism Communications
9) COMM 350: Principles of Advertising
10) COMM 380: Interactive Media Design
11) COMM 434: Magazine Editing and Production
12) COMM 437: Advanced Magazine Writing
13) COMM 446: Entertainment & Society

Required outside of the accredited unit: Not applicable.

2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

The Bachelor of Arts degree in Communications requires 120 semester units. These units are broken out as follows:

- 39 units: Communications major requirements (21 units of core requirements; and 18 units in a chosen concentration) The 39 units within the Communications major was increased effective with the 2018-2019 academic year. This three-unit increase (up from 36 units from the 2017-2018 academic year) was implemented in order to strategically employ a new course requirement in digital skills (COMM 317–Digital Foundations).

- 72 units: Courses taken outside of the areas of journalism and mass communication, including 48 units of general education requirements

- 9 units: Additional electives to earn the 120 minimum units required, which may be fulfilled by additional Communications coursework

The department maintains 100% compliance with the 72-credit hour rule through the use and ongoing curricular maintenance of the university's degree audit software, the Titan Degree Audit. This is utilized in conjunction with ongoing student advising from orientation through graduation, including a final review of students' Titan Degree Audit (TDA) through a required graduation check and approval process. Students use their TDAs to track their degree progress. TDAs are also employed by the university to clear students for graduation during the degree conferral process.

A veteran adviser, Tammy Rogers, has utilized the TDA system to oversee the department's graduation approvals since 2005, and works closely with another experienced adviser, Connie Chen, to facilitate graduation advising and individual TDA reviews. (As one sign of Tammy Rogers' expertise, in 2019 she was recognized as one of three individuals university-wide for a "Titan Excellence Award" presented by the University for outstanding work performance.) This advising and review process includes regular maintenance to ensure that the TDA software accurately reflects the Department's ongoing curriculum changes, and that extra Communications courses taken in journalism and mass communications do not count toward the 72-unit limit. Transfer coursework on the TDA is continuously reviewed during student advisement sessions to ensure courses are counting toward the appropriate areas. When not-previously-encountered transfer courses are identified that need to be classified in the appropriate areas, those updates are promptly submitted to ensure the students' TDAs maintain accuracy through the time of graduation.

Additionally, the 72-hour requirement is outlined on the department's major curriculum check sheets that Tammy Rogers also maintains. This rule is further reinforced by describing that students may choose to take extra Communications courses through the remaining nine additional units needed to graduate, outside of the major and 72-hour requirements.

The department does not require students to complete a minor. However, students must complete a 12-unit collateral course requirement aimed at complementing the major curriculum through the completion of 12 units of upper-division coursework from outside departments. For instance,

collateral course options for journalism students include coursework in political science, economics and history. Advertising students' collateral course list emphasizes courses in marketing, art, and creative writing. Students may complete a minor or second major in an outside department in lieu of the collateral requirement. They also may complete one of the department's certificates – Digital Communications Media, Photocommunications, Radio-Audio – or Spanish for Hispanic Media, a certificate offered in partnership with the Department of Modern Languages and Literatures – to fulfill the collateral requirement. Because the department's certificates require nine units of extra Communications courses, students choosing this option must still be in compliance with the 72-hour rule.

University Requirements

A minimum of 40 semester units of upper-division coursework is required for any CSUF bachelor's degree. The residence requirement states that a minimum of 30 semester units must be earned in courses taken at Cal State Fullerton. Twenty-four of these units must be earned in upper-division courses. At least 12 upper-division semester units in the major must be taken at this institution.

General Education Units

All students who graduate from Cal State Fullerton must complete a minimum of 48 semester units of General Education courses from an approved list. The General Education experience focuses on students acquiring knowledge of diverse disciplinary and cultural perspectives. This includes skills in comparing, contrasting, applying and communicating effectively these perspectives in tasks considered appropriate to particular courses. The General Education program at Cal State Fullerton is divided into five major areas, plus one overlay that adds content, but no additional units to designated General Education courses:

A. Core Competencies (9 units)
B. Scientific Inquiry and Quantitative Reasoning (12 units)
C. Arts and Humanities (12 units)
D. Social Sciences (12 units)
E. Lifelong Learning and Self-Development (3 units)
Z. Cultural Diversity (overlay)

Elective Units
After fulfilling the requirements in General Education, and a specific major (and possibly a minor), each student is free to choose the rest of the courses needed to complete the semester units required for graduation.

In conclusion, the Communications major at Cal State Fullerton does not exceed the maximum credit hours under the 72-credit hour rule, allowing our students to have flexibility with their course selection and the ability to explore other disciplines to complement their Communications degree.

3. Describe how the core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

The department's 39-unit major exposes students to ACEJMC's 12 professional values and competencies in required classes in the communications core or each of the four concentrations: journalism, advertising, public relations, and entertainment and tourism communications. In addition, core and concentration electives allow students to pursue career and academic interests in journalism and mass communication in more depth.

- **Understand and apply principles and laws of freedom of speech and press.**
  - COMM 407: Communications Law is a core requirement for all communications majors. In COMM 407, students learn to articulate the parameters of their First Amendment rights, recognize and address legal issues facing media practitioners, and apply legal theories, principles and doctrines.

- **Understand the history and role of professionals and institutions.**
  - The department addresses the history of the field and the role of professionals and institutions in principles courses for each concentration:
    - COMM 346: Principles of Entertainment and Tourism Communications.
    - COMM 350: Principles of Advertising.
    - COMM 361: Principles and Ethics of Public Relations.
    - COMM 370: Principles and History of American Mass Communications in the journalism concentration.
  - Additionally, COMM 370 is available as a core elective for students outside the journalism concentration.

- **Understand gender, race, ethnicity, sexual orientation and other forms of diversity.**
  - COMM 233: Mass Communication in Modern Society is a core requirement for all communications students. This course exposes students to the development of internet, newspapers, magazines, film, radio and television and their significance as social instruments and economic entities in modern society. In addition to other learning outcomes, students learn to compare and critique media portrayals of diversity and gender issues.
  - COMM 315: Mass Media and Diversity is available as a core elective for all communications students. In COMM 315, students analyze representations of marginalized groups in media and popular culture.
  - In addition, during the summer of 2020, faculty member Chelsea Reynolds worked with the department chair and the college dean to include more Black, Indigenous, and Other People of Color (BIPOC) thinkers and writers in course content throughout the department. Faculty members participated in this process, resulting in a significant increase in course content including BIPOC perspectives.

- **Understand diverse peoples and cultures and the impact of mass communication in a global society.**
  - COMM 233: Mass Communication in Modern Society is a core requirement for all communications students. In COMM 233, students learn about diversity within

multiple types of media, comparing U.S. media systems with those in other countries.

- ○ In addition, COMM 426: Global Media Systems is available as a core elective for all communications students. In COMM 426, students learn about major mass communication systems and the ways in which information and propaganda are conveyed internationally.

- **Understand concepts and apply theories in the use and presentation of images and information.**
  - ○ COMM 317: Digital Foundations, a core requirement for all communications majors, introduces students to concepts related to the use and presentation of images and information.
  - ○ COMM 410: Principles of Communication Research is a requirement in three concentrations: advertising, public relations, and entertainment and tourism communications. It is available as a core elective for journalism students. In COMM 410, students learn principles of presentation of information related to communications industries.
  - ○ In the journalism concentration, students learn concepts and theories in the use and presentation of images and information in required reporting classes:
    - ■ COMM 201: Digital Reporting and Writing.
    - ■ COMM 202: Digital Reporting and Production.
    - ■ COMM 325: Multimedia Journalism (a prerequisite for the COMM 471 capstone) or COMM 372: TV News Production (a prerequisite for the COMM 472 capstone).
  - ○ Students demonstrate competency in the use and presentation of images and information in capstone courses in each concentration:
    - ■ For entertainment and tourism communications: COMM 449: Capstone - Entertainment and Tourism Communications or COMM 474: Capstone - PRactical ADvantage Communications.
    - ■ For advertising: COMM 451: Capstone - Advertising Campaigns, COMM 474 or COMM 475: Capstone - Advertising/AAF Competition.
    - ■ For public relations: COMM 464: Capstone - Public Relations Management or COMM 474 for public relations.
    - ■ For journalism: COMM 471: Capstone - Daily Titan News or COMM 472 Capstone - TV News for journalism.
  - ○ Additionally, the presentation of images is addressed in a core elective, COMM 300 Visual Communication.

- **Understand professional ethical principles.**
  - ○ Media ethics is addressed in courses throughout the major and four concentrations, beginning in COMM 233: Mass Communication in Modern Society, a core requirement for all communications students.
  - ○ The role of ethics in professional communication practice is addressed in principles courses in each concentration:
    - ■ COMM 346: Principles of Entertainment and Tourism Communications.
    - ■ COMM 350: Principles of Advertising.
    - ■ COMM 361: Principles and Ethics of Public Relations.

- ■ COMM 370: Principles and History of American Mass Communications in the journalism concentration.
  - ○ In addition, COMM 310: Mass Media Ethics is available as a core elective for all communications students. In this course, students examine moral and professional conduct within various communications contexts.

- **Think critically, creatively and independently.**
  - ○ COMM 317: Digital Foundations, a core requirement for all communications majors, requires students to think creatively and independently while learning digital communications skills.
  - ○ Capstone courses in each concentration also require students to think critically, creatively and independently:
    - ■ COMM 449: Capstone – Entertainment and Tourism Communications or COMM 474: Capstone – ADV/PR/ETC Student Agency for entertainment and tourism communications.
    - ■ COMM 451: Capstone – Advertising Campaigns; COMM 474: Capstone – ADV/PR/ETIC Student Agency; or COMM 475: Capstone – Advertising/AAF Competition for advertising.
    - ■ COMM 464: Capstone – Public Relations Management or COMM 474: Capstone – ADV/PR/ETIC Student Agency for public relations.
    - ■ COMM 471: Capstone – Daily Titan News or COMM 472: Capstone – TV News for journalism.

- **Conduct research and evaluate information.**
  - ○ COMM 410: Principles of Communication Research is a requirement for students in three concentrations: advertising, public relations and entertainment and tourism communications. In addition, it is available as a core elective for journalism students. In COMM 410: Principles of Communication Research, students learn research methods to assess the effects of print, broadcast and film communications on audience attitudes, opinions, knowledge and behavior.
  - ○ In the journalism concentration, students learn to conduct research and evaluate information in required reporting classes including COMM 201: Digital Reporting and Writing and COMM 202: Digital Reporting and Production.
  - ○ Capstone courses in each concentration also require students to conduct research and evaluate information:
    - ■ COMM 449: Capstone – Entertainment and Tourism Communications or COMM 474: Capstone – ADV/PR/ETC Student Agency for entertainment and tourism communications.
    - ■ COMM 451: Capstone – Advertising Campaigns; COMM 474: Capstone – ADV/PR/ETIC Student Agency; or COMM 475: Capstone – Advertising/AAF Competition for advertising.
    - ■ COMM 464: Capstone – Public Relations Management or COMM 474: Capstone – ADV/PR/ETIC Student Agency for public relations.
    - ■ COMM 471: Capstone – Daily Titan News or COMM 472: Capstone – TV News for journalism.

- **Write correctly and clearly.**
  - COMM 101: Writing for Mass Media—a requirement in journalism, public relations and entertainment and tourism communications concentrations—introduces students to news and media writing techniques.
  - The journalism, advertising and public relations concentrations have designated required skills courses in which students learn to write correctly and clearly:
    - COMM 201: Digital Reporting and Writing for journalism.
    - COMM 351: Writing for the Advertising Industry.
    - COMM 362: Public Relations Writing I.
  - Students in the entertainment and tourism communications concentration choose among several options to fulfill a writing course requirement:
    - 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.
    - COMM 471: Capstone - Daily Titan News.
  - The 300- and 400-level courses listed in this section fulfill a university upper-division writing requirement. Journalism students also must take a designated 300- or 400-level writing course within the department.

- **Critically evaluate work for accuracy, fairness, clarity, style and grammar.**
  - All communications students are required to take an upper-division writing class which may fulfill other requirements in the major or their concentrations. These reporting and writing classes require students to produce stories that adhere to professional standards of accuracy, fairness, clarity, style and grammar. To meet this requirement, students may choose from:
    - COMM 301: Writing for Broadcast and Film.
    - COMM 334: Feature Article Writing.
    - COMM 335: Public Affairs Reporting.
    - COMM 351: Writing for the Advertising Industry.
    - COMM 362: Public Relations Writing I.
    - COMM 377: Radio-Audio News.
    - COMM 435: Opinion Writing.
    - COMM 436: Reporting on the Entertainment Industry.
    - COMM 438T: Specialized Reporting.
    - COMM 462: Public Relations Writing II.
    - COMM 471: Capstone - Daily Titan News.
  - Students in each concentration collaborate in required capstone courses to determine whether their work is ready for distribution to audiences or presentation to clients.

- **Apply numerical and statistical concepts.**
  - In the advertising, public relations and entertainment and tourism communications concentrations, students are required to take COMM 410: Principles of Communications Research. COMM 410 is also available for journalism students as a core elective. In this course, students learn about research design and data analysis in communications research.
  - Journalism students apply numerical and statistical concepts in reporting classes including COMM 201: Digital Reporting and Writing. COMM 201 instructors

implement this requirement by introducing students to data journalism and by requiring statistical information in reporting projects.

- **Apply current tools and technologies.**
  - This competency is related to the use of digital and multimedia technologies as described in the next section of this self-study. Since our last accreditation review, after much discussion about instruction and assessment of digital skills, the department added COMM 317: Digital Foundations as a requirement for all communications majors, increasing the required number of units from 36 to 39.
  - Required introductory and mid-level conceptual and skills courses in each concentration have been revised to include assignments based on understanding of the role of digital technologies in mass communication industries or applications of digital skills.
  - COMM 495T: Mass Media Internship is a core requirement for all communications majors. Students use current tools and technologies in professional media organizations, applying the skills they have learned in classrooms.
  - The capstone courses in each concentration require students to use current tools and technologies as they produce journalism or creative work for real audiences or clients.
  - Additionally, principles related to the applications of current technologies are addressed in a core elective, COMM 422: Communication Technologies.

4. Explain how instruction, whether on-site or online, responds to professional expectations of current digital, technological and multimedia competencies.

Department faculty voted in spring 2016 to establish a digital skills curriculum with the requirement that by the completion of their undergraduate experience, all communications majors are expected to:

- Demonstrate introductory skills in Office/ Adobe suite software used in the professional workplace.
- Write effectively for digital platforms and social media.
- Produce, edit, and publish digital storytelling content using text, audio, video, and/ or photography.
- Manage, navigate and evaluate social media and web-based campaigns.
- Evaluate ethical and legal issues in digital and social media.
- Use and evaluate online/ digital analytics.
- Build a virtual resume and digital portfolio.

The department added a new 3-unit course requirement, COMM 317 Digital Foundations, for all undergraduate communications students, raising the number of required units in the major from 36 to 39. In this course – intentionally designed from the start to be hybrid face-to-face/online – students learn to develop and evaluate multimedia content using industry-standard graphics and video software including Adobe Photoshop, Illustrator, InDesign and Premiere Pro. Assignments include posters, multi-page layouts, videos and interactive PDFs. As a partially online/hybrid course, COMM 317 instructors created all of their own course content, including a readings packet and a YouTube channel with video tutorials on technical course aspects, available here.

In addition, the department has implemented a digital portfolio requirement tied to capstone courses in each concentration. Students use Portfolium/Canvas to build a digital portfolio of their work from COMM 317: Digital Foundations, from introductory and mid-level skills courses in their concentrations, and their capstone classes.

For all concentrations, the required COMM 495T Mass Media Internship provides students hands-on professional experience that allows them to apply the media skills they learned in the classroom.

In the journalism concentration, faculty redesigned two outdated introductory reporting classes, which students often had described as "the print class" and "the broadcast class." The new COMM 201: Digital Reporting and Writing and COMM 202: Digital Reporting and Production incorporate digital journalism skills intended to serve students regardless of their expected career paths. Students are encouraged to take both classes in the same semester.

In COMM 201: Digital Reporting and Writing, students are expected to develop expertise in reporting and writing for print, online and social media. Instructors implement these requirements with assignments such as blog posts with multimedia and social media elements, Twitter current events posts, live-tweet stories and a social media scavenger hunt, in addition to more traditional news and feature stories.

In COMM 202: Digital Reporting and Production, students are expected to develop expertise in reporting and production for digital platforms, with an emphasis on visual storytelling. Students develop this expertise by learning to write scripts, conduct interviews, shoot sequences and edit video packages on Adobe Premiere Pro.

Students in the journalism concentration choose one of two capstones: COMM 471: Capstone – Daily Titan News, which is associated with production of *The Daily Titan*, an independent student newspaper that publishes daily in print, online and social media; and COMM 472: Capstone – TV News, which produces the weekly "OC News" digital newscast.

Journalism students who choose the COMM 471 capstone are expected to take COMM 325: Multimedia Reporting as a prerequisite. COMM 325 students conduct reporting projects that incorporate text, audio, photo and video elements to tell compelling stories. COMM 325 also is available as an elective for students who choose the COMM 472 capstone.

In the advertising concentration, four required courses address advertising skills and principles in digital, broadcast and print media. In COMM 350: Principles of Advertising, students develop basic knowledge of advertising and integrated marketing communications in digital, broadcast and print media. In 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. In COMM 352: Advertising Media, students demonstrate understanding of media planning challenges in an era of digitization and media fragmentation. In 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.

Advertising students have three capstone choices: COMM 451: Capstone – Advertising Campaigns, COMM 474: Capstone – ADV/PR/ETC Student Agency or COMM 475: Capstone – Advertising/AAF Competition. In each of these capstones, students must demonstrate a hands-on understanding of the advertising industry, develop an integrated marketing communications campaign for a real client, and produce a professional-quality plans book and client presentation.

In the public relations concentration, required courses address public relations skills and principles relevant to traditional and digital media. In COMM 361: Principles and Ethics of Public Relations, students must demonstrate an understanding of the environment for public relations practitioners, including crafting messages for digital and social media. COMM 361: has been revised to put more emphasis on professional ethics, including a required module on digital ethics. Public relations students also are required to take COMM 362: Public Relations Writing I. In this course, students complete writing projects such as 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 or COMM 474: Capstone – ADV/PR/ETC Student Agency. In COMM 464, students develop a public relations campaign with deliverables in traditional and digital media for a real or simulated client. In COMM 474, students 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.

In the entertainment and tourism communications concentration, students learn principles and skills relevant to multiple types of media. Instructors in the required principles course, COMM 346: Principles of Entertainment and Tourism Communications, address entertainment production in aspects of media including television, radio, film, music and video games.

Entertainment and tourism communications students have choices of skills courses that support career goals in broadcasting or film, entertainment journalism, advertising for the entertainment industry, or entertainment public relations. Students must choose one of five writing courses: 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. In these courses, students learn writing skills for both traditional and digital media.

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.

5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

The size and structure of the department allows for multiple section offerings of many courses, particularly those in the COMM core and those included in CSUF's general education program

(COMM 233: Mass Communication in Modern Society; COMM 300: Visual Communication; COMM 315: Mass Media and Diversity, COMM 333: Mass Media Effects; and COMM 370: Principles and History of American Mass Communication).

The department strongly supports the academic freedom rights of instructional faculty as presented in UPS 300.000: Student Rights and Responsibilities which affirms, "…faculty members have the right to determine the specific content of their courses within the established course definitions, and have responsibility not to depart significantly from their areas of competence or to divert significant time to material extraneous to the subject matter of their courses." The department is similarly supportive of UPS 300.011: Faculty Selection of Instructional Materials which declares that it is "…the responsibility of the faculty to select materials that best support the learning goals for each course." Within that framework, the department works collegially to balance the preferences of individual faculty members with the expected learning outcomes of each course offered in multiple sections. We want to assure that students in different sections of any COMM course can expect the same high-quality learning experience. We want to minimize 'course section shopping' by students who may be seeking a less rigorous experience.

Strategies used to accomplish this balance between faculty academic freedom and course consistency include:

- Enforcing standard course learning outcomes across all course sections. All COMM course learning outcomes were developed by instructional faculty. In most cases, learning outcomes for a particular course were written by instructional faculty assigned to that course. When changes are recommended, these faculty are the first to be consulted. In any COMM course, an instructor is free to add additional learning outcomes to a section as long as the standard outcomes applicable to all sections of that course remain in place.

- Seeking full faculty input on inclusion of mandatory content in particular courses. For example, in 2019 the department needed to meet new expectations for instruction in public relations ethics established by the Public Relations Society of America for the Certification in Education for Public Relations (CEPR). All instructional faculty engaged in a discussion to reach a recommended solution, a curriculum change that would be required in all sections of COMM 361: Principles and Ethics of Public Relations. The change was approved by the Undergraduate Curriculum and Assessment Committee and then approved by the full faculty. This procedure allowed the opinions of all faculty – even those teaching outside of public relations – to be solicited and respected.

- Assuring that decisions for textbooks included in a particular course are made by instructional faculty. For example, the textbook used in COMM 362: Public Relations Writing I is selected by the faculty who teach that course. By collective agreement, that book remains the mandatory/required text until instructional faculty should decide otherwise. In some courses, faculty have collectively agreed to allow independence on this issue. For example, COMM 474: Capstone – Student-Run Agency instructional faculty decide individually about textbook adoption based on instructor background and the clients selected for campaign work in each section.

- Assigning a coordinating faculty member in critical courses that involve multiple sections and/or laboratory work. Two examples of this would be COMM 101: Writing for the Mass Media and COMM 317: Digital Foundations. In both of these large multi-section courses, an overseeing faculty member of team of faculty develops the structure of the course and selects the materials that will be used throughout many different sections each semester.

- Maintenance of a syllabus archive to guide future offerings of each COMM course. All instructional faculty (both full- and part-time) have access through the department's Canvas community to syllabi for every COMM course. This access makes it easy for any faculty member to see 'the big picture' of curriculum, course materials, assignments, rubrics, etc. across the curriculum in the core and concentrations.

- Assuring that COMM courses requiring students to demonstrate specific concepts and skills are taught by instructional faculty with the highest levels of knowledge and expertise in the subject area. For example, COMM 407: Communications Law is taught by faculty with extensive research, teaching, and professional engagement with legal issues of mass communication.

- Instructors in courses with multiple sections often meet before the semester begins, share ideas and resources, and coordinate on major assignments. When an instructor takes on a new prep in one of these courses, those who have experience teaching the course typically share teaching materials to help mentor the faculty member and provide consistency across sections. In one course (COMM 317: Digital Foundations), the instructors meet regularly throughout the academic year, review assignments and teaching materials, share and critique good and poor examples of student work, and modify assignments as a group for the next semester.

- To achieve consistency in standards across instructors and sections, when we assess student learning in multi-section courses, the samples of student work are drawn from all sections. Faculty meet as a group for "closing the loop" discussions as part of regular assessment activities.

6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. In a digital format, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.

All Communications majors are required to fulfill a three-unit internship via COMM 495T: Mass Media Internship as part of their degree. The internship course, which is offered every Fall, Spring and Summer, has enrolled an average of 638 students per year over the last five years.

An internship is the critical element in connecting academic experience to the professional realm, and it serves as the culminating experience for soon-to-be graduates of the Department of Communications. This high-impact practice allows students to gain valuable exposure to the workplace, helps them build a network of industry contacts, provides the opportunity for skill development, and bestows a competitive edge in the job market. Southern California is rich with internship opportunities serving the varied communications industries. Popular sites include news outlets, professional sports teams, television and radio stations, public relations and advertising agencies, nonprofit organizations, tourist attractions, health care institutions, film production companies, educational institutions, and numerous organizations across the business and media landscape.

A repository of more than 15,000 approved academic internships for all majors at Cal State Fullerton is centrally maintained by the campus's Center for Internships and Community Engagement (CICE). Over 5,000 of these positions are specific to Communications. Students have the option to apply for preapproved positions on Titan Connection, or seek out new internship opportunities with other organizations. Newly identified positions must also be vetted through the CICE approval process in order to be eligible for academic credit.

Eligibility criteria for academic internships is reflected in the LEARN acronym:

- **Length of Service** should not exceed one academic semester
- **Expert Supervision** is required, verified by education or years of experience
- **Academically Relevant** – Position must have predetermined learning objectives relevant to the student's area of study within Communications
- **Risk Management** – Position must be vetted and approved by CICE for safety and rigor
- **No Exploitation of Labor** – Position must be fair and equitable to ensure compliance with federal labor law and university policy.

The US Department of Labor's Fair Labor Standards Act (FLSA) as well as CSUF's LEARN criteria are included as attachments following the narrative.

Interns report directly to a site supervisor at their organization who is considered an expert in the field. The site supervisor is responsible for the intern's ongoing mentoring, training, and achievement of learning outcomes. The CSUF faculty internship coordinator oversees the program, issues course grades, liaises with CICE regarding approval of new sites, and works with employers to ensure that internships are challenging and rewarding. The current faculty internship coordinator, Amber Wilson, is a full-time lecturer within the Department of Communications since

since Summer 2016. As a result of Amber's achievements, she was recently recognized as CSUF's Exceptional Faculty Internship Coordinator in 2019.

Students interact with the faculty internship coordinator in several ways. One-on-one advising takes places in person, via phone, and online via Zoom (even pre-pandemic). Advising can address a variety of issues, including clarifying internship requirements, assisting students in identifying and securing positions, discussing assignment feedback, mediating workplace disputes, providing enrollment verification and letters of recommendation, troubleshooting CICE approval hiccups, and discussing long-term career goals and strategies. Periodic tips and reminders are sent to all enrolled students via email and posted on the campus's online course management system, and information is disseminated to both current and prospective interns via a private internship Facebook group, where campus workshops and employer events are announced, resources are shared, and immediate internship openings are highlighted.

Since it is not possible for one coordinator to individually "place" 600+ interns into positions each year, students are responsible for identifying, applying to, and securing their own approved internships for COMM 495T. To support this effort, the faculty internship coordinator hosts periodic mandatory internship orientation sessions both on campus and online via Zoom. Students are encouraged to attend an internship orientation up to one year in advance of their planned internship course, and this is enforced by restricting enrollment to those students who receive a permit during the orientation. In addition to outlining the course requirements and establishing a timeline for the internship process, guest speakers from CICE explain the approval system and walk through a demonstration of applying on Titan Connection, and a campus Career Specialist assigned to the college offers an abbreviated resume workshop as well as interview strategies and tips on professionalism in the workplace. These large-group sessions calibrate student expectations, provide them with actionable tips, and introduce them to their resource team within the college and department.

Students who complete a minimum of 120 hours and all eight (8) internship assignments are awarded a grade of Credit for the internship course. These assignments include proof of attendance at the internship orientation, a resume and cover letter reviewed by the Career Center, documentation that their internship has been approved for credit by the university, photos taken on-site, a feedback survey, a timesheet signed by their supervisor, and two reflective essays. These two written assignments ask students to draw correlations between their academic preparation and professional experience, and to evaluate the internship experience as a whole.

Each year, a survey is sent to all site supervisors requesting feedback on their interns and input to improve the program overall. Employer feedback is consistently positive, with over 90% of supervisors rating their interns as "A or B" year after year.

Accompanying documents related to internship program:

- COMM 495T: Mass Media Internship Syllabus
- LEARN guidelines for evaluating Academic Internships
- U.S. Department of Labor Internship Guidelines under the Fair Labor Standards Act (FLSA)
- Intern Site Survey Questionnaire
- List of Internship Sites 2016-2020

- [Presentation to Faculty, Student and Employer Perspectives of COMM Internship Program, 2019](#)
- [Presentation to Faculty, Student and Employer Perspectives of COMM Internship Program, 2018](#)

PART II, STANDARD 3.
DIVERSITY AND INCLUSIVENESS

The Department of Communications launched in 2018 a specialized reporting course on Border Reporting under the leadership of lecturer Jesús Ayala. The course provides students with a survey of topics related to news coverage of border issues and immigration, and students visit the U.S.-Mexican border to conduct reporting.

Executive summary:

Diversity, equity and inclusion are core values of the Department of Communications. The unit's Diversity & Inclusion Plan prioritizes a diverse faculty, a diverse student body, and an inclusive curriculum. The Department's students are diverse across many variables; its faculty has become significantly more diverse in terms of gender, race/ethnicity, and sexual orientation; and the unit has added new courses, experiential learning opportunities, and student clubs that embrace and celebrate diversity in myriad forms.

1. Complete and attach the following tables:

Table 4, "Area Population"

Describe here the unit's geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

The California State University system demarks specific "in-area" service areas for each of its 23 campuses for both entering first-time freshmen and community college transfers. However, the specific geographical areas may not coincide with other governmental demarcation, as is the case with Cal State Fullerton, the only Cal State system campus located in Orange County.

The institution's first-time freshman "in-area" designation includes all high school districts in Orange County as well as several adjacent high school districts in Los Angeles, Riverside, and San Bernardino counties. Community college transfers are considered "in-area" if they have completed most of their course work at an Orange County community college. In the 2020-2021 academic year approximately 43.5% of the university's enrolled first-time freshmen and 63.0% of enrolled community college transfers came from the local service area.

Almost all the "outside local area" students are still from the three state counties designated above. In the 2020-2021 academic year approximately 56.5% of the university's enrolled first-time freshmen and 37.0% of enrolled community college transfers came from outside the local area. The data below is for the four counties that provide most of the institution's incoming students. Overall, 65.2% of our first-time freshmen and community college transfers students originate in Orange County with most of the remainder from the other three counties. For all practical purposes, the institutional service area is all four counties in what is known as the Los Angeles Basin.

Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit's geographic service area as described above?

Group				% of population
County	Los Angeles	San Bernardino	Riverside	Orange
Black/African American	8.9	14.3	7.3	2.1
White	28.5	14.4	34.1	39.8
American Indian/Alaskan native	0.7	0.7	1.9	1.0
Asian	11.6	4.1	7.2	21.7
Hispanic/Latino (any race)	48.3	65.2	50.0	34.0
Native Hawaiian/other Pacific Island	0.4	0.3	0.4	0.4
Two or more races	3.8	4.9	3.6	3.6
Other race	n/a	n/a	n/a	n/a
Female	50.5	50.5	50.1	50.7

Data from 2020 county tables at www.census.gov/quickfacts/.

Table 5, "Student Populations"

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment. Use figures from the most recent academic year for which complete data are available.

Academic year: 2020-2021

Group	Male	Female	% of total in unit	% of total in institution
Black/African-American	21	38	2.6	2.1
White	159	254	23.8	18.3
American Indian/Alaskan native	1	1	0.1	0.1
Asian	82	148	13.8	21.1
Hispanic/Latino (any race)	237	534	48.6	46.3
Native Hawaiian/other Pacific Islander	1	0	0.1	0.2
Two or more races	36	68	5.1	3.7
Other race	21	31	2.3	2.8
International students (any race)	9	46	3.7	5

Notes:

% don't come to 100.0% due to rounding

% in Unit are percentages are based on total enrollment for the entire department

% of Institution are percentages are based on total enrollment for the entire university

CSUF Total AY 2020-2021 Enrollment: 39,556

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)	0	0	0	0

Table 7, "Full-time Faculty Recruitment"

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years. (Data collected from records by the Division of Human Resources, Diversity and Inclusion).

Academic years:	2018 - 2019	2019 - 2020	2020 - 2021
Openings	6	4	0
Total applicants in hiring pool	182	55	0
Females in hiring pool	86	38	0
Female finalists considered	8	5	0
Offers made to females	5	3	0
Offers accepted by females	4	3	0
Minorities in hiring pool	85	32	0
Minority finalists considered	6	4	0
Offers made to minorities	4	3	0
Offers accepted by minorities	3	3	0
International faculty in hiring pool	7	3	0
International faculty considered	3	3	0
Offers made to international faculty	1	1	0
Offers accepted by international faculty	1	1	0

Table 8, "Part-time/Adjunct Faculty Recruitment"

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

Academic years:	2018 - 2019	2019- 2020	2020 - 2021
Openings/search		not applicable	
Total new part-time faculty hired	0	0	0

Note: The Department of Communications has not hired new adjunct faculty in the last several years as a result of several factors, including increased full-time faculty hiring, enrollment declines, reductions in assigned time/course releases for full-time faculty, and changes in funding formulas resulting in reduced allocations for part-time faculty. Additionally, the Collective Bargaining Agreement requires priority consideration for adjuncts who have taught specific courses satisfactorily in the past, meaning that before a new adjunct can be considered, existing adjuncts who are qualified and interested in additional work are considered first.

2. Attach to this report a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan's objectives.

The Department's Diversity and Inclusion Plan states the following:

California State University, Fullerton values diversity, equity and inclusion, and is committed to increasing culturally proficient and equity-minded practices. The Department of Communications is committed to best practices in diversity, equity and inclusion broadly defined. We embrace multiple measures of diversity, including race, ethnicity, ability status, sexual orientation, gender identity, religion, and socioeconomic status.

The Department of Communications strives for a culture of inclusion that encourages a vibrant community of intellectual engagement, creates greater learning through engagement with persons from different backgrounds and perspectives, and advances knowledge by encouraging understanding of others. Our commitment to inclusion means a commitment to civility, fairness and dignity.

Our commitment to diversity, equity and inclusion is demonstrated in the following ways:

A Diverse Faculty
- Practice recruitment and retention strategies to target applicants from diverse and under-represented backgrounds,
- Evaluate search pools to ensure broad diversity among the applicants,
- Recruit adjunct faculty from under-represented backgrounds,
- Support training, conferences and professional development for culturally responsive pedagogy, and
- Celebrate faculty successes and achievements.

A Diverse Student Body
- Build awareness and understanding of student diversity, broadly defined,
- Continue to build on successes with the Latino Communications Institute to provide instruction to students interested in Latino media,
- Strengthen internship connections with media partners from traditionally under-represented groups, and
- Assess retention and graduation strategies for our alumni to specifically assist those from under-represented groups.

An Inclusive Curriculum
- Expand and promote course offerings that teach students about diversity and global perspectives,
- Seek guidance from diverse professionals and alumni in curriculum and program development,
- Give students an opportunity to provide feedback on their department learning,

- Target opportunities for students to work hands-on with diverse people and organizations through capstone and other High-Impact Practice coursework,
- Continue to promote diversity among guest speakers in classes as well as for the annual COMM Week program, and
- Support faculty who incorporate global educational opportunities into their curriculum.

The plan was adopted unanimously by faculty in December 2019. Faculty assess progress toward this plan through the achievement of goals, dedication of resources, and increased opportunities, inclusivity and representation in these areas.

3. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The department's curriculum fosters students' understanding of issues and perspectives relating to mass communications across diverse cultures in a global society. The unit's faculty provide instruction concerning diversity issues and include perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The unit currently offers across all concentrations electives that highlight diversity. For example, COMM 426: Global Media Systems covers major mass communication systems and the means by which news and propaganda are conveyed internationally, and COMM 470: International Public Relations examines global business and organizational relationship practices across countries and cultures.

Since the last re-accreditation review, faculty led an effort to expand the curriculum for COMM 315: Mass Media and Diversity (previously Mass Media and Ethnic Groups). COMM 315 is a communications elective that has also been approved as a general education course, beginning in Fall 2020. The course analyzes how U.S. media have historically portrayed marginalized social groups and how those portrayals have changed over time. It provides students the ability to identify and evaluate how mass media represent people with different backgrounds related to gender, race, sexuality, religion, social class, and other identities.

Variable topics courses are another way the department provides classes relating to diversity. A recurring variable topics course is COMM 438T: Border Reporting, which is an advanced reporting and multimedia production class in which students actually travel to the U.S.-Mexico border and report under deadline pressure and in real-world situations. Beginning in 2020-2021, a variable topics course COMM 466T: Multicultural Public Relations and Strategic Communications also was offered to students. The class approaches public relations and strategic communications from a multicultural perspective that focuses on issues such as co-existence of diverse publics, the representation of vulnerable communities, and power dynamics that can help or hinder the participation of underrepresented groups in public debate. Additionally, the department has previously offered such variable topics courses as COMM 438T: Reporting on Minorities, which taught advanced reporting and writing skills in specific areas, such as magazine writing, the coverage of minorities and environmental reporting. The focal point of the class was reporting about Guatemala and participating in a medical mission to that country.

Communications students are also able to earn a pre-professional certificate in Spanish for Hispanic Media, which is a collaborative effort between the Department of Communications and

the Department of Modern Languages and Literatures. The certificate allows students to select courses that will prepare them for working in Spanish-language media. These courses include COMM 304: Spanish Language TV News, for which students produce the Spanish-language TV news program *Al Día*. The class emphasizes news gathering, writing, shooting and editing packages for TV and the web, and course content includes discussion on the impact of Spanish-language media and changing demographics in the United States. Another course included in the certificate and taught by Department of Communications faculty member, Dr. Ricardo Valencia, is SPAN 405: Spanish Editorial Convergence Media Model. The class is conducted primarily in Spanish and is designed to give students strategic knowledge about the history and future of Latin audiences for media outlets in the U.S. and Latin America.

In addition to Dr. Valencia, other unit faculty members also teach courses on diversity across the university, which are available for Communications students to enroll. Dr. Chelsea Reynolds, whose research investigates media representations of sexuality, gender, race and sexual health, teaches HCOM 310: Sexual Communication in the Department of Human Communication Studies. The class explores the role of communication in human sexuality and the role communication plays in all stages of sexual encounters and sexual development. Also, Dr. Andi Stein teaches HONORS 306: Women in American Society, an honors program course that uses an interdisciplinary approach to provide an overview of attitudes and beliefs about women and an analysis of how these have shifted over time.

In addition to entire courses dedicated to diversity, many faculty members intentionally include in their courses readings written by minority scholars and about underrepresented communities in their courses. These efforts intensified in the summer and fall of 2020 during which unit faculty led an effort to "scrub the syllabus" to ensure that diverse content was represented. Collectively, the unit's course readings, electives, variable topics, certificate and courses taught by its faculty demonstrate a continued dedication to providing a diverse curriculum for students.

4. Describe the unit's curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

At its core, California State University, Fullerton is committed to fostering a respect for diversity, culture, and global perspectives in part because of its location in Southern California and a student body that is reflective of that diverse ethnic and cultural population. Its mission is focused on preparing students for an interconnected global economy and society, where students will have to navigate a wide variety of cultures and perspectives:

> California State University, Fullerton enriches the lives of students and inspires them to thrive in a global environment. We cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility. Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future.

These principles are put into curricular practice through the University's focus on providing the core of a strong liberal arts education, which incorporates global and diverse cultural perspectives into its General Education (GE) curriculum. As part of that curriculum all students are required to fulfill a specific set of courses that target those perspectives-denoted as "Category Z-cultural diversity."

The Department of Communications reinforces those values and commitments to diversity, a respect for culture, and preparing students to be global thinkers, global citizens, and global leaders. The unit puts those values into place through a series of direct and indirect curricular approaches as well as culturally and globally based co-curricular programs and liaisons. Each of these will be discussed in detail.

Direct curricular approaches consist of specific courses that target those knowledge and skill sets. Examples of these courses include:

- 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

Indirectly, the unit encourages faculty to weave diversity, culture, and global perspectives into all courses. Each concentration has built these components into their required introductory courses, and most of these concentrations also include diversity and cultural components in their capstone courses as well. Finally, given the university, college, and department focus on global and diverse cultural perspectives many faculty incorporate these concepts into their courses through guest speakers and by synthesizing these elements into major course projects.

Additionally, college-based centers such as the Latino Communications Institute (LCI), as well as the Maxwell Center for International Communications support the curriculum by serving as liaisons to bring cultural- and global-focused speakers into courses and offering programming through workshops and conferences. For example, in 2017, the LCI and the Maxwell Center co-hosted the Hispanic/Latino Media and Marketing Conference which attracted more than 100 attendees from across the Americas and Europe. CSUF students were given discounted/free access to conference sessions and programming.

In addition to these indirect curricular approaches the department also offers students internationally focused global educational opportunities: Communications students are provided with the opportunity to participate in these internationally focused courses and programs. These include:

- Border Reporting: This journalism course worked with the Maxwell Center for International Communications and an international partner (CETYS University) in Baja California, Mexico. CETYS has campuses in Tijuana, Ensenada, and Mexicali. Students attend a forum with CETYS Tijuana students on economics, the border, and the challenges presented by recent trends in immigration, while also visiting businesses, non-profit organizations, and the border zone itself. The end product including a series of digital news stories. In 2019 the stories generated by the students in this program earned 17 awards, including the 2020 College Media Association's First Place Best TV News Cast and the 2020 Associated Collegiate Press Award's First Place in Broadcast News and First Place Best Team Coverage.

- Participation in a variety of semester study abroad programs with exchange partners in South Korea, France, China, and Norway. These programs offer students opportunities to study communications internationally and/or include international internships as part of the curriculum.

- Participation in faculty-led study abroad programs including semester programs in Florence Italy, and London, England (in collaboration with the College of Humanities and Social Sciences), and short-term summer programs in Italy, Greece, and Spain. Additionally, to create greater access and meet the needs of working students and those with family obligations, the unit has offered a 3-week intersession program with CETYS University Ensenada where students travel to Ensenada Mexico and work with CETYS Ensenada students on public relations/tourism campaigns for the Ministry of Tourism of Baja California, Mexico.

- Additionally, global workshops such as the summer Global Communications Workshop with South Korean partner DIMA (Dong-Ah (East Asia) Institute of Media and Arts) allow communications students to work with DIMA students to develop digital skills and produce digital stories.

- Finally, all CSU students have the opportunity to study abroad for an academic year through the CSU System International Program (CSUIP). While this option is more difficult for the many working students at CSUF, some do participate and attend communications programs in locations such as the Hochschule der Medien in Stuttgart Germany; Yonsei University in Seoul South Korea; or Uppsala University in Sweden.

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

It is the policy of Cal State Fullerton to create and maintain an environment that values diversity, respects human dignity; is hospitable, equitable, and tolerant; and in which all persons are free from all forms of invidious discrimination or discriminatory harassment. The department is likewise committed to honoring and maintaining diversity, equity and inclusion.

The University's policies and procedures in these areas are guided by three executive orders by the CSU Chancellor.

- CSU Executive Order 1095: Systemwide Sex Discrimination, Sexual Harassment, Sexual Misconduct, Dating and Domestic Violence, and Stalking Policy, available here.
- CSU Executive Order 1096: Systemwide Policy Prohibiting Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Employees and Third Parties and Systemwide Procedure for Addressing Such Complaints by Employees and Third Parties, available here.
- CSU Executive Order 1097: Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Students and Systemwide Procedure for Addressing Such Complaints by Students, available here.

Additionally, the University has prioritized the following actions:

- Encouraging ethnic, gender, and cultural diversity in its faculty, student body, staff and administration;
- Promoting a University curriculum that recognizes the contributions and achievements of our diverse human community;
- Sponsoring programs and activities that increase the awareness of the value of diversity;
- Supporting organizations that foster inter-group understanding and harmony;
- Offering training to faculty, staff, administrators and student leaders in promoting harmonious inter-group interactions and conflict resolution; and
- Periodically assessing the success of all units within the University in furthering these goals and objectives.

As it relates to accommodations for disabilities, the faculty is in regular contact with the [Office of Disability Support Services (DSS)](). The DSS office has the authority to certify disabilities and to prescribe specific accommodations for students with documented disabilities. DSS provides support services for students with mobility limitations, learning disabilities, hearing or visual impairments, and other disabilities. Counselors are available to help students plan a CSUF experience to meet their individual needs. Prior to receiving this assistance, documentation from a qualified professional source must be submitted to DSS.

Academic technology tools and online resources are available for students registered with DSS, including note taking, screen readers and magnification tools, speech-to-text dictation, online study aides, text-to-speech reading, time management and organization, and writing assistance. Mental health resources are also available, including crises resources and app-based mental health resources to help manage stress, refocus and find balance. Counseling services include Deaf-owned and operated therapy, counseling, coaching, assessments and psychiatric and consulting practice staffed by Deaf licensed professional therapists. Faculty resources include guidelines, etiquette, Universal Design strategies, reference guides, online videos, and in-person presentations to assist in decreasing discrimination and accommodating all students.

The unit and individual faculty strongly value contributions of all forms of diversity, outlining the need and methods of implementation of such contributions via a Diversity and Inclusion Plan. Guest speakers are routinely incorporated into class meetings and extra-curricular environments, as exemplified in response to question 12 of this standard. Diverse perspectives are encouraged within discussions at various levels of the unit, among students and faculty alike.

6. Describe the unit's efforts to 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.

Because student admissions and outreach is handled centrally at the University, recruitment and retention efforts through the unit are limited. However, working collaboratively with the College of Communications and other administrative units, the department makes efforts to recruit and retain

a student population reflecting the diversity of a region (i.e., Orange County, California) in which one-third of the population is Hispanic or Latino.

For example, the college's Latino Communications Institute (LCI), a workforce-preparedness program that supports the development of U.S. Latino cultural competency through coursework, research and other opportunities, has a strong emphasis on journalism, communication management, and entertainment – which encompass concentration areas within the unit's major. The LCI provides support for COMM 304: Spanish Language TV News, in which students prepare all aspects of the award-winning Spanish-language *Al Día* newscast. The goal of COMM 304 is to give students the skill set that will make them competitive and employable in the current job climate.

Additionally, COMM 304 forms part of the Certificate in Spanish for Hispanic Media, a pre-professional certificate offered in collaboration with the Department of Modern Languages and Literatures. The certificate provides a pathway for students to become proficient in Spanish and to prepare for careers in Spanish-language media. The LCI has been highly successful in placing students in competitive internships, and recent LCI graduates have found employment in national and major market newsrooms and at top public relations and advertising agencies.

Faculty in the Department of Communications also serve as advisors for the Latino Journalists of CSUF, a student chapter of the National Association of Hispanic Journalists (NAHJ), as well as chapters of the National Association of Black Journalists (NABJ) and the Asian American Journalists Association (AAJA). While these student-run organizations are open to members from all cultural and academic backgrounds, they serve as community spaces for unit students of specific cultural identities, which enhance their engagement and retention. The chapters promote diversity within newsrooms and provide networking opportunities with professionals in journalism, from reporters, to news directors, to job recruiters. Events throughout the year are used to enhance journalistic and interpersonal skills of members.

Finally, the Student Success Team within the College of Communications, which includes the college's associate dean, an assistant dean for student affairs, major advisors, a retention specialist, a graduation specialist, and a career specialist, works to recruit and retain a student population reflecting the diversity of the region and prepare the members of that population for their transition to the professional world.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

The university has a single, standard admissions process, which currently does not allow for differential admissions by department. The university has begun to explore differential admissions requirements that could give departments and/or colleges further discretion to better achieve selectivity.

8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

Over the past decade, graduates from traditionally under-represented (UR) groups have grown dramatically both in number and as a percentage of all recipients of the bachelor of arts in communications. In 2008-02009, the Department of Communications awarded 212 bachelor's degrees to UR students, or 28 percent of all bachelor's awarded. In 2018-2019, the department awarded 309 bachelor's degrees to UR students, or 44 percent of all bachelor's awarded.

The College of Communications and its Student Success Team (SST) participate in Tuffy's Graduation Scholars program, which targets students from under-represented groups and supports academic success and graduation goals by providing community, advising, and recognition.

Through the SST, students are guided from enrollment to graduation. During their first two years, a retention specialist provides advising to students, helping to maintain awareness of what they must do each semester to graduate in four years. Upon reaching junior status, students transition to advising from a graduation specialist and others on the SST.

The SST begins the advising process prior to student enrollment in the College of Communications. The retention specialist participates in the university's non-enrolled student project, which contacts eligible students and encourages them to enroll in a major in the college.

9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, "Full-time Faculty Recruitment").

The unit is committed to extensive recruitment of minority and female faculty and staff. The unit's Diversity and Inclusion Plan calls for the following steps:

1. Enhance recruitment strategies to target applicants from diverse and under-represented backgrounds,
2. Evaluate search pools to ensure diversity among the applicants,
3. Recruit adjunct faculty from under-represented backgrounds,
4. Search specifically for faculty members to expand the Latino Communications Initiative (now Institute).

Since the 2014 self-study, the unit has made great strides in accomplishing these goals by hiring 11 female faculty, two African American faculty, six Hispanic/Latinx faculty, four Asian faculty, and two female Hispanic/Latina full-time staff members.

The university is also committed to ensuring applicant pools have diverse candidates. To that end, the university has memorialized this in section III Diversity of University Policy Statement 210.001: Recruitment and Appointment of Tenure-Track Faculty, which says:

> CSUF seeks to cultivate an environment that respects differences in various forms – race, ethnicity, gender, age, (dis)ability, sexual orientation, religious or political beliefs, marital status, and status within the University – and is committed to

ensuring equal opportunity in its employment. Recruitment of tenure-track faculty shall be consonant with applicable equal employment opportunity policies and procedures. Departments shall recruit from a wide variety of educational institutions to provide significant breadth of background and experience. Ideally, applicant pool demographics will be aligned with national pools of appropriately qualified candidates and should also be evaluated in relation to the student population of the department.

The unit has been deeply committed to aggressively recruit women and minority candidates for the academic years since the last self-study. Based on the numbers above, the unit performed well in this endeavor. This success can be seen in Table 7.

10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

The unit is committed to an environment that supports all faculty members progress toward retention and promotion, including that of minority and women faculty. The department chair, first elected in 2014, prioritized an inclusive culture and workplace integrity, and he seeks annual feedback on these measures.

The chair is committed to developing workable teaching schedules that play to faculty strengths and interests and help balance research and service responsibilities. The chair has also collaborated with the dean to find additional externally funded support for faculty, including minority faculty. For example, one faculty member received a course release in Fall 2021 to serve as coordinator for Latino/a student activities and mentoring, funded by the college's Latino Communications Institute. Another faculty member is scheduled for a Spring 2022 course release to support research on and mentoring of Black students, funded by the grant from the Hollywood Foreign Press Association to the College of Communications.

Data and experience from this review period show strong retention of women and minority faculty and professional staff. In 2021, women comprised half of the full-time faculty (48.6% women, 48.6% men, 2.7% transgender). By comparison, in 2014 women comprised 44% of the full-time faculty and men comprised 56% of the full-time faculty. In terms of race/ethnicity, the full-time faculty in 2021 is composed of 43% of faculty identifying as racial/ethnic minorities, compared to 12% in 2014.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

The unit has reduced its adjunct faculty ranks in recent years, from 50 in Spring 2016 to 18 in Fall 2021. The reduction of the number of classes available for adjunct faculty makes it difficult to recruit or bring new adjuncts into the pool, as the unit is required by the Collective Bargaining Agreement (see Standard 4) to give consideration to existing or prior instructors for work assignments before considering new hires.

Thus, the unit's 18 adjuncts are veteran educators. Nine of the 18 identify as racial minorities and/or women professionals. They include:

Richard	Favela
Vik	Jolly
Anne	LaJeunesse
Marie	Loggia-Kee
Jackie	Moe
Holly	Ocasio-Rizzo
Robert	Quezada
Sue	Schenkel
MaryAnne	Shults

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)

The unit has encouraged and facilitated the relations between students and professionals so that students can acquire industry insights from leaders in the fields of strategic communications, journalism, tourism, and entertainment. These efforts expose our students to diverse perspectives and help them build social capital.

In the last six years, a multitude of guest speakers have visited our classrooms or participated in COMM Week, which is our annual student-run conference. COMM Week brings industry leaders to speak directly to students, faculty and community members. Between 2014 and 2020, COMM Week hosted close to 50 panels and special events a year. In the same period, a yearly average of 54 speakers from outside the CSUF community joined the conference. As a result of our commitment to exposing undergraduates to diverse perspectives, 9,810 students were involved in our co-curricular activities between 2014 and 2012.

Select Diverse Guest Speakers, 2014- present		
Speaker	Title and Organization	Event/Class
Fall 2019-Spring 2020		
Kanoe Flores	Event Coordinator, Global Genes	COMM WEEK 2020
Rafael Flores	Communications Specialist, Polaris Project	COMM 470
Keana McGee	Global Creative Marketing, Netflix	COMM 474
Shawn Smith	Director, Public Relations, Warner Bros	COMM 465
Amber Brenneisen	PR and Community Outreach Manager, Pomona Valley Hospital Medical Center	COMM 466T
Jack Lule	Professor, Lehigh University,	COMM426

Scott Timberlake	Director of Advertising, TEN Publishing	COMM 351
Primo Castro	State Assembly candidate	COMM 527
Lindsay Kwerk	Publicity Manager, Universal Studios	COMM WEEK 2020
Jenny Cho	Producer, KLS Chico	COMM 472
Fall 2018-Spring 2019		
Edward James Olmos	Oscar Award Nominee	COMM WEEK 2019
Tim Arango	Correspondent, New York Times	COMM WEEK 2019
Abbey Fernandez	Digital Anchor, NBC Bay Area	COMM 304
Yumiko Whitaker	Founder, Hummingbird PR	COMM WEEK 2019
Jackie Rose	Senior Account Executive, RPA	AdClub Panel
Noah Chllingsworth,	Director of Marketing, Del Taco	COMM 451
Aaron Teats	VP of Marketing, Anaheim Ducks	COMM 450
Abigail Idiaquez	Account Executive, Powerhouse Public Relations	COMM 361
Jennifer Cruz	Cassanova McCann, Social Media Community Manager	COMM WEEK 2019
Andrew George	Publicist, Atlantic Records	COMM WEEK 2019
Fall 2017, Spring 2018		
Sanaz Tavassol	Premium Sales & Services Coordinator at Anaheim Ducks	COMM 448T
Marie Montgomery	Spokeswoman/Automobile Club of Southern California	COMM WEEK 2018
Stephanie Miranda	Producer, NBC 24	COMM 472
Francisco Ugalde	Reporter, KMEX-Univision Communications Inc	COMM 304
Sandra Bernardo	Senior PR Communication, Chameleon	COMM 361
Linda Luna-Franks	Executive Director, Kid Healthy	COMM WEEK 2018
Nickie Hill	Senior Multimedia Advertising Sales Account Manager,OC Register and AdTaxi Digital Solutions	COMM WEEK 2018
Kristina Wade	Account Manager, Schiefer Chopshop	COMM 350
Nichols Hiegel	Visual Effects Supervisor, Timber	COMM WEEK 2018

Sam Mountjoy	Content Strategist, Pixel Motion	COMM WEEK 2018
Fall 2016-Spring 2017		
Lillian Vazquez,	Director of TV and Radio, KVCR	COMM 346
Thom Simmons,	Assistant Commissioner, California Interscholastic Federation-Southern Section	COMM 448T
Julie Patel	Journalism professor and award-winning investigative journalist, Cal State LA	COMM 201
Marie Leggette	Fashion Blogger	COMM 350
Joanna Williams	Author and Free Speech Activist	COMM 407
Natalie Kim	Founder, We are Next	COMM WEEK 2017
Mike Dillon	Director, Technicolor	COMM WEEK 2017
Jeremy Brooke Rosen	Partner, Horvitz & Levy LLP	COMM WEEK 2017
Shereen Marisol Meraji	Co-host Code Switch, NPR	COMM WEEK 2017
Steve DiTolla	Senior Athletic Director, CSUF	COMM WEEK 2017
Fall 2015-Spring 2016		
Bianca Carreño	Senior Recruiter, Target	COMM WEEK 2016
Maria Fernanda Trochimezuk	Representative, Hispanic Public Relations Associations	COMM WEEK 2016
Brooke Staggs	Reporter, Orange County Register	COMM WEEK 2016
Ciara Torres-Spelliscy	Professor, Stetson University, School of Law	COMM WEEK 2016
Amy Corral	Investigative journalist, NBC/LA	COMM WEEK 2016
Keith Sharon	Reporter, Orange County Register	COMM WEEK 2016
Jose Eslinger	Creative Director, INNOCEAN	COMM WEEK 2016
Deanne Thompson	Public Affairs Manager, John Wayne Airport	COMM WEEK 2016
Terry Saenz	Professor, CSUF	COMM WEEK 2016
Marcie Perez	Senior Vice President, Zeno Group	COMM WEEK 2016
Fall 2014-Spring 2015		
Jim Willis	Professor, Azusa Pacific University	COMM WEEK 2015

Kelly McWilliams	Senior Director of Publicity, Columbia Records	COMM WEEK 2015
Michelle Dearmond	Chief of Staff, Riverside County Supervisor	COMM WEEK 2015
Mike Navarra	Vice President of Publicity, Columbia Records	COMM WEEK 2015
Kelsey Hodgkin	Head of Strategy, Deutsch	COMM WEEK 2015
Jason Henry	Investigative Reporter, San Gabriel Tribune	COMM WEEK 2015
Anita Rivas	Owner of Law Office of Anita Rivas	COMM WEEK 2015
Kirk Hawkins	TV Reporter, KTLA	COMM WEEK 2015
Patricia Garner	Professor, Cypress College	COMM WEEK 2015
John Manzi	President, KDOC-TV	COMM WEEK 2015

PART II, STANDARD 4.
FULL-TIME AND PART-TIME FACULTY

The Department of Communications faculty at their Fall 2021 Retreat.

Executive Summary

The Department of Communications comprises 34 full-time faculty, three early-retirement faculty, and 18 part-time faculty who bring significant academic and professional credentials and who represent diverse perspectives and backgrounds. The Department has a healthy mix of diverse ranks, including a balance of senior, full professors as well as a strong cohort of junior, tenure-track faculty. Nine full-time lecturers, as well as seasoned adjunct faculty, bring impressive professional credentials to the faculty. All faculty members bring a strong commitment to teaching excellence, evidenced by a number of awards and by their participation and leadership in professional development.

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

The faculty consists of 34 full-time members, 18 part-time faculty, and three faculty participating in the Faculty Early Retirement Program (FERP).

In terms of rank, the Department has 10 Professors, 4 Associate Professors, 11 Assistant Professors, and 9 full-time Instructors/Lecturers. Additionally, the three faculty participating in the FERP are tenured, full professors.

In terms of degrees, 70% percent of the Department's full-time faculty earned their Doctoral Degree (Ph.D.) and 25% of the Department's full-time faculty earned their Master's Degree (M.A. or M.S.) or Masters of Fine Art (M.F.A.). Two of the full-time lecturers, or 5%, were hired with Bachelor's degrees but with decades of professional experience.

Before becoming academics, most of the Department's faculty worked in journalism, public relations, advertising, the entertainment industries and/or other professional media-related fields.

The racial/ethnic breakdown of the full-time faculty is 57% White, 16% Hispanic, 14% Asian, 5% African-American, 3% two or more races, and 3% International.

The gender breakdown of the full-time faculty is 48.6% male, 48.6% female, and 2.7% transgender.

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

All faculty hiring is governed by the Collective Bargaining Agreement (CBA) between the California State University System and the California Faculty Association (CFA), with additional guidance outlined in the University Policy Statements.

For tenure-track faculty, Department faculty search lines are authorized by the provost after recommendations from the dean and the department chair. Once the requests are submitted and approved, the department elects a search committee, in accordance with the CBA and UPS. Committee members must be tenured faculty and undergo search committee training in coordination with the Division of Human Relations, Diversity and Inclusion (HRDI). By longstanding practice, a department vice chair has served as chair of the search committees. Depending on the position and rank requested, candidates for a tenure-track position generally must possess a terminal degree (Ph.D. or M.F.A.), and at least three to five years of professional experience.

The vice chair (with input from the search committee and HRDI) selects publications in which to publicize the search. Applications are screened by the search committee and then phone interviews take place with selected applicants (i.e., semi-finalists). The committee will then inform the faculty which candidates they would like to bring to campus (i.e., finalists). Arrangements will be made for the candidate to visit the campus and make a classroom

presentation. Candidates will meet with faculty throughout the day and have a dinner with faculty in the evening. Once candidates complete their visit, faculty are asked to complete an evaluation form that asks about the effectiveness of the candidate as a teacher and researcher. The faculty, via the search committee and department chair, make recommendations, and formal offers and salary discussions are completed by the dean in coordination with HRDI.

The most relevant University policy for tenure-track faculty searches is [UPS 210.001: Recruitment and Apointment of Tenure-Track Faculty](#).

The hiring of non-tenure-track faculty (i.e., lecturers) is likewise governed by the CBA and UPS. Generally speaking, based on the CBA and university policies, part-time faculty who receive satisfactory performance reviews are given priority for subsequent appointments to the same classes they previously taught and those others for which they are qualified to teach. Lecturer faculty who receive six consecutive one-year contracts become eligible for subsequent three-year contracts.

Historically, the department chair maintains a file of inquiries for part-time employment. The chair will consult those candidates in the event there is an opening not able to be filled by the existing pool of qualified faculty. Effective Fall 2021, all new lecturers (and those returning after a break in service) must be solicited and processed via a new electronic system managed by the Division of Human Resources, Diversity and Inclusion. The electronic system will facilitate the collection of demographic, educational and professional data about candidates for non-tenure-track teaching opportunities.

3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)

Faculty, especially tenure-track faculty, are expected to engage in teaching, scholarship, and service. The precise mix of these responsibilities varies by individual, dependent upon personal interests, experience, and institutional need. Tenure-track faculty also must meet the requirements established in the [Department Personnel Standards](#) (DPS), a university-approved document outlining the expectations for retention, tenure and promotion. Lecturer faculty are expected to meet the standards outlined in [UPS 210.070: Evaluation of Lecturers](#).

Teaching is considered of paramount importance. As outlined in the DPS, teaching effectiveness in the Department of Communications is gauged by the quality of instructional content, processes, and outcomes. 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. Faculty provide evidence of meeting these standards through student evaluations and by providing materials including syllabi, a teaching narrative, teaching materials including handouts, examinations, assignments, course notes, and other information, such as contributions to curriculum development, coordination of concentrations or multi-section courses, unsolicited letters from students, descriptions of

independent study projects, written reports of classroom visitations by chair or personnel committee members and/or other university faculty, letters from faculty peer professionals, evidence of organizing and participating in seminars on teaching, research related to teaching communications disciplines, development of new programs or courses, development of new approaches to teaching standard courses, and more.

Engaging in scholarship and creativity activity also is required as part of the promotion and tenure process for tenure-line faculty. The DPS states that advancement of knowledge in the field of communications is the basis of evaluating scholarship and/or creative work in the Department of Communications. Whether a faculty member is pursuing scholarship, creative work, or both, it is expected that the work will be subject to peer or juried review and will demonstrate high standards of relevance, continuity, significance, and productivity. A candidate is expected to describe how his or her work meets these criteria and shall provide documentation of peer or juried review in the Portfolio. Faculty members may have a combination of scholarly and creative activities, but normally at least some scholarly activity is expected in a candidate's portfolio. A faculty member's scholarship and creative activity are awarded various points based on quality and quantity of research.

Finally, faculty are expected to engage in service at the department, college, university, community and professional levels. The DPS states that faculty members are expected to share their knowledge within local, state, national, and/or international academic and professional arenas. All faculty members shall contribute to faculty governance and participate in academic and/or professional activities. To maintain and improve the quality of the learning environment, the department, college, university, community, and profession are highly dependent upon active participation by faculty members in various organizational and governance tasks. Communications faculty members are expected to take a continuous and active role in addressing the needs of the department, college, university, community, and/or profession through the application of their expertise in the field of communications. In all cases, achievement in professional and service activity will be judged to be more important than participation alone. Faculty members are expected to demonstrate high standards of relevance, continuity, significance, and productivity in their professional, university, and community service activities.

The DPS requires that faculty document achievements in all three areas and that they use the established point system to quantify productivity and contributions.

4. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

Professional development opportunities are abundant at Cal State Fullerton. For one, the Cal State Fullerton Faculty Development Center (FDC) offers an array of certificate programs and individual classes dealing with classroom teaching innovations, technology, and mastering online instruction. Almost all department faculty participate in at least one program from the FDC each year. Among the FDC's programming include:

- Faculty Fellows for the following: Diversity and Inclusion; Scholarly and Creative Activities; Teaching and Learning; Online Pedagogy/Virtual Instruction; Research Support; Lecturer in Residence; and Trauma Infused Pedaogy.
- Certificates in the following: Graduate Student Teaching and Learning; Faculty Teaching and Learning; IMPACT; IMPACT2; and MINDFUL.
- Peer Observation Protocol (POP): to allow for more engaged peer observations among faculty.
- Online Teaching Support: including Beginner, Intermediate and Advanced Canvas and Remoting Teaching courses.
- Scholarship workshop series and one-on-one data analysis support.
- Diversity and Inclusion: INCLUSIVE Knowledge and Advanced-level certificates, and activities including diversity book clubs, "Digging into Diversity" brown bag series, and one-day diversity workshops.
- MENTOR Connext: programming for mentees and mentors to participate in professional development series each semester.
- New faculty: training and workshops before the semester, during the first year, and after year one.

These campus resources are supplemented by Department activities, such as 1:1 consultations with the department chair, faculty peer observations of teaching for informal feedback, faculty meetings, retreats and lunches with targeted trainings and workshops, and regular meetings of faculty who teach multi-section courses.

5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

Because CSUF is part of a 23-campus university system, formulized methods exist by which faculty workload is established. Per the CBA and other university policies, full-time faculty members are required to have a 15-unit weighted-teaching-unit (WTU) workload basis. This translates into a 5-5 teaching load, with each class typically accounting for 3 units. Tenure-line faculty are automatically given a three-unit workload reduction to cover time for expected service to the department, university, community, and profession. The course reduction is also used to support research, which is expected to align appropriately with the faculty member's teaching area(s).

Thus, tenure-line faculty are generally assigned a 4-4 teaching load, while full-time lecturers are assigned a 5-5 teaching load. The current CBA requires that faculty newly hired onto the tenure track are given a one-course reduction in each of their first four semesters. Large classes (120 students or more) are considered by system policy as "double weighted" and therefore an additional course is released from the faculty member's load in the semester they are teaching the large class.

6. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the 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%

7. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Use a digital format to provide any course evaluation forms, peer review forms or other documents used in evaluations.

Faculty are evaluated in several ways, in accordance with university policies, the Collective Bargaining Agreement (Article 15), and department policies.

Student course evaluations (called Student Opinion Questionnaires or SOQs) are one measure of evaluation and may not be used as the sole measure of teaching effectiveness. A sample course evaluation form is found on page 24 of the Department Personnel Standards.

As discussed in the response to question 3, tenure-track (i.e., probationary) faculty are evaluated using the criteria outlined in the Department Personnel Standards. They are evaluated annually by the Department Personnel Committee, the Department Chair, the Dean, and the Provost. If the first three levels of evaluation are not aligned in their recommendations, the University Personnel Committee also evaluates a candidate's file before it goes to the Provost. If candidates are progressing satisfactorily or better, they generally submit a full review in the even years (years 2 and 4), and abbreviated reviews in years 3 and 5). Promotion to associate professor with tenure would typically be sought in year 6. An associate professor would typically seek promotion to full professor after five years at the rank of associate.

Tenured faculty are required to submit a post-tenure review every five years, guided by UPS 210.020: Periodic Evaluation of Tenured Faculty.

Lecturer faculty, both full-time and part-time, are evaluated using different policies and criteria than tenure-line faculty. Lecturer evaluations are guided by UPS 210.070: Evaluation of Lecturers.

There are three types of evaluations for lecturers:

Annual Periodic Evaluation: Lecturers not undergoing a six-year or three-year evaluation will undergo an annual periodic evaluation. Lecturers at CSUF undergo annual periodic evaluation beginning with their second semester of employment.

Six-Year Comprehensive Evaluation: Lecturers who are in their sixth consecutive year of service in the same department undergo a comprehensive evaluation in that year to determine eligibility for an initial three-year appointment. This evaluation shall involve a cumulative review of the lecturer's performance for the entire six years of service.

Three-Year Periodic Evaluation: A lecturer holding a three-year appointment will undergo a three-year periodic evaluation in the third year of the appointment.

Lecturers are evaluated on the following six criteria:

- Compliance with university, college and department policies governing instructional materials as outlined in faculty handbooks and University Policy Statements;
- Establishment of a course environment conducive to learning;
- Effective implementation of course syllabi clearly linking learning goals to methods of assessment and student outcomes;
- Effective use of instructional methods;
- Establishment of appropriate academic standards and holding students accountable for the standards of the discipline of study; and
- Pedagogical currency and disciplinary currency as related to teaching.

The Department Personnel Committee and Department Chair write evaluation letters for all types of lecturer evaluations; the Dean or designee (i.e., the Associate Dean) writes letters for three-year and six-year evaluations but not annual evaluations.

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

8. List selected achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc. (Five citations each year are sufficient, but the unit has the option of providing a full list in a separate digital file.)

Faculty (in order of rank and seniority)	Selected Teaching and Curriculum-related Awards
Cynthia King	- OER Ambassador received online training and $500 stipend for open educational resource development, CSUF, 2018 - Efellow took two semester-long courses and received internal $1000 grant for online course development, CSUF, 2015

Andi Stein	• Department of Communications Distinguished Faculty Member Award, College of Communications, 2019 • Outstanding Teaching Recognition, CSUF, 2017 • College of Communications Rick D. Pullen Academic Excellence Award, College of Communications, 2016
Dean Kazoleas	• Teaching Crisis Communications to Undergraduates: Instructional Exercises to Assist in the Development of Risk Analyses, Crisis Strategy and Professional Quality Crisis Plans. A paper presented to the Educators Academy of the Public Relations Association of America, San Diego, CA, 2019 • Public Relations 2050: Preparing PR Students for a Domestic and International Multicultural Communications Future. A paper presented to the Educators Academy of the Public Relations Association of America, Boston, MA., 2017 • Access to and advocacy for study abroad at California State University, Fullerton: Participation of a diverse student body. A presentation annual conference of the Council for International Education and Exchange (CIEE), Los Angeles, CA., 2016
Jason Shepard	• Presenter, "Inclusivity and Teaching Sensitive Topics," panelist at the Law and Policy Preconference Workshop, Law and Policy Division, Annual Conference of the Association for Education in Journalism and Mass Communication (AEJMC), Virtual Conference, 2020. • Sharon L. Dunwoody Early Career Award, School of Journalism and Mass Communication, University of Wisconsin-Madison, 2019 • CSUF Teamwork and Collaboration Award for cross-divisional team that established Univision News Bureau at CSUF, 2017
Doug Swanson	• Outstanding Teaching Award, CSUF Irvine Campus, 2014-2015
Carolyn Coal	• Open Educational Resources Training and Ambassadorship, CSUF Online Education and Training, CSU Affordable Learning Solutions, 2016
Waleed Rashidi	• Faculty Recognition: Teaching, CSUF, 2016 • Faculty Recognition: Teaching — High Impact Practices, CSUF, 2014
Robert Meeds, Waleed Rashidi, Amber Chitty, Michelle Kurland	• Incorporating e-portfolios into assessment for a new digital skills competency requirement for Communications Department majors. Assessment Inquiry Grant, Office of Assessment and Institutional Effectiveness and Office of the Provost, $1,000, CSUF, 2018

Chelsea Reynolds	• Mental health in the mass communication classroom. In C. Carter-Olson and T. Everbach (Eds.), Testing Tolerance and Tough Topics in the Classroom/on College Campuses. AEJMC., 2020 • Trauma-Sensitive Pedagogies: Approaching Mental Health in the Classroom and During Office Hours. Teaching series for the CSUF Faculty Development Center, 2019-2020 • CSUF Outstanding Teaching Award, CSUF, 2019.
Elizabeth Georges	• Rick D. Pullen Academic Excellence Award, College of Communications, 2019
Kenneth Hagihara	• FDC Recognition of Outstanding Achievements in Teaching, CSUF, 2019 • National Finalist, *PR Week* Educator of the Year, 2020
Michelle Kurland	• Excellence in Teaching Award, CSUF's Division of Academic Affairs and the Faculty Development Center, 2019 • Outstanding Part-Time Faculty Member Award, Department of Communications, 2014
Ron Romain	• Outstanding Part-Time Faculty Member, Department of Communications, 2016.
Amber Wilson	• Exceptional Faculty Internship Coordinator, CSUF, 2019

PART II, STANDARD 5. SCHOLARSHIP: RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITY

Dr. Andi Stein gave an interview about her research on Disney to the China Global Television Network (CGTN).

Executive Summary

The department's faculty members engaged in research, creative and professional activity, producing 374 documented works of scholarship and creative activity in the past seven years. They are authors of leading textbooks and scholarly works in journalism and mass communications and recipients of research grants, awards and sabbaticals.

1. Describe the institution's mission regarding scholarship by faculty and the unit's policies for achieving that mission.

The California Master Plan for Higher Education, adopted in 1960, "assigns missions to the different higher educational segments" in the state. Campuses of the University of California System are designated as the state's primary engine of public research, while campuses of the California State University System are designated to focus on instruction.

Thus, Cal State Fullerton is a "teaching" institution where teaching performance is ranked highest among the three pillars of faculty evaluation. However, scholarly and creative activities are still important to the institution and to the unit, with the expectation that these activities are aligned with the faculty members' area(s) of teaching responsibility.

More specifically, the Department Personnel Standards document sets forth the expectations for scholarship and creative activities by faculty. It states:

> "Advancement of knowledge in the field of communications is the basis of evaluating scholarship and/or creative work in the Department of Communications. Whether a faculty member is pursuing scholarship, creative work, or both, it is expected that the work will be subject to peer or juried review and will demonstrate high standards of relevance, continuity, significance, and productivity. A candidate is expected to describe how his or her work meets these criteria and shall provide documentation of peer or juried review in the Portfolio. Faculty members may combine scholarly and creative activities, but normally at least some scholarly activity is expected in a candidate's portfolio.
>
> "Relevance in scholarly and creative endeavors means that the work should be related to the department's curriculum or the candidate's academic training, teaching area, professional activities, or service.
>
> "Continuity in scholarly and creative achievement is based upon the identification of an intellectual focus and clear agenda for research or creative activity, as well as evidence of growth and consistency of effort.
>
> "Significance shall be assessed on the basis of such things as a publication's quality, including its review competitiveness, acceptance rate, and/or circulation; membership composition of the sponsoring organization; and attendance at or geographic scope of conferences, exhibits, or similar venues.
>
> "Productivity in advancing knowledge will be assessed and weighted on the basis of scholarly and creative activities that are presented or published in the forms specified in section 6.2.2 of this document."

The unit supports scholarship through travel funding for conference presentations and encourages and supports faculty in seeking university-based and external resources.

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

This section is based on the scholarly and creative work of 37 faculty members who were employed in the unit in the Fall 2021, and their ranks at that time: 14 full professors (including three in the Faculty Early Retirement Program), four associate professors, 11 assistant professors, and nine lecturers.

3. Using the grid that follows, provide counts of the unit's overall productivity in scholarship for the past six years by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the six-year period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

Scholarly, Creative and Professional Activities	TOTALS BY UNIT (37)	BY INDIVIDUALS			
		Professors (13)	Associate Professors (4)	Assistant Professors (11)	Lecturers (9)
Awards & Honors	11	4	3	4	0
Grants received (internal)	14	6	1	6	1
Grants received (external)	10	6	1	3	0
Scholarly books	6	3	1	2	0
Textbooks	10	8	0	1	1
Edited books	0	0	0	0	0
Book chapters	28	15	2	9	2
Monographs	0	0	0	0	0
Articles in refereed journals	56	20	11	25	0
Refereed conference papers	90	34	10	46	0
Invited academic papers	41	14	0	15	12
Encyclopedia entries	5	2	0	3	0
Book reviews	8	1	1	6	0
Articles in non-refereed publications	47	38	0	4	5
Juried creative works	10	4	0	0	6
Non-juried creative works	14	1	2	1	10
Other (translated books)	1	1	0	0	0
Other (panel organizer/moderator)	7	3	0	4	0
Other (panelist/respondent)	16	1	3	8	4
Total	374	161	35	137	41

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

4. List in a digital file the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. The unit has the option of providing a complete list in a separate digital file. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities should be reported in Standard 8.

Vivien Angelus *Assistant Professor*	
PUBLICATIONS	Bermejo, J.* (2019, May 29). "U.S.–Mexico border becomes multimedia journalism classroom for Cal State University students reporting from both sides." *Borderzine*.
PRESENTATIONS	Bermejo, J.* (2021, March). Boundary Spanning as Threat: A Theoretical Inquiry into Public Relations' Professional Identity." Presented at the meeting of the Association for Business Communication Southwestern Region Conference (virtual).

Elise Anguizola Assaf *Assistant Professor*	
PUBLICATIONS	Assaf, E. (2021). *Entertainment & Society*. Kendall Hunt.
	Assaf, E., James, J., & Danforth, S. (2021). The politics of the Hero's Journey: A narratology of American special education textbooks. *Disability Studies Quarterly*.
	Assaf, E. (2020). Book review: Effects of Digital Media by W. James Potter; Publisher: Rowman & Littlefield.
PRESENTATIONS	Assaf, E. (2021). "Hidden, authoritative power in journalistic representations of mental health labels." American Educational Research Association, Annual Conference. Virtual.
	Assaf, E. (2020). "Mental health as a burden: Journalistic representations of mental illness on family, society, and the individual." AEJMC, Annual Conference. Virtual.
	Swanson, D. J., & Assaf, E. (2019). "University student-run communications agencies on the World Wide Web: Presentations of strategy, creativity, and professionalism." Public Relations Society of America, Annual Conference. San Diego, CA.

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* Name legally changed to Vivien Angelus in August 2021.

Jesús Ayala
Lecturer

PUBLICATIONS	Ayala, J. (2021) Dispatch from the Frontlines: The Coronavirus' Staggering Toll on Journalists' Mental Health in Fellow, A. *American Media History: The Story of Journalism and American Mass Communications*, Cognella Publishing.
	Ayala, J. (2021) Spanglish Newscast Breaks Mold and Resonates with Younger Viewers. *Hispanic Outlook on Higher Education*.
	Ayala, J. (2021) Going for the Gold: How My Latino Students and I Overcame Imposter-syndrome to Win an Emmy Award. *Inside Higher Education*.
PRESENTATIONS	Ayala, J. (2021) "Como Combatir el Virus de la Desinfomacion." Presented to U.S. Embassy in Lima, Peru through U.S. State Department's Speakers Program.
	Ayala, J. (2021) "Mental Health Tips for Journalists in the Time of Coronavirus.: Moderated Panel for National Association of Hispanic Journalists and The Dart Center for Journalism and Trauma at Columbia University.
	Ayala, J. (2019). "Bilingual Education on the Road. Covering the Migrant Caravan." Panelist at the Annual Convention of the Broadcast Education Association, Las Vegas, NV.
	Ayala, J. (2018). "How to Create Bilingual Media on Campus." Panelist at the Annual Convention of the Broadcast Education Association, Las Vegas, NV.
PROFESSIONAL ACTIVITIES	Ayala, J. (2018). Producer, Al Día: Newsmagazine (winner of 2018 BEA Award).
	Ayala, J. (2020). Producer, "Al Día: A Border Emergency" (nominated for an Emmy).
	Ayala, J. (2020). Producer, Univision Census Projects.

Walter Baranger
Lecturer

PROFESSIONAL WORK	Baranger, W. (2018). Editor, "Navigator" magazine, U.S. Coast Guard Auxiliary.

Baranger, W. (2017). Editor, "Navigator" magazine, U.S. Coast Guard Auxiliary

Gayle Jansen Brisbane
Assistant Professor

PUBLICATIONS   Brisbane, G., Ferrucci, P. & Tandoc, E. (2021). Side-by-side Sports Reporters: A Between-subjects Experiment of the Effect of Gender in Reporting on the NFL. *Communication and Sport*.

PRESENTATIONS   Brisbane, G. (2021). Presentation "Preparing students for the new digital news world," 19th EdukCircle International Convention on Media Communication.

Brisbane, G. (2021). Strong enough to battle the liberals": How social identity solidified White evangelical Christian women's support of Donald J. Trump and sustained their distrust of news outlets. Association of Educators in Journalism and Mass Communication (AEJMC). May 2021.

Brisbane, G. (2021). "They (media) are being led by the enemy": Politics and White evangelical women's perception of news outlets. International Communication Association (ICA), May 2021.

Brisbane, G. & Skewes, E. (2020). "It's all yellow journalism now": How White evangelical Christian women's contempt of mainstream media contributes to their support of political Donald J. Trump. Association of Educators in Journalism and Mass Communication annual conference, August, 2020.

Brisbane, G. (2019). 'That reminds me of Jesús": Evangelical Christian women's perception of news outlets persecution of Donald J. Trump. Broadcast Educators Association (BEA). Las Vegas, April 9, 2019.

Christina Ceisel
Associate Professor

PUBLICATIONS   Ceisel, C. (2018). *Globalized Nostalgia: Tourism, Heritage and the Politics of Place.* London, UK: Routledge. Series: Qualitative Inquiry and Social Justice. Norman K. Denzin and Yvonna Lincoln, Editors.

Ceisel, C. (2017). Autoethnographic Responses to the Political. Co-authored with James Salvo. *Qualitative Inquiry*, 24:5, pp. 307-308. Article first published online: November 21, 2017.

Ceisel, C. (2015). Tourist Itineraries. *International Review of Qualitative Research,* 8:4, pp. 442-452. doi: 10.1525/irqr.2015.8.4.442.

Ceisel, C. (2018). Food Studies. In *The Oxford Research Encyclopedia of Communication and Critical Studies*, Dana Cloud, Ed. Oxford, UK: Oxford University Press.

Ceisel, C. (2015). Fracking, Impact on Food and Water. In *The SAGE Encyclopedia of Food Issues*, Ken Albala, Ed. Thousand Oaks, CA: SAGE.

PRESENTATIONS Ceisel, C. (2019). Keynote Speaker: Constructions of the "Authentic": Cultural Policy in Populist Times, Project Censored and Union for Democratic Communications Welcome Event, California State University East Bay, Hayward, CA.

Ceisel, C. (2019). Globalized Nostalgia and the Politics of Place: Popular Culture in Post-Crash Galicia, Spain. International Association of Media and Communications Research Annual Meeting Ceisel, C. (2015). Universidad Complutense de Madrid, Madrid, Spain, July 7-11, 2019.

Ceisel, C. (2019). Performing Progressive Neoliberalism and Reactionary Populism: Airbnb and the Cultural Politics of Homesharing Regulation (with Brian Dolber). 17th Annual Conference of the Cultural Studies Association. Tulane University, New Orleans, Louisiana, May 30-June 1, 2019.

Ceisel, C. (2016). The Battle for Belonging: Scenes from a Gentrifying Los Angeles. National Communication Association Annual Meeting, Philadelphia, Pennsylvania.

Ceisel, C. (2015). Fear and Writing in Las Vegas: A Journey into the Heart of Gonzo Ethnography. Short Course, National Communication Association Annual Meeting, Las Vegas, Nevada.

Carolyn Coal
Professor

PUBLICATIONS Coal, C. (2016). Advertising and the Creative Process, Understanding How Ads Get Made. Open Educational Resource Boundless Publishing ISBN No. 978-1-68214-999-7.

Coal, C. (2019). Television Pilot Script, "Party Lines."

PROFESSIONAL ACTIVITIES	Coal, C. (2017). Feature Documentary: "I am known as an artist, Wharton Esherick."

Roselyn Du
Associate Professor

PUBLICATIONS	Du, Y. R. (2021, March 1). [Review of the book Technologies of Speculation: The Limits of Knowledge in a Data-Driven Society, by S. Hong]. *International Journal of Communication*, 15, 1479-1482.
	Du, Y. R., & Zhu, L. (2020). Mapping the territory of data journalism: A practical concept explication. *Journal of Applied Journalism and Media Studies*. (IAMCR Journal, Intellect Publishing)
	Du, Y. R. (2020). Dancing with chains: A case study of data journalism in China. In: Mutsvairo B., Bebawi S., Borges-Rey E. (eds) *Data Journalism in the Global South*. Palgrave Macmillan, Cham.
	Du, Y. R., Zhu, L., & Cheng, K. L. (2019). Are numbers not trusted in a "post-truth" era? An experiment on the impact of data on news credibility. *Electronic News*, 13(4), 179-195. (AEJMC Journal, Sage Publications)
PRESENTATIONS	Du, Y. R. (2021). Algorithmic audience in the age of artificial intelligence: Tailored communication, information cocoons, and news literacy. Paper presented at the ICA (International Communication Association) Annual Convention.

Emily Erickson
Associate Professor

PUBLICATIONS	Erickson, E. & Bunker, M. "You Can't Be Serious: Problems of Facticity and 'Plausible Nonliteral Assertions' in U.S. Defamation Law," *Colorado Technology Law Journal* 19: 1-31 (2021).
	Bunker, M. & Erickson, E. (2019). "#aintturningtheothercheek: Using Anti-SLAPP Law as a Defense in Social Media Cases," *UMKC Law Review*, 87: 801-816.
	Bunker, M. & Erickson, E. (2019). "Transformative Variations: The Uses and Abuses of Transformative Use Doctrine in Right of Publicity Law," *Washington Journal of Law, Technology & Arts* 14: 138-161.

	Bunker, M. & Erickson, E. (2018). Plaintiff Identification in the 'Persona Torts': What Defamation Law Can Offer the Right of Publicity and Related Claims, *Communication Law & Policy*.
PRESENTATIONS	Bunker, M. & Erickson, E. (2019). Transformative Variations: The Uses and Abuses of Transformative Use Doctrine in Right of Publicity Law. Presented at the Annual Convention of the Broadcast Education Association, Las Vegas, NV.
	Erickson, E. & Bunker, M. (2018). You Can't Be Serious: Problems Of Facticity And 'Plausible Nonfactual Assertions' In Defamation Law. Presented at the Annual Convention of the Broadcast Education Association, Las Vegas, NV.
	Bunker, M. & Erickson, E. (2018). Plaintiff Identification in the 'Persona Torts': What Defamation Law Can Offer the Right of Publicity and Related Claims. Presented at the Annual Convention of the Broadcast Education Association, Las Vegas, NV.
	Bunker, M. & Erickson, E. (2018). #aintturningtheothercheek: Using Anti-SLAPP Law as a Defense in Social Media Cases. Presented at the Annual Convention of the Broadcast Education Association, Las Vegas, NV.
	Erickson, E. (2017). The Press as a Political Interest Group. Presented on the panel "Impartial Observers? Embedded Activists?" at the Annual Convention of the Association for Education in Journalism & Mass Communication, Chicago, IL.
	Erickson, E. (2015). Conflicting Contrast Spaces: A Failure of Fit in Campaign Finance Jurisprudence. Presented at the Annual Meeting of the Law & Society Association, New Orleans, LA.

Pete Evanow
Lecturer

PUBLICATIONS	Evanow, P. (2017). Contributed chapter. In Swanson, D.J. (Ed.), Real World Career Preparation.
PROFESSIONAL ACTIVITIES	Evanow, P. (2021). "Z: 50 Years of Exhilarating Performance." 2nd Edition.
	Evanow, P. (2020, September.) "Perfect Timing." *A love letter to the Z.* Hemmings UK.
	Evanow, P. (2020). "Z: 50 Years of Exhilaration."

Evanow, P. (2014-2016). Editor, Motor Press Guild Media Guide.

Beth Georges
Lecturer

PUBLICATIONS	Georges, B. (2019). *Storytelling and Media Writing*. Great River Learning.

Dean Kazoleas
Professor

PUBLICATIONS	Kazoleas, D. (2019). Writing for Public Relations. In E. Georges (Ed.) *Storytelling and Media Writing*. Dubuque, Iowa: Great River Learning,
PRESENTATIONS	Kazoleas, D. (2019). Reputational Cross-Fire: Conservatives on College Campuses in the Age of ANTIFA and the Radical Left. A paper presented to the character assassination and reputational politics conference. Washington, DC.
	Kazoleas, D. & Gonzalez, I. (2016) Building Collaborative Academic and Professional Exchange Across the Americas. A presentation to the bi-annual meeting of the Consortium for North American Higher Education (CONAHEC), March 2016, San Luis Potosi, Mexico.
	Gonzalez, I. & Kazoleas, D. (2015). The 2015 State of Hispanic Journalists Report: Hispanic journalists' beliefs about their careers, tech and social media. A report presented at Hispanicize 2015, Miami, FL.

Cynthia King
Professor

PUBLICATIONS	King, C. M. (2019). Action in comedy. In James Kendrick, *A Companion to the Action Film*. Hoboken, NJ: Wiley & Sons.
	King, C. M. (2015). Applying problem-based learning strategies in public relations courses. In Bonita Neff & Terri Lynn Johnson, (Eds.), *Learning to Teach: What You Need to Know To Develop a Successful Career as a Public Relations Educator* (4th Ed.). New York, New York: Educators Academy, Public Relations Society of America.
PRESENTATIONS	King, C. M. (2015). Getting the Message: Advocacy integration in entertainment media. Competitive panel presentation at the 2015

Annual Annual Convention of the Association of Education in Journalism and Mass Communication, Public Relations Division and Entertainment Studies Interest Group in San Francisco, CA.

Lester P. M. & King, C. (2015). Deception as stereotype: An analysis of transgender representations in advertising. Paper presented at the 2015 Popular Culture Association National Conference.

Micheal McAlexander
Professor

PUBLICATIONS — McAlexander, M. C. (2022). *Visual Communication: Meaning in seeing*. Great River Learning.

McAlexander, M. C. (2019). Postmodernism in Action Movies, in James Kendrick (editor), *A Companion to the Action Film*, Hoboken, NJ: Wiley-Blackwell.

PRESENTATIONS — McAlexander, M. C. (2018). The Last Solution. (Screenplay)

McAlexander, M. C. (2018). Lockdown. (Screenplay)

Robert Meeds
Professor

PUBLICATIONS — Jin, H.S., Kim, H. J., Suh, J., Sheehan, B. & Meeds, R. (2021). Ego depletion and charitable support: The moderating role of self benefit and other-benefit charitable appeals. *Journal of Advertising*.

Meeds, R. & Farnall, O.F. (2018). Comparing visual attention allocated to thematic, attribute and benefit sentences in advertising copy blocks: An eye tracking approach. *Journal of Current Issues and Research in Advertising*, 39(2), 100-119.

Meeds, R. & Farnall, O.F. (2018). The effects of feature and benefit sentences in advertising copy on consumers' memory and attitudes. *International Journal of Business and Economics Research*, 7(5), 136-143.

Ahmad, R., Torlakova, L., Liginlal, D. & Meeds, R. (2017). Figurative language in Arabic e-commerce text. *International Journal of Business Communication*, 1-23.

Liginlal, D., Ahmad, R., Meeds, R. & Gopinath, P. (2017). Metaphorical expressions in e-commerce: A study of Arabic language

websites. *Journal of Global Information Technology Management*. 20(2), 75-90.

Wilbur, K., Berzou, S. & Meeds, R. (2017). Framing diabetes public health information during Ramadan – a newspaper content analysis. *Journal of International Medical Research*.

Meeds, R., Liginlal, D., Ahmad, R. & Gopinath, P. (2016). The effects of cultural design style and information richness on consumers' visual attention, comprehension and attitudes toward Arabic-language Websites. Proceedings of the 2016 Conference of the American Academy of Advertising, 90-91.

Meeds, R. (2015) Changing roles of traditional and online media as trusted news sources in Qatar and their relationships with perceived important issues and interest in politics. *Journal of Middle East Media*, 11, 34-61.

PRESENTATIONS   Meeds, R. (Oct. 29, 2015). Cultural Design Style and Information Richness: Do They Influence Consumer Perceptions?" in the Visual Strategies for Arab E-Commerce Websites session of Think Globally, Act Locally: Content Strategies for Arabic Ecommerce Websites, Executive Workshop, Doha, Qatar.

Chu, S. C., Lee, J., Newell, J., Taylor, C., Meeds, R., Ham, C. D., Kerr, G., & Ge, H. (2016). Globalizing advertising curriculum, teaching abroad, and professionals abroad. Proceedings of the 2016 Conference of the American Academy of Advertising, 184-186.

Jiwoo Park
Assistant Professor

PRESENTATIONS   Park, J. (2021). Witnessing the Power of Digital Activism BTS' Involvement Brought into the Social Movement: A Case of the Black Lives Matter. Paper presented to the Cultural and Critical Studies Division, Association for Education in Journalism and Mass Communication Annual Conference.

Park, J. (2021). Twitter as a Platform between BTS and Its Global Fans during the Social Movement. Paper presented to the Global Communication and Social Change Division, International Communication Association Annual Conference.

Park, J. and Lemish, D. (2021). Inward and Outward: Smart-phones in the Lives of Korean American Youth. Presented at the Information, Communication & Society (ICS) conference: Constructing young selves in a digital media ecology: Youth cultures, practices and

identity. Athens, Greece: National and Kapodistrian University of Athens (NKUA). Note that this conference was cancelled due to the COVID-19.

| Jasmine Phillips Meertins |
| *Assistant Professor* |

PUBLICATIONS   Phillips Meertins, J. R. (2021, March). "I've got talent: Using the public speaking course to boost interviewing skills among first-generation college students." *College Student Journal* 55, 1: 119-25.

| Penchan Phoborisut |
| *Assistant Professor* |

PUBLICATIONS   Phoborisut, P. (2021, April-June). "Thai Youth's struggle for democracy may fizzle but political contention continues." *East Asia Forum Quarterly*, the Australian National University Press, Canberra, Australia.

Phoborisut, P. (2020). "Reimagining Dissent in Thailand's 2020 Uprising." Johns Hopkins' *SAIS Review of International Affairs*, vol. 40 no. 2, 2020, p. 43-55.

Phoborisut, P. (2019). Contesting Big Brother: Joshua Wong, Protests, and the Student Network of Resistance in Thailand. *International Journal of Communication*, 13 (2019), 3270-3292.

PRESENTATIONS   Phoborisut, P. (2021, December). ""The Bad Students" Strive for Change in School and Thai Politics." The International Conference on Thai Studies, organized by Kyoto University, Japan.

Phoborisut, P. (2019, July). "Reassertion of Authoritarian Values in the Narratives of the Thai Cave Rescue." Presented at the Association of Asian Studies in Asia Conference, Bangkok, Thailand.

Phoborisut, P. (2018, November). "Selfies in Activism: The Visuals of the Unruly Bodies in Thai Protests." Presented at the National Communication Association (NCA) Conference, Asian/Pacific American Caucus, Salt Lake City, UT.

Phoborisut, P. (2018, October). "The Thai Cave Drama: Proliferation of the Thai State's Nationalism." Presented at the Council for Thai Studies (COTS) Conference. University of Wisconsin-Madison, WI.

Phoborisut, P. (2018, May). "The Rhizomatic Activism in Thailand: Voicing Dissent Against the Junta Government." Presented at the International Communication Association (ICA) Conference. Activism, Communication and Social Justice Division, Prague, Czech Republic.

Phoborisut, P. (2017, May). "Public Performances as Assemblages: Contesting the Narrative of Thailand's 2010 Crackdown." Presented at the International Communication Association (ICA) Conference, Political Communication Division, San Diego, CA.

Phoborisut, P. (2017, November). "Communicating Activism and Social Movements in the Asian Pacific Region." Presented at the National Communication Association (NCA) Conference, Asian/Pacific American Caucus, Dallas, TX.

Henry Puente
Professor

PUBLICATIONS	Puente, H. (2019). Pantelion Films. In F. Aldama (Ed). *Latinx Cine: Filmmaking, Production, and Consumption in the 21st Century*. Tucson, AZ: University of Arizona Press.
	Puente, H. (2015). ESPN Deportes: Numero uno? In J. McGuire, G. Armfield, & A. Earnheardt (Eds.), *The ESPN effect: exploring the worldwide leader in sports* (pp. 53-68). New York City, NY: Peter Lang Publishing.
	Puente, H. (2015). NuvoTV: Will it withstand the competition. In Y. Rivero & A. Davila (Eds.), *Contemporary Latina/o media: production, circulation, politics*. (pp. 62-81). New York City, NY: New York University Press.
PRESENTATIONS	Puente, H (2021). Netflix's pursuit of Latinx audience. Annual Conference of the Popular Culture Association (online).
	Puente, H. (2018). Eugenio Derbez: a marketing genius. Annual Conference of the Popular Culture Association (Indianapolis, IN).
	Puente, H. (2016). beIN: an emerging sports cable network. Annual Conference of the Popular Culture Association (Seattle, WA).
	Puente, H. (2015) U.S. Latino and Spanish-Language promotion and distribution from 2010-2014. Annual Conference of Society For Cinema and Media Studies (Montreal, Canada).

Puente, H. (2014). Instructions Not Included: Phenomenon or new trend? Annual Conference of the Popular Culture Association (Chicago, IL).

Waleed Rashidi	
Assistant Professor	

PUBLICATIONS   Rashidi, W. (2020). In the shadow of Los Angeles: A review of local and regional press coverage of the Inland Empire's contemporary music scenes, B.C. (before Coachella), *Popular Music and Society*.

Rashidi, W. (2020). What do we do with these CDs?: Transitional experiences from physical music media purchases to streaming service subscriptions. In P. Burkart (Ed.), *Spotification of Popular Culture in the Field of Popular Communication* (pp. 113-125). New York: Routledge.

Rashidi, W. (2020). Young adults' compact disc usage experiences in 2020, *Journal of the Music & Entertainment Industry Educators Association*, 19(1), 127-145.

Rashidi, W. (2019). Now available on cassette—again: Record retailer experiences of current cassette tape sales, *Proceedings of the 2019 MEIEA International Summit.*

PRESENTATIONS   Rashidi, W. (2020). Link in bio: Social media, the music industry, and the undergraduate communications class. National Communication Association 106th Annual Convention. Indianapolis, IN (presented virtually).

Rashidi, W. (2019). Songs and stories of and from the road: How independent rock musicians survive tours and tour to survive. National Communication Association 105th Annual Convention. Baltimore, MD.

Rashidi, W. (2019). CDs, tapes, vinyl and more: How physical music formats have tried, thrived and stayed alive in 2019. National Communication Association 105th Annual Convention. Baltimore, MD.

Rashidi, W. (2019). DM us at our PO BOX?: A review of 1990s punk singles' liner notes. Popular Culture Association/American Culture Association 49th Annual Meeting. Washington, D.C.

Rashidi, W. (2018). Reading between the lines: A content analysis of vinyl records' run-out groove etchings. Entertainment Studies Interest Group - Top Papers Panel. Association for Education in Journalism

and Mass Communication National 2018 Conference. Washington D.C.

PROFESSIONAL ACTIVITIES Rashidi, W. (2016). Jr. Juggernaut "Witch's Hand" album co-producer. Nickel Eye Records.

Chelsea Reynolds
Associate Professor

PUBLICATIONS Lance, Z. & Reynolds, C. (2021, Sept.). "Going virtual helped me learn that I can handle everything:" Tusk magazine production as a High Impact Practice during the COVID-19 pandemic, *Journalism & Mass Communication Educator*.

Reynolds, C. (2020, July). "Craigslist is nothing more than an Internet brothel": Sex work and sex trafficking in U.S. newspaper coverage of Craigslist Sex Forums, *Journal of Sex Research*.

Reynolds, C. (2019, Dec.). "So far, my zines are less political than other work I've produced": Communicative capitalism among queer feminist zinesters, *Communication, Culture & Critique*.

Reynolds, C. (2018, May). Building theory from media ideology: Coding for power in journalistic discourse, *Journal of Communication Inquiry*.

Reynolds, C. (2020, April). The "woke" sex discourse: Sexual scripts in online consumer magazines. In M. Sternadori and T. Holmes (Eds.), *Handbook of Magazine Studies*, Hoboken, N.J.: Wiley.

Reynolds, C. (2020). Mental health in the mass communication classroom. In C. Carter-Olson and T. Everbach (Eds.), *Testing Tolerance and Tough Topics in the Classroom/on College Campuses*. AEJMC.

PRESENTATIONS Reynolds, C. (2018, May). "The Internet is the crack cocaine of sex addiction": Reportage about Craigslist sex forums in mainstream newspapers and LGBTQ and feminist magazines. Paper presented to the LGBTQ Interest Group of the International Communication Association, Prague, Czech Republic.

Ron Romain *Lecturer*	

PROFESSIONAL ACTIVITIES	Romain, R. Design of display serif typeface family - 8 styles and weights - Romain Cirqa

Frank Russell *Associate Professor*	

PUBLICATIONS	Jennings, F. J., & Russell, F. M. (2019). Civility, credibility, and health information: The impact of uncivil comments and source credibility on attitudes about vaccines. *Public Understanding of Science*, 28(4), 417-432. Russell, F. M. (2019). The new gatekeepers: An institutional-level view of Silicon Valley and the disruption of journalism. *Journalism Studies*, 20(5), 631-648. Russell, F. M. (2019). Twitter and news gatekeeping: Interactivity, reciprocity, and promotion in news organizations' tweets. *Digital Journalism*, 7(1), 80-99. Vos, T. P., & Russell, F. M. (2019). Theorizing journalism's institutional relationships: An elaboration of gatekeeping theory. *Journalism Studies*, 20(16), 2331-2448 Ferrucci, P., Russell, F. M., Choi, H., Duffy, M., & Thorson, E. (2017). Times are a changin': How a merger affects construction of news processes. *Journalism Studies*, 18(3), 247-264. Russell, F. M. (2020). Environmental journalism. In R. D. Craig (ed.) *Navigating the news: A guide to understanding journalism*, pp. 129-144. New York, NY: Peter Lang Publishing Russell, F. M. (2019). Third-party platforms. In T. P. Vos & F. Hanusch (eds.) *The international encyclopedia of journalism studies*. Hoboken, NJ: John Wiley & Sons.
PRESENTATIONS	Russell, F. M. (2017). Reporting the future of news: Constructing risks and benefits for journalism, Silicon Valley, and citizens. Paper presented to the Communication Technology Division, Association for Education in Journalism and Mass Communication annual conference, Chicago, Illinois, August 2017. Russell, F. M. (2017). Twitter, news media, and predictors of secondary gatekeeping. Paper presented to the Journalism Studies

Division, International Communication Association annual conference, San Diego, California, May 2017.

Russell, F. M., Yaeger, K., & Para, J. (2017). News gatekeeping and socially interactive functions of Twitter: An algorithmic content analysis. Paper presented to the Communication Technology Division, Association for Education in Journalism and Mass Communication annual conference, Chicago, Illinois, August 2017.

Jason Shepard
Professor

PUBLICATIONS	Belmas, G.I. Shepard, J.M. and Overbeck, W. (2019). *Major Principles of Media Law*. Boston, MA: Cengage Learning.
	Shepard, J.M. (2020) The First Amendment and the Roots of LGBT Rights Law: Censorship in the Early Homophile Era, 1958-1962, *William & Mary Law Journal of Race, Gender and Social Justice*, Vol. 26.
	Shepard, J.M. (2018). The First Amendment and Mandatory Condom Laws: Rethinking the "Porn Exception" in Strict Scrutiny, Content Neutrality and Secondary Effects Analysis, *Nevada Law Journal*, Vol. 19: 85-134.
	Shepard, J.M. and Culver, K.B. (2018). Culture Wars on Campus: Academic Freedom, the First Amendment and Partisan Outrage in Polarized Times, *San Diego Law Review*, 55: 87-158.
	Culver, K.B. and Shepard, J.M. (2018). Conservative Outrage Machine Feeds Campus Free Speech Battles, *2017 FIRE Faculty Conference Proceedings*, 151-159.
PRESENTATIONS	Culver, K.B. and Shepard, J.M. (2021). "Student Activism vs. Student Journalism: Racial Justice, Free Speech, and Journalism Ethics in College Newspapers," Scholastic Division, Annual Conference of the Association for Education in Journalism and Mass Communication (Top Faculty Paper).
	Shepard, J.M. (2020). "Social Media and Democracy: How Social Media Is Influencing the Political Process," Osher Lifelong Learning Institute Eclectic Lecture Series, Cal State Fullerton, Fullerton, CA.
	Shepard, J.M. (2020). Political Speech on Campus/Online and Marginalized Students – Preparing for the 2020 Election, panelist for panel sponsored by the Lesbian, Gay, Bisexual, Transgender and Queer Interest Group and Law and Policy Division, Annual

Conference of the Association for Education in Journalism and Mass Communication (AEJMC), Virtual Conference.

Shepard, J.M. (2020). The First Amendment and the Roots of LGBT Rights Law: Censorship in the Early Homophile Era, 1958-1962, Symposium "First Amendment Marketplace Morass – Free Speech Jurisprudence and its Interactions with Social Justice," The Marshall-Wythe School of Law at the College of William & Mary, Williamsburg, VA.

Culver, K.B. and Shepard, J.M. (2017). Classrooms Gone Viral: Faculty, Students and Campus Expression in a Polarized Age. Presented at 2017 Faculty Conference on Academic Freedom, Foundation for Individual Rights in Education (FIRE), Dallas, TX.

| Cylor Spaulding |
| *Assistant Professor* |

PUBLICATIONS   Spaulding, C. (2019). Public Relations or propaganda: Communication and the Marian Regime. The Journal of Communication and Religion, 42(2), 93-114.

Morehouse, J., & Spaulding, C. (in press). Advancing research on crisis communication and religion. In L. Austin & Y. Jin (Eds.), *Social media and crisis communication* (2nd ed.). New York: Routledge.

PRESENTATIONS   Dodd, M., Spaulding, C., & Capizzo, L. (2021, May). The historical development of CSR and legitimization of CSA: A multinational approach. Paper presented at the International Communication Association Annual Conference, Online.

St. John III, B., Coombs, T., Fisher, J., & Ciszek, E. (2020, August). Discerning a new paradigm between identification and activism – Public Relations as a co-creation of meaning. Panel presented at the Association for Education in Journalism and Mass Communication Annual Conference, Online.

Frazer, R., Morehouse, J., Spaulding, C., & Pressley, S. (2020, August). Public Relations and religion: Nonprofit religious advocacy and media relations. Panel discussion at the Association for Education in Journalism and Mass Communication Annual Conference, Online.

Formentin, M., & Spaulding, C. (2019, August). Understanding the Church of Scientology's interpretation of Effective Public Relations. Paper presented at the Association for Education in Journalism and Mass Communication Annual Conference, Toronto, Canada.

Andi Stein
Professor

PUBLICATIONS Stein, A. (2015). *Attracting Attention: Promotion and Marketing for Tourism Attractions*, Peter Lang Publishing.

Stein, A. (2018). *An Introduction to the Entertainment Industry*, 2nd ed. (with Beth Bingham Georges), Peter Lang Publishing.

Stein, A. (2016). "Journalism and Ethics," in *Real-World Media Ethics: Inside the Broadcast and Entertainment Industries*, 2nd ed., Philippe Perebinossoff, Focal Press.

Stein, A. (2015). "The Mouse That Scored: Disney's Reconfiguration of ESPN and ABC Sports," in *The ESPN Effect: Exploring the Worldwide Leader in Sports*, John McGuire, Greg Armfield, and Adam Earnhardt, eds., Peter Lang Publishing.

PRESENTATIONS Stein, A. (2015, February). "Mr. Disney Goes to the Fair: Media Coverage of Walt Disney's Contributions to the 1964-1965 New York World's Fair," AEJMC/AJHA Joint Journalism and Communication History Conference.

Doug Swanson
Professor

PUBLICATIONS Swanson, D. J. (2017). *Real world career preparation: A guide to creating a university student-run communications agency*. London: Peter Lang.

Witmer, D. F., & Swanson, D. J. (2016). *Public relations management: A team-based approach* (2 Ed.). Dubuque, IA: KendallHunt.

Swanson, D. J. (2021). Perceptions of mindfulness among public relations professionals and students: Similarities, differences, and implications for undergraduate career preparation, *Journal of Public Relations Education*, 6(2), 26-65.

Swanson, D. J. (2019). Generation Z perceptions of learning in a student-run agency. *Teaching Journalism & Mass Communication*, 9, 1, 12-22.

"Swanson, D. J. (2014). Exploring the concept of mindfulness in public relations practice. *Public Relations Journal*, 8, 4.

PRESENTATIONS Babcock, J., Swarat, S., & Swanson, D. J. (2019, April 11). Offering an assessment inquiry grant to promote a culture of assessment. Academic professional development presentation, Western Association for Schools and Colleges Academic Resource Conference, Garden Grove, Calif.

Swanson, D. J. (2019, April 11). Generation Z student self-assessment in a high-impact practice course. Academic professional development presentation, Western Association for Schools and Colleges Academic Resource Conference, Garden Grove, Calif.

Swanson, D. J., & Assaf, E. A. (2019, Oct. 19). University student-run agencies on the World Wide Web: Presentations of strategy, creativity, and professionalism. Paper presented at the PRSA Educators Academy, San Diego, CA.

Swanson, D. J. (2018, April 26). Planning and implementing a mandatory digital portfolio in a large academic unit. Academic professional development presentation, Western Association for Schools and Colleges Academic Resource Conference, San Francisco, Calif. `

Swanson, D. J. (2018, April 26). When things fall apart: Before and after the loss of accreditation. Academic professional development presentation, Western Association for Schools and Colleges Academic Resource Conference, San Francisco, Calif. https://works.bepress.com/dswanson/88/

Ricardo Valencia
Assistant Professor

PUBLICATIONS Valencia, R. J., & Moscato, D. (2020). Navigating# ObamainCuba: how Twitter mediates frames and history in public diplomacy. *Place Branding and Public Diplomacy*, 1-12.

Chávez, C. A., & Valencia, R. J. (2019). Branding the Revolution: Havana Club Advertising and the Fight for Cuban Authenticity. *Journal of Communication Inquiry*, 43(3), 293-312.

Molleda, J., Suarez, A., Athaydes, A., Sadi, G., Hernandez, E., Valencia, R. (2017). Influences of post-colonialism over the understanding and evolution of the public relations practice in Latin

America. In E. Bridges & D. Verčič (Eds.), *Experiencing Public Relations*: London, UK: Routledge, UK.

PRESENTATIONS Valencia, R. & Chavez, C. (2018, June). Socialism through advertising: Havana Club and the fight for the soul of Cuba. Presented at International Association for Media and Communication Research Conference, Eugene, OR.

Valencia, R. (2019, November) White Radicals, congressional lobby and grassroots politics: comparing public relations strategies in Undocumented Youth Activism 1980-2018. Presented at the advancing research to promote immigrant and student equity conference, Irvine, CA.

Jess Vega-Centano
Assistant Professor

PUBLICATIONS Thomas, K. and Vega-Centeno, J. (2022). "Commodifying and Constructing Transracial Identity," *The Routledge Companion to Advertising and Promotional Culture*, 2nd edition edited by Emily West and Matthew P. McAllister.

PRESENTATIONS Vega-Centeno, J. (2021). "The Challenge of Privilege: Unpacking Advantage," American Marketing Association Winter Conference.

Miya Williams Fayne
Assistant Professor

PUBLICATIONS Williams Fayne, M. (2021). Advocacy Journalism in the 21st Century: Rethinking Entertainment in Digital Black Press Outlets. *Journalism*.

Williams Fayne, M. (2020). The Great Digital Migration: Exploring What Constitutes the Black Press Online. *Journalism and Mass Communication Quarterly*.

PRESENTATIONS Williams Fayne, M. (2021). An Examination of Entertainment as Self-Care in the Digital Black Press. International Communication Association Conference. Virtual.

Williams Fayne, M. (2021). Surviving and/or Thriving? The State of Black-Owned News Operations in the Age of Protest & Pandemic. Association for Education in Journalism and Mass Communication Conference. Virtual.

Williams Fayne, M. (2021). For vs. About: Challenging Journalists' Perceptions of Audiences and Communities. Association for Education in Journalism and Mass Communication Conference. Virtual.

Williams Fayne, M. (2021). Within the Veil: Roundtable of Black Perspectives. National Association of Black Journalists Education and Health Media Summit. Virtual.

Williams Fayne, M. (2020). A Lasting Impact: The End of Ebony and Jet Magazines and Implications for the Media Industry and Media Scholarship. Association for Education in Journalism and Mass Communication Conference. San Francisco, CA.

Williams Fayne, M. (2020). Expanding the Necessary Means: An Examination of Advocacy Conceptions in the 21st-Century Black Press. International Communication Association Conference. Virtual.

Williams Fayne, M. (2020). The Blackish Press: Examining the White Gaze on Entertainment in Digital Black Press Outlets. International Communication Association Conference. Virtual.

Williams Fayne, M. (2020). We too are Women: Deconstructing the Marginalization of Women of Color in Research and Practice. Association for Education in Journalism and Mass Communication Conference. San Francisco, CA (Virtual).

Mark Wu
Professor

PUBLICATIONS   Wu, G., & Xu, L. (2018). An experimental investigation of the effectiveness of a China National film 'China Step into a new era' among American college students. *Internal Communications* 对外传播, 12, 51-53.

Wu, G., Xu, L., Sun, T., & Lin, S. (2018). A brief analysis of American college students' responses to a China National film "China Step into a new era," *Journal of Modern Advertising* (in Chinese), 17, 58-63.

Wu, G., Qian, L., & Zhang, X. (2016). A case study of the successful branding story of Xi'an Jiaotong-Liverpool University: A holistic marketing perspective (pp. 306- 319). In Bang, N., C. Melewar and D. E. Schultz (Eds), *Asia branding: Connecting brands, consumers and companies*. London, UK: Palgrave.

Wu, G., Lin, S., Kang, J., & Yang, S. (2016). *Persuasive advertising: Evidence-based principles* (Translation into Chinese). Beijing, China: Commercial Press of China.

PRESENTATIONS   Wang, C., & G. Wu (2016). Chinese millennials' attitude toward online personalized advertising. China International Conference, Xi'an, China, July 24-27.

Wu, G., Liu, X, & Hu, J. (2015). A Reexamination of culture-based effects on judgment. Academy of Marketing Science Annual Conference, Boulder, Colorado, May 10-12.

5. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

The CBA outlines basic system-wide policy for sabbatical leaves (Article 27), difference in pay leaves (Article 28), leaves of absence without pay (Article 22), and leaves of absence with pay (Article 23).

Additionally, the campus has several University Policy Statements devoted to leaves. Most significant among them is UPS 260.102: Sabbatical Leaves which lays out how sabbaticals are granted. Sabbaticals are awarded to faculty based on the quality of their proposal, their years of employment and their in-service record. The sabbatical may be for one semester at full pay or for one academic year at half pay. Applications are reviewed by the University Professional Leaves Committee, which makes recommendations to the President, who ultimately decides how many of those recommendations will be funded, with the CBA (Article 27.10) requiring the granting of "no fewer sabbatical leaves than twelve percent (12%) of the total number of campus faculty unit employees eligible for such leaves in that year in addition to those faculty approved for a sabbatical at one-half (1/2) of full salary."

Faculty can also apply for a "difference-in-pay" leave. These are primarily taken by tenured faculty for an academic year. Faculty are paid the difference between their salary and the campus standard for replacement faculty. Difference-in-pay leaves are normally awarded upon request of the faculty member and they are eligible three years after a previous leave.

Between 2014 and 2021, eight faculty members from the unit have taken sabbaticals. In the Fall semester of 2015, Carol Ames used her sabbatical to write a textbook called *Entertainment Public Relations* for Peter Lang Publishing. During that same academic year, Carolynn Coal had a full-year sabbatical and used that leave to produce a textbook for Boundless Publishing, *Advertising and the Creative Process: How Ads Get Made,* and a documentary film, *An American Craftsman.* In Spring 2017, Andi Stein wrote a second edition of *An Introduction to the Entertainment Industry* for Peter Lang Publishing. Jason Shepard's sabbatical project in Fall 2017 involved completing research related to academic freedom and the First Amendment as well as developing a proposal for a scholarly book. In Fall 2018, Doug Swanson conducted a research study on mindfulness in public relations, which became the basis for a book proposal on that topic. Cynthia King used her two difference-in-pay leaves in 2015-2016 and 2019-2020

to work on curriculum updates for the department. In Fall 2019, Dean Kazoleas worked on completing chapters and resource materials for a textbook focused on communication research. In Fall 2020, Pete Evanow toured parts of North America promoting the latest edition of his non-fiction book, *Nissan Z: 50 Years of Exhilarating Performance*, while also conducting research on his next book, a history of the United States Army Corps of Engineers, including time in Washington, DC, at the U.S. ACE headquarters, interviewing staff and executive personnel.

6. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

Travel Funding for Faculty Scholarly and Creativity Activity

From 2014 to 2020, travel funding availability was at normal levels. Faculty members, with an average travel allowance of $1,600, attended numerous conferences across the country and world. (There was no travel in 2020-2021 academic year due to the pandemic, although support was provided for registration to virtual conferences).

Although department policy regarding travel support has varied across this 6-year period, the current framework offers assistant professors and non-tenured associate professors $1,800 a year, associate professors with tenure $1,600 a year and tenured full professors $1,400 a year. And although full-time lecturers are not contractually obligated to conduct research or attend conferences, the department supports this activity by offering them up to $1,000 a year.

This formula is based on the following priorities:
- Supporting and encouraging scholarly and creative activity
- Weighting funding toward tenure-track assistant and associate professors who need to present research for promotion
- Ensuring transparency, and,
- Making an equitable distribution of available funds across the entire faculty

Faculty also are encouraged to apply for the many grants offered by the university, government agencies and professional organizations. The University's Faculty Development Center, for example, offers International Travel Reimbursement Grants every semester to "defray expenses for faculty who are invited to present at significant international conferences or meetings, or who travel for their scholarly or creative activities outside of the United States."

Student Support Travel Policy and Funding Allocation

Travel funding for advisers of the unit's student clubs, organizations and programs where students attend conferences are allocated support when possible, subject to the Department's budget availability for the fiscal year.

Additional travel support opportunities for unit faculty are provided by the university, including through junior/senior faculty research grants and through college-based centers.

7. List faculty who have taken advantage of those programs during the past six years.

TRAVELER'S NAME	ACADEMIC YEAR	TRIP DESTINATION	PURPOSE/ CONFERENCE
Angelus, Vivien	2017-2018	Laurel, MD	Conduct qualitative interviews with student, instructors and administrators of the U.S. Defense Department's in-residence Public Affairs Qualification Course.
	2020-2021	Grad Workshop-Virtual	GRAD 500, Writing and Publishing a Scientific Paper Workshop
Assaf, Elise	2020-2021	AEJMC-Virtual	Association for Education in Journalism and Mass Communication Virtual Conference
Ayala, Jesús	2018-2019	Tijuana, Mexico	COMM 438T Student Trip for Class
	2018-2019	Las Vegas, NV	Broadcast Education Association
	2018-2019	New York, NY	College Media Association Conference
	2019-2020	Washington, DC	National College Media Convention-Associated Collegiate Press College Media Association
	2019-2020	Merida Yucatan Mexico	Latin America Broadcast Education Association Conference
	2019-2020	New York, NY	College Media Association Spring Convention
Baranger, Walt	2018-2019	New York, NY	College Media Association Conference
	2019-2020	New York, NY	College Media Association Spring Convention
	2019-2020	Washington, D.C.	College Media Association Conference
Brisbane, Gayle	2020-2021	ICA-Virtual	International Communication Association Virtual Conference
	2020-2021	AEJMC-Virtual	Association for Education in Journalism and Mass Communication Virtual Conference
Brody, Jeff	2015-2016	Austin, TX	Associated Collegiate Press Student Media Convention - Tusk Magazine
	2015-2016	New York, NY	National College Media Advisers Convention
	2015-2016	Costa Rica	International Journalism Study Abroad Class
	2016-2017	Atlanta, GA	College Media Advisers National Convention
Ceisel, Christina	2015-2016	Urbana, IL	Congress of Qualitative Inquiry Conference
	2015-2016	Las Vegas, NV	National Communication Association Annual Meeting

	2016-2017	Philadelphia, PA	National Communication Association Annual Meeting
	2016-2017	Urbana, IL	International Congress of Qualitative Inquiry
	2016-2017	Ireland & Scotland	Research using Start-Up & Professional funds
	2017-2018	Prague/Chicago	Union for Democratic Communications Conference and Tourism Industry Research
	2018-2019	Chicago, IL & New Orleans, LA	International Congress of Qualitative Inquiry Conference and Cultural Studies Association Conference
	2019-2020	Madrid, Spain	International Association of Media and Communication Research Conference
Coal, Carolyn	2015-2016	London, England	London School of Economics Event and Educational Conference
	2017-2018	Wilmington, DE	TEDx Wilimington Conference
	2017-2018	San Francisco, CA	Professional Development Workshop
	2018-2019	New York, NY	Tour Advertising Agencies
Du, Roselyn	2020-2021	ICA-Virtual	International Communication Association Virtual Conference
Erickson, Emily	2015-2016	New Orleans, LA	Law and Society Annual Conference
	2015-2016	Seattle, WA	Popular Culture Association Annual Conference
	2016-2017	Mexico City, MX	Law and Society Association Annual Convention
	2017-2018	Las Vegas, NV	Broadcast Education Association Convention
	2017-2018	Chicago, IL	Association for Education in Mass Communication Convention
	2018-2019	Las Vegas, NV	Broadcast Education Association
	2019-2020	Athens, Greece	Annual International Conference on Communication and Mass Media
Georges, Beth	2016-2017	Las Vegas, NV	Broadcast Education Association Conference
Hagihara, Ken	2019-2020	San Diego, CA	Public Relations Student Society of America International Conference
	2017-2018	Boston, MA	Escort student to Public Relations Student Society of America Conference
Ju-Pak, Kuen-Hee	2019-2020	San Francisco, CA	Programmatic World Forum
Kazoleas, Dean	2015-2016	Volda, Norway	Discuss exchange curriculum with Volda University
	2017-2018	Boston, MA	Public Relations Society of America
	2018-2019	Fairfax, VA	Character Assassination and Reputation Politics Conference
	2019-2020	Athens, Greece	Annual International Conference on Communication and Mass Media

	2019-2020	San Diego, CA	Commission of Public Relations Education Industry/Educator Summit
Kesler, Keith	2016-2017	San Diego, CA	Escorting student to the American Advertising Federation competition
King, Cynthia	2016-2017	Minneapolis, MN	Association for Education in Journalism and Mass Communication Conference
	2015-2016	San Francisco, CA	Association for Education in Journalism and Mass Communication Conference
Kurland, Michelle	2016-2017	Forth Worth, TX	College Media Business and Advertising Managers Conference
	2018-2019	LaJolla, CA	National College Journalism Convention
	2019-2020	San Francisco, CA	Associated Collegiate Press and College Media Business and Advertising Managers Convention
McAlexander, Micheal	2015-2016	Las Vegas, NV	Broadcast Education Association Conference
	2015-2016	Northern, CA	Entertainment Industry Initiative Needs Assessment
	2016-2017	Las Vegas, NV	Broadcast Education Association Conference
	2017-2018	Las Vegas, NV	Broadcast Education Association Convention
	2019-2020	Santa Monica, CA	American Film Market and Conference
	2019-2020	Minneapolis, MN	University Film and Video Association Conference
	2019-2020	Toronto, Canada	Association for Education in Journalism and Mass Communication Conference
Meeds, Robert	2015-2016	Seattle, WA	American Academy of Advertising Conference
Park, Jiwoo	2020-2021	ICA-Virtual	International Communication Association Virtual Conference
	2020-2021	AAA-Virtual	American Academy of Advertising Virtual Conference
Phoborisut, Penchan	2016-2017	Seoul, South Korea	Association for Asian Studies Conference
	2016-2017	Salt Lake City, UT	Western States Communication Association Conference
	2016-2017	San Diego, CA	International Communication Association Conference
	2017-2018	Washington DC	Association for Asian Studies Conference
	2017-2018	Prague, Czech Rep	International Communication Association Conference
	2018-2019	New York, NY	Annual Thailand Update
	2018-2019	Salt Lake City, Ut	National Communication Association Conference
	2018-2019	Madison, WI	Council for Thai Studies Conference

	2019-2020	Athens, Greece	Annual International Conference on Communication and Mass Media
	2019-2020	Madison, WI	Council on Thai Studies
Puente, Henry	2015-2016	Seattle, WA	Present Conference Paper
	2017-2018	Indianapolis, IN	Popular Culture Association Conference
Rashidi, Waleed	2016-2017	Sacramento, CA	Journalism Association of Community Colleges Convention
	2017-2018	Glendale, CA	Music and Entertainment Industry Educators Association Conference
	2017-2018	Norman, OK	Association for Education in Journalism and Mass Communication Conference
	2017-2018	Charleston, SC	International Society of Travel and Tourism Educators Conference
	2018-2019	Sacramento, CA	Journalism Association of Community Colleges Convention
	2018-2019	Nashville, TN	Music and Entertainment Industry Educators Association Conference
	2018-2019	Washington, DC	Association for Education in Journalism and Mass Communication Conference
	2019-2020	Athens, Greece	Annual International Conference on Communication and Mass Media
	2019-2020	Baltimore, MD	National Communication Association Annual Convention
	2020-2021	NCA-Virtual	National Communication Association Virtual Conference
	2020-2021	AEJMC-Virtual	Association for Education in Journalism and Mass Communication Virtual Conference
Reynolds, Chelsea	2017-2018	New York, NY	College Media Association Conference
	2017-2018	Atlanta, GA	Society for the Scientific Study of Sexuality Conference
	2017-2018	Prague, Czech Rep	International Communication Association Conference
	2018-2019	Montreal, Quebec	Society for the Scientific Study of Sexuality Conference
	2018-2019	Washington, DC	Association of Educators in Journalism and Mass Communication Conference
	2018-2019	New York, NY	College Media Association Conference
	2019-2020	Denver, CO	Society for the Scientific Study of Sexuality Conference
	2019-2020	Toronto, Canada	Association of Educators in Journalism and Mass Communication Conference
	2020-2021	AEJMC-Virtual	Association for Education in Journalism and Mass Communication Virtual Conference
Russell, Frank	2016-2017	San Diego, CA	International Communication Association Conference

	2017-2018	Anaheim, CA	Society of Professional Journalists Conference
	2017-2018	Eugene, Oregon	International Association of Media and Communications Conference
	2017-2018	Chicago, Il	Association for Education in Journalism and Mass Communication Conference
	2018-2019	Newport Beach, CA	Computer Assisted Reporting Conference
	2020-2021	AEJMC-Virtual	Association for Education in Journalism and Mass Communication Virtual Conference
Shepard, Jason	2015-2016	Austin, TX	Associated Collegiate Press Annual Convention
	2015-2016	San Francisco, CA	Association for Education in Journalism and Mass Communication Conference
	2016-2017	New York, NY	National College Media Convention
	2016-2017	Washington DC	Associated Collegiate Press Conference
	2016-2017	Minneapolis, MN	Association for Education in Journalism and Mass Communication Conference
	2017-2018	Chicago, IL	Association for Education in Journalism and Mass Communication Conference
	2017-2018	New York, NY	College Media Association Conference
	2018-2019	Las Vegas, NV	Broadcast Education Association
	2018-2019	Washington, DC	Association for Education in Journalism and Mass Communication Conference
	2018-2019	New York, NY	College Media Association Conference
	2019-2020	New York, NY	College Media Association Spring Convention
	2019-2020	Toronto, Canada	Association of Education in Journalism and Mass Communication Conference
	2020-2021	AEJMC-Virtual	Association for Education in Journalism and Mass Communication Virtual Conference
Spaulding, Cylor	2019-2020	San Diego, CA	Public Relations Society of America Educators Academy Annual Conference
	2020-2021	ICA-Virtual	International Communication Association Virtual Conference
	2020-2021	AEJMC-Virtual	Association for Education in Journalism and Mass Communication Virtual Conference
Stein, Andi	2015-2016	San Francisco, CA	Association for Education in Journalism and Mass Communication Conference
	2015-2016	Charlette, NC	International Society of Travel and Tourism Educators Conference
	2016-2017	Orlando, FL	International Association of Amusement Parks and Attractions Conference

	2016-2017	Minneapolis, MN	Association for Education in Journalism and Mass Communication Conference
	2017-2018	Chicago, IL	Association for Education in Journalism and Mass Communication Conference
	2018-2019	Orlando, FL	International Association of Amusement Parks and Attractions Conference
	2019-2020	Toronto, Canada	Association of Educators in Journalism and Mass Communication Conference
Swanson, Doug	2016-2017	San Diego, CA	Western Association of Schools and Colleges Conference
	2016-2017	San Francisco, CA	Western Social Science Association Conference
	2019-2020	Chicago, IL	Association of Educators in Journalism and Mass Communication Committee Meeting
	2019-2020	San Diego, CA	Public Relations Society of America Educators Academy Annual Conference
	2015-2016	Atlanta, GA	Public Relations Society of America Educators Academy Conference
	2015-2016	San Francisco, CA	Association for Education in Journalism and Mass Communication Conference
	2018-2019	Garden Grove, CA	Western Association of Schools and Colleges and Accreditation Resource Conference
	2018-2019	Washington, DC	Association for Education in Journalism and Mass Communication Conference
Valencia, Ricardo	2019-2020	Oakland, CA	Union for Democratic Communication National Conference
Vega-Centeno, Jess	2020-2021	AMA-Virtual	American Marketing Association Educator's Winter Virtual Conference
Williams Fayne, Miya	2019-2020	Gold Coast, Australia	International Communication Association Conference
	2019-2020	Toronto, Canada	Association of Educators in Journalism and Mass Communication Conference
	2020-2021	ICA-Virtual	International Communication Association Virtual Conference
	2020-2021	AEJMC-Virtual	Association for Education in Journalism and Mass Communication Virtual Conference

Part II, Standard 6.
Student Services

The penultimate annual event for the Department of Communications, second to commencement, is the Department Awards and Scholarships Dinner, during which the Department recognizes outstanding accomplishments through awards and scholarships. Above, Department honors students are recognized at the 2018 ceremony.

Executive Summary

The Department of Communications awarded an estimated $350,000+ in scholarships to more than 400 students in the last seven years. Students in the unit are served by an expanded team of excellent professional academic advisers in a newly outfitted Student Success Center. The unit's retention and graduate rates continue to be better than University averages. Students in the unit have myriad curricular and co-curricular activities, including award-winning student media and premier student clubs, that provide hands-on experiential learning and prepare students for the communications workforce.

1. Complete and attach Table 9, "Student Aid."

Table 9: "Student Aid"			
Scholarships	**2018-2019**	**2019-2020**	**2020-2021**
Total Amount of scholarship dollars from funds controlled by the institution*	$623,197.00	$736,150.00	$750,087.48
Number of students receiving scholarships from funds controlled by institution*	137	155	154
Median individual scholarship from funds controlled by institution*	$2,871.00	$4,536.00	$5,742.00
Total Amount of scholarship dollars from funds controlled by unit	$64,250.00	$62,500.00	$63,750.00
Number of students receiving scholarships from funds controlled by unit	65	93	71
Median individual scholarship from funds controlled by unit	$1,000.00	$1,000.00	$1,000.00
Undergraduate assistantships or work-study appointments			
Number of students holding work-study appointments	1	1	1
Range of stipends	$5,000.00	$5,000.00	$5,000.00

These figures reflect scholarships and grants controlled by the institution that were provided to the unit's students.

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Provide a print copy in the workroom. Describe availability and accessibility of faculty to students.

Students in the Department of Communications are served by a team of professional and faculty advisers who are committed to helping students navigate the educational system strategically and efficiently. Cal State Fullerton supports a multi-layered approach to advising to provide comprehensive information regarding academic requirements, professional career and industry-related preparation, and faculty mentorship and research opportunities.

Upon matriculation, all students – both first-time first-year and transfer students – are required to attend a mandatory advising and orientation session or complete an online version. The sessions provide advisement regarding the general education program and major-specific requirements, as well as an overview of campus resources and services. The orientation program is facilitated by the office of CSUF Office of Outreach, Recruitment and Orientation, which coordinates with the College of Communications through its Assistant Dean for Student Affairs, Rob Flores. Department of Communications faculty members participate in each of these orientations and advising workshops, and the department commits resources by compensating one faculty member to lead department-specific advising sessions throughout the summer and intersession.

After orientation, continuing students are strongly encouraged to participate in regular academic advisement opportunities. During the academic year, students regularly seek advising assistance from faculty members whose workload assignments include academic advising. Faculty advisors also have access to students' degree progress reports – the Titan Degree Audit (TDA) – through their online portal. All students can track their degree progression via the TDA, a highly interactive degree requirement-tracking tool that clearly specifies required courses and highlights course options in each area of study (e.g., general education, major core and concentration requirements, units completed outside of journalism and mass communication). Moreover, it uses a simple +/- system to indicate which requirements have been met and which still need to be met for graduation. Students learn how to access and interpret their TDA during orientation, as well as during subsequent advisement sessions.

To complement faculty advisement, the College of Communications Student Success Center opened in 2019 a new, larger space on the second floor of the College Park building, which also houses the Department's administrative office. The Center provides year-round academic advisement and related resources, including information about major and overall degree requirements, registration assistance, academic probation advising, clarification of university policies and procedures, and referrals to appropriate campus resources. The Student Success Center has four full-time, professional academic advisers. Assistant Dean for Student Affairs Rob Flores oversees the center's daily operations. Full-time academic advisors Connie Chen and Stephanie Malone help students with general education and major requirements. Academic advisor and retention specialist Axis Avalos focuses on first-year and second-year students. He also works with students on academic probation. Graduation specialist Tammy Rogers serves as the lead academic advisor and oversees the graduation checkout and approval process for all students in the College. Additionally, since 2002, Rogers has provided direct oversight of the Department's compliance with the 72-hour credit standard of courses completed outside of journalism and mass

communications. Once students apply for graduation, they are encouraged to visit the Student Success Center to review their progress toward graduation and get assistance navigating through the approval process.

For advising on major course elective options and concentration prerequisite sequences, the Department provides annually updated checklists that allow students to chart their progress. Faculty advisers utilize these checklists during advising meetings with students.

Currently, student participation in academic advising in the Department of Communications is highly encouraged, but not mandated (with the exception of students placed on academic probation). However, because strengthening opportunities for student completion and graduation is a component of the University's Strategic Plan, the campus is committed to providing students with tools, resources and support to encourage graduating in four years. This strategic goal is being met in the College of Communications Student Success Center by having access to advisers on a drop-in basis or by scheduling appointments year-round.

Roadmaps and checklists are available for each of the concentrations in the Department office and the College Student Success Center, as well as online.

At the university level, students in all colleges have access to the Academic Advisement Center (AAC) which provides students with walk-in advisement regarding general education requirements, general policies and procedures, and advisement to undeclared students.

3. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

From matriculation to graduation, students have access to quality advising on a daily basis. Today, the College's Student Success Center, which serves students from the College's four Departments, has four full-time, professional advisers and is overseen by an assistant dean for student affairs. In 2016, the Advising and Student Success Center was established in the College, expanding from a single adviser to a team of three professional advisors. Since that time, additional resources and advisers have been added as part of a campus-wide initiative to update and expand academic advising. The team now consists of: Assistant Dean for Student Affairs Rob Flores, Graduation Specialist Tammy Rogers, Retention Specialist Axis Avalos, and full-time advisors Connie Chen and Stephanie Malone. In 2019, the renamed Student Success Center moved into a 1,500-square-foot suite on the second floor of the College Park building with private advising offices, resulting in improved visibility, seating capacity, technology, privacy, and overall functionality for students. The method for evaluating our college's Student Success Center and the entire advising process is evolving but data and evaluations show continued improvements and success.

Tammy Rogers has been working with the college and department as an adviser since 2002. She works closely with the Assistant Dean for Student Affairs as well as the Department Chair to ensure effective and efficient advising practices. Measures of success include accuracy of advising efforts verified through the electronic TDA process, 100 percent compliance with the ACEJMC 72-hour rule, and high graduation and retention rates compared to other departments and colleges.

Tammy oversees the graduation approvals for undergraduate students in the Department of Communications. She utilizes a Microsoft Access database to track the status of graduation applicants, including informal notes about advising interactions, students' enrollment statuses, course approval submissions and other supporting information. Students' entering cohort term and classification (first-time freshmen or upper-division transfers) are also included to monitor students in key cohorts to support timely graduation (four-year graduation rates for first-time freshmen and two-year graduation rates for transfer students).

Tammy also tracks data such as the graduation rates within the college. The below chart is part of her research as she tracks the number of College of Communications students who graduate. Her research shows a steady climb in the number of students completing their degrees. First-time first-year students who entered CSUF in Fall 2015 had a 6 percentage point increase in graduation rates over freshmen who entered the university the year prior. A similar increase was seen in transfer students. The graduation rate for transfer students who entered the university in Fall 2017 was 6.5 percentage points higher than for students who entered the university in Fall 2016. While it is impossible to determine all factors responsible for the increase, one likely scenario is that students are getting better and more frequent advising.

College of Communications' first-time freshmen and upper-division transfer graduation rates based on "major at entry"	
FA'17 FTF cohort (4-year); 2020-2021	56.2%
FA'16 FTF cohort (4-year); 2019-2020	47.3%
FA'15 FTF cohort (4-year); 2018-2019	47.5%
FA'14 FTF cohort (4-year); 2017-2018	41.3%
FA'19 UDT cohort (2-year); 2020-2021	55.9%
FA'18 UDT cohort (2-year); 2019-2020	55.0%
FA'17 UDT cohort (2-year); 2018-2019	58.5%
FA'16 UDT cohort (2-year); 2017-2018	52.0%

The unit also collects data from students regarding advising through a University-administered exit survey that all graduating seniors are asked to complete. Full results of the exit surveys can be found here.

Students graduating from the College of Communications are asked additional questions including some that help gauge the effectiveness of the advising program and the Student Success Center. The results of the College of Communications exit poll questions from 2019 are attached. To summarize:

- 93% of students reported that they had visited an advisor in the Student Success Center at least once.

- 61% of students agreed or strongly agreed that it was easy to schedule their advising appointment in the Advising and Student Success Center.

- 78% reported they had sufficient time with an advisor.

- 81% said their advisor was able to answer their questions clearly.

- 78% reported they had a better understanding of the Titan Degree Audit (the tool CSUF uses to track students' progress toward degree completion) after visiting an advisor.

- 79% felt more confident in managing personal plans and goals for success after visiting an advisor.

Lastly, it seems inevitable that the COVID-19 pandemic that began in the spring of 2020 impacted the timely graduation for a number of the Fall 2016 freshmen and Fall 2018 transfer student cohorts, as there was a 0.2 percentage point decrease in freshmen four-year graduation rates, and a 3.5 percentage point decrease for transfers on track to graduate in two years. While graduating students continued to be supported with uninterrupted access to advising services through Zoom, phone and e-mail throughout the campus' transition to virtual-only instruction, the financial and logistical impacts of the pandemic is likely to have upended many students' graduation plans.

A number of students on track to graduate by Summer 2020 who e-mailed Tammy Rogers with requests to defer their graduation to the following year expressed the impact the pandemic had on their graduation timeline, as in the following examples:

"I was supposed to graduate Summer 2020; however, due to the virus I have been out of work and cannot afford to enroll."

"I was not able to secure an internship due to the pandemic. I decided to drop my summer courses and take them in the fall of 2020."

"I have a lot of concerns for [graduating] this Summer. My biggest concern is that my parents need me to work because my Dad was furloughed for the foreseeable future and my Mom's hours have been cut back significantly. I need to work as much as possible right now to help them out. . ."

"Yes, I think I need two more semesters, so I will graduate in Spring 2021. I don't think I could manage an internship while working and taking other classes. The pandemic restrictions add another layer of complexity."

4. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

The Department of Communications provides numerous opportunities for students to be involved in co-curricular and extra-curricular learning. A few of the most-noteworthy activities/ organizations are listed and described below.

Daily Titan
The Department of Communications' national award-winning student newspaper has been publishing since 1959. It is now the only daily print newspaper in the California State University System and one of the only collegiate daily print newspapers in California, alongside USC, UCLA, and Stanford. It also features a converged multimedia website with video and audio as well as regular social media content. Full-time lecturer and former *New York Times* senior editor Walt Baranger is the faculty adviser to the *Daily Titan* editorial team, while full-time lecturer Michelle Kurland advises the advertising team.
http://www.dailytitan.com/

Tusk Magazine
The Department of Communications' magazine has won several regional and national awards. Associate Professor Dr. Chelsea Reynolds is the faculty adviser to the magazine, which also has a regular social media presence.
https://tuskmagazine.org

COMM Week
This signature university and community event brings dozens of media and communications professionals to campus each April for a week-long series of lectures, presentations, discussions and activities. Rather than canceling the event following the statewide stay-at-home order issued by Governor Newsom in the wake of the COVID-19 pandemic, COMM Week students successfully pivoted to 100% virtual delivery in 2020 and replicated that effort in 2021. Assistant Professor Dr. Waleed Rashidi is the COMM Week adviser.
http://communications.fullerton.edu/commweek/

PRactical ADvantage Communications
The unit's student-run advertising and public relations agency provides innovative communication and branding services for local businesses and nonprofits through strategic planning and communication, under the guidance of a team of faculty members led by Professor Dr. Doug Swanson. By strengthening the knowledge, vision, and creativity of CSUF students, the student-run agency bridges the gap between the classroom and the professional world while helping students build strong portfolio, team experiences, and business practices.
http://www.practicaladvantagecomm.org

OC News
OC News is a television news program produced entirely by broadcast journalism students in the Department of Communications. OC News is produced and aired weekly during the fall and spring semesters. Full-time lecturer Beth Georges served as faculty advisor for

many years, while Assistant Professor Dr. Gayle Jansen Brisbane took over advising duties in Fall 2021.
https://www.titanuniverse.org/titan-tv/oc-news/

Al Día
Al Día is an award-winning television news program produced entirely in Spanish by broadcast journalism students in the Department of Communications and supported by COMM 304: Spanish Language TV News. Al Día is produced and aired weekly during the fall and spring semesters. Full-time lecturer Jesus Ayala serves as faculty advisor.
https://www.titanuniverse.org/titan-tv/al-dia/

Ad Club
The CSUF Advertising Club describes itself as "a premier organization offering members at CSUF a forum for professional growth and a bridge between campus and career." Ad Club meets regularly for discussions with industry leaders, workshops, and presentations on emerging trends in the business. Ad Club is open to all CSUF students but is especially welcoming of students in the Advertising and Public Relations concentrations. The organization schedules resume and portfolio workshops so students can have their work reviewed by industry professionals. Agency tours are offered frequently, so students can go on-site to visit workplaces and network with professionals. Ad Club hosts an annual Creative Competition linked with COMM Week each spring. Students may submit samples of their creative work for critique and judging by area professionals. Prizes are awarded to top entries. Professor Carolyn Coal is the faculty sponsor of Ad Club.
http://communications.fullerton.edu/studentlife/adclub/

Entertainment & Tourism Club
The Entertainment & Tourism Club (ETC) assists students in networking with the entertainment and tourism industries in Orange County and Los Angeles. ETC membership is open to all students, although the organization targets students in the Entertainment & Tourism and Public Relations concentrations. In the past three years, membership has averaged 226 students per year. ETC members and guests are offered opportunities to attend television and film shoots, industry socials and volunteer events, and awards shows such as the American Music Awards. Students are encouraged to network with professionals; ETC members are made aware of internship opportunities throughout the entertainment and tourism industry. Assistant Professor Dr. Waleed Rashidi is the faculty advisor of ETC.
https://communications.fullerton.edu/studentlife/etc/

Kappa Tau Alpha
Kappa Tau Alpha is a national honor society dedicated to excellence and scholarship in mass communication. The CSUF chapter was founded in 1985 by former Dean Dr. Rick Pullen and by former department chair Dr. Terry Hynes, for whom our chapter is named (Terry M. Hynes Chapter). Cal State Fullerton's chapter of Kappa Tau Alpha has inducted 839 students since its founding. Each year students from the top 10% of their graduating class are invited to join KTA. They are inducted into the society at an initiation ceremony held each spring. Professor Dr. Andi Stein is the adviser for the CSUF chapter of Kappa Tau Alpha. The website for the national KTA organization is: http://www.kappataualpha.org.

Latino Communications Institute

In 2013, the College of Communications launched the Latino Communications Initiative as a way to prepare more students for the many employment and service opportunities in Latino-focused communications media. After several successful years, it was upgraded to an Institute. The Department of Communications, in partnership with the Department of Modern Languages and Literatures, further strengthened the LCI by launching the Certificate in Spanish for Hispanic Media. The LCI seeks to develop and maintain a qualified workforce that is industry ready, linguistically competent, and culturally sensitive. The LCI regularly brings industry leaders to campus for meetings and networking with students. Dr. Inez Gonzalez led the LCI from its founding until she retired in 2020. For Fall 2021, Assistant Professor Dr. Jasmine Meertins is serving as faculty coordinator of LCI activities that focus on students and the campus, while the College dean is coordinating external-facing activities.
http://communications.fullerton.edu/studentlife/lci/

Latino Journalists of CSUF

Latino Journalists of CSUF works in partnership with the California Chicano News Media Association (CCNMA) and the National Association of Hispanic Journalists (NAHJ). The purpose of the Latino Journalists of CSUF is two-fold. The organization works to facilitate networking between professionals in the Latino communications industry and CSUF students. The organization also works to make more students – and Latino students in particular – aware of workplace opportunities. The group was founded in 2012 and is student-run. Part-time lecturer Holly Ocasio Rizzo is the adviser.
https://communications.fullerton.edu/studentlife/lj/

Public Relations Student Society of America

The Robert E. Rayfield PRSSA Chapter is one of the largest and most active chapters in the nation with more than 100 members. The chapter exposes its members to the many facets of public relations by providing numerous co-curricular opportunities including speaker events, workshops, and agency tours, and provides resources and support for members pursing the PRSA Certificate in Principles of Public Relations. CSUF PRSSA hosted the PRSA 2018 Regional Conference for the Western District and will host the conference again 2021. The chapter hosted the 2019 PRSSA International Conference in San Diego, which led to its national recognition as PRSSA National Chapter of the Year. In May 2020, the chapter's student-run firm (Titan Public Relations) became one of only 30 in the nation to earn the designation as a PRSSA Nationally Affiliated Firm, which recognizes the most accomplished and successful student-run firms operated by PRSSA chapters worldwide. Lecturer Ken Hagihara is the PRSSA faculty advisor.
https://csufprssa.org

Society of Professional Journalists

The Department of Communications supports a chapter of the Society of Professional Journalists. Membership in SPJ is open to all CSUF undergraduate and graduate students who have an interest in the tenets of responsible journalism. The mission of the organization is to assist students working in journalism-related fields to complete their degrees through advice, guidance, and advocacy; to prepare students with career options; and to increase awareness of free expression and protect First Amendment rights. Associate Professor Dr. Frank Russell is the faulty advisor.

AAF Competition

The American Advertising Federation (AAF) National Student Advertising Competition is perhaps the single most important activity advertising students can participate in, especially those who are serious about the challenges the advertising profession presents. Cal State Fullerton has participated in this competition for the past two decades, and the department has fielded district championship teams, along with many others who have placed among the very top in District 15 competition, which includes most of the major universities in Southern California. Full-time lecturer Keith Kesler is the faculty advisor.

Titan Radio

Titan Radio is CSUF's official radio station. They host over 70 student and faculty on-air DJs each semester. Along with a 24/7 broadcast, they also host events, post online articles, and interact with listeners on social media. The Department's radio-audio curriculum supports Titan Radio, in collaboration with Titan Communications (see below) and part-time lecturer and instructor of radio-audio courses Rob Van Riel.
https://www.titanuniverse.org/titanradio/

Titan Communications

A collaboration of the Division of IT and the College of Communications, Titan Communications is home to CSUF's digital media center, which provides students with a living-learning classroom and an opportunity to work and learn about television and radio broadcast management in a professional hands-on environment. It includes a full-scale television studio, control room, audio and editing labs, equipped Mac Pro workstation computers, a voiceover booth, and radio station. Titan Communications also services clients by providing high-quality audio and video productions. Titan Communications provides services for webcasting and multimedia. Some of the award-winning projects produced by Titan Communications range from educational and training to marketing and television shows. Titan Communications produces TitanUniverse (https://www.titanuniverse.org/) and supports other student-centered programs and courses in the Department of Communications, such as Titan Sports, a student-produced program about CSUF athletics (https://www.titanuniverse.org/titan-tv/titan-sports/).

Additionally, in response to student interest and with faculty and administrative support, the Department has added campus chapters of the following national organizations since the last site review:

- National Association of Black Journalists (founded Spring 2020): Assistant Professor Dr. Miya Williams Fayne as co-advisor
- Hispanic Public Relations Association (founded Fall 2020): Assistant Professor Dr. Ricardo Valencia as advisor
- Asian American Journalists Association (founded Spring 2021): Assistant Professor Dr. Penchan Phoborisut as advisor

5. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

The unit's students are supported in their employment-seeking efforts by the campus Career Center and career specialist, a required 3-unit internship, and the department's dedicated internship coordinator.

The Career Center is a university-level career advisement resource available to all students. The center provides face-to-face guidance and electronic resources for students looking for career direction throughout their time at the university or as alumni.

To integrate with the College of Communications and the Department of Communications, the Career Center designates industry specialists to work with each department and college. For most of this review period, the Department of Communications' specialist was Cassandra Thompson, who brought a professional background in the media and entertainment businesses, enabling her to successfully advise students on industry-specific requirements and best practices for obtaining positions in the communications field. She left CSUF in Fall 2020 and the university search process remains in progress. Currently, Laura Neal has been filling in until a permanent replacement is hired.

The career specialist holds regular office hours for walk-ins or students can make one-on-one appointments. During these appointments and office hours, the specialist reviews resumes and cover letters, offers career exploration, discusses career-related concerns, and helps students strategically hunt for jobs.

The career specialist builds relationships with employers in Southern California who hire students from the department. In addition to cultivating relationships with employers, the specialist presents to classes (when requested by faculty) on various career-related topics, such as networking and creating an effective LinkedIn profile. In 2019, the specialist led career-related sessions in 14 different classes. Most student organizations in the department also request career workshops from the specialist throughout the year. Additionally, the Career Center regularly hosts informational sessions for students with specific employers in the Southern California area and several career fairs throughout each academic school year. (Not all of these events were held during the pandemic.)

In addition to having access to a Career Center and a dedicated career counselor, students in the department are required to complete a 3-credit internship in order to graduate. This internship must be in a field relevant to the student's concentration (advertising, entertainment and tourism, journalism, or public relations). The internship requirement ensures that students graduate with experience in both theoretical and applied aspects of the industry.

The department has a dedicated internship coordinator, Amber Chitty Wilson, who oversees the internship course. As the internship coordinator, Amber helps prepare and support students throughout the internship process and works with local organizations to facilitate internship opportunities. She also holds regular office hours and maintains and updates a variety of online and offline resources to ensure students maximize their internship experience. Additionally, via social media, Amber makes available to both graduating students and recent alumni information about

employment opportunities and open positions.

The combination of a required internship, very accessible career guidance, and regular career fairs and informational sessions with potential employers helps to ensure students in the Department of Communications are successfully prepared for a career in the communications industry.

The university does not provide comprehensive employment placement tracking, nor does it provide resources to departments or colleges to do so. However, data compiled for question 6 of Standard 9 provides qualitative evidence of employment placement for recent graduates.

6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison to university' rates. Discuss the findings of the analysis. Provide the URL where the unit shares its most recent retention and graduation data with the public.

Cal State Fullerton's Office of Assessment and Institutional Effectiveness is responsible for collecting, maintaining and analyzing enrollment, retention and graduation rates.

The university examines data separately for first-time, first year students (i.e., freshmen) and for transfer students. Data that compares Communications majors with all other majors shows that the Department of Communications continues to have better retention and graduate rates than the University as a whole.

Graduation rates for CSUF communications majors – first-time freshmen

First-Time Full-Time Freshman After 6 Years				
Fall Entry Year	**2011**	**2012**	**2013**	**2014**
Total Cohort	222	185	201	145
# Graduated in 6 years	156	146	160	116
% Graduated in 6 years	70.3%	78.9%	79.6%	80.0%
University-Wide Rates	66.2%	67.7%	69.0%	68.7%

Graduation rates for CSUF communications majors – new transfer students

New Undergraduate Transfer Students After 4 Years				
Fall Entry Year	**2013**	**2014**	**2015**	**2016**
Total Cohort	343	306	285	294
# Graduated in 4 years	284	259	242	259
% Graduated in 4 years	82.8%	84.6%	84.9%	88.1%
University Rates	74.8%	79.5%	79.5%	80.1%

Retention rates for CSUF communications majors – first-time freshman

First-Time Freshman Enrolled One Year After Entry				
Fall Entry Year	**2016**	**2017**	**2018**	**2019**
Total Cohort	129	127	109	131

# Retained in 2nd Year	112	114	102	121
% Retained in 2nd Year	86.8%	89.8%	93.6%	92.4%
University-Wide Rates	86.1%	87.1%	87.3%	88.1%

Retention rates for CSUF communications majors – new transfer students

New Transfer Students Enrolled One Year After Entry				
Fall Entry Year	**2016**	**2017**	**2018**	**2019**
Total Cohort	294	262	219	231
# Retained in 2nd Year	268	241	201	211
% Retained in 2nd Year	91.2%	92.0%	91.8%	91.3%
University-Wide Rates	88.6%	89.9%	86.9%	89.6%

CSUF is an active participant in the Cal State University System's Graduation Initiative 2025 ("GI 2025"), which has a goal of increasing 4-year graduation rates. More about the initiative can be found here.

CSUF stores student records in electronic form on the Titan Degree Audit and other databases and record-keeping system in what is referred to as Titan Online. Students can access their individual records through a portal and can check their specific required courses, identify course options in each area of study, and keep track of which requirements have been met and which need to be met for graduation. The university, college, and department also use the data from Titan Online to analyze enrollment, as well as retention and graduate rates. Also, the Office of Assessment and Institutional Effectiveness maintains a website of key institutional data for the university community. This data is updated each term, and detailed data about programs, demographics, and graduation can be found on the site. Additionally, since the university has a large transfer student population, the data can also be disaggregated between students who transferred to the university and those who started at CSUF as a first-time first-year student.

Finally, as previously described, the college's Student Success Center that serves the unit's students offers many services, including student advising, and has a dedicated retention specialist and graduation specialist. These specialists work to ensure that students in the unit finish their programs of study, and they monitor the retention and graduation rates. The team also uses Titan Online to monitor and report enrollment, retention, and graduation rates.

PART II, STANDARD 7.
RESOURCES, FACILITIES AND EQUIPMENT

The unit has invested significantly in equipment and studio upgrades for its broadcast journalism classes.

Executive Summary

The Department of Communications makes the most of its resources in providing signature programs and classroom instruction. It has invested heavily in student equipment and broadcast facilities since the last review. Overall budgeting at the university is going through a transition with new leadership in both the Division of Administration and Finance and the Division of Academic Affairs.

1. Complete and attach Table 10, "Budget." If necessary, provide a supplementary explanation.

Table 10: Budget			
	2018-2019	2019-2020	2020-2021
Administrative salaries*	$122,800.00	$137,831.59	$139,440.00
Teaching salaries (FT faculty)*	$2,503,659.34	$2,657,163.18	$2,922,577.29
Teaching salaries (PT/adjunct)*	$655,909.58	$615,257.92	$430,922.62
Clerical salaries and benefits	$124,070.00	$130,376.00	$131,913.00
Total Personnel	$3,406,438.92	$3,540,628.69	$3,624,852.91
Equipment	$68,412.70	$40,221.88	$33,062.47
Equipment Maintenance	$5,707.84	$3,367.43	$1,012.74
Supplies	$8,979.95	$11,368.60	$5,677.82
Databases, online information services	$231.90	$2,662.55	$1,501.82
Travel	$32,314.48	$36,736.11	$2,361.50
Total OE&E	$115,646.87	$94,356.57	$43,616.35
Daily Titan Newspaper**	204,532.85	182,298.14	177,967.11
Grand Total	$3,406,438.92	$3,540,628.69	$3,624,852.91

Salaries do not include benefits, as benefits are centrally funded at the university.
**Revenue from advertising sales and Instructional Related Activities (IRA) Fund.*

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The process through which the unit develops its budget has varied over time, largely as a result of changing practices within the Division of Academic Affairs and the College of Communications.

At the unit level, the unit reported in the 2014-2015 self-study that in previous years, the Department was not always provided budget plans to determine what could be spent at the start of each academic year. Beginning in July 2014, a new provost instituted a model of budgeting that provided college- and department-specific budgets at the start of each academic year. That model provided clarity and transparency at the start of each fiscal year, and that model continued through about the 2018-2019 academic year. In more recent years, budget models have changed, and practices within the Division and College continue to evolve.

At a macro level, the unit is dependent on allocations from the College of Communications, which in turn is dependent on allocations from the Division of Academic Affairs, which in turn is dependent on allocations from the University, which in turn is dependent on allocations from the System, which in turn is dependent in part on appropriations from the California State Legislature.

The vast majority of the unit's budget, about 98%, is dedicated to salary and benefits of faculty and staff.

Prior to 2019, budgeting models allowed for about 15 course releases per year at the unit's discretion for reassigned time for faculty for additional work on department needs, including assessment and advising. The department chair put out calls for proposals and solicitations to the full-time faculty for those course releases. In recent years, much of that assigned time has been eliminated as the result of changing budget models and allocations.

Today, most unit allocations are determined by budget models that use units' full-time equivalent students, or FTES.

Of the small amount of funds provided for operating expenses, those cover basic required costs for things like supplies, equipment, and faculty travel.

Because there are limited funds with discretionary control at the department level, there is no formal department budget committee. In pre-pandemic budget years, the department chair has solicited from faculty at the start of the fiscal year requests for travel and consolidated course fees (formerly called miscellaneous course fees).

3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

The unit makes the most of its limited resources in prioritizing efforts to reach its strategic goals.

The university's focus on funding models based on full-time equivalent students (FTES) underscores the need for the unit to maintain, if not increase, its numbers of majors and its numbers of students served regardless of major. The unit's ability to increase its number of majors is constrained by the university's current admissions process, which uses campus-wide admissions criteria that do not allow for differential admissions by major. Beyond the number of majors, the unit's ability to increase its number of students served regardless of major is constrained by increased competition with other departments offering general education courses.

Beyond enrollments, among the faculty's top funding priorities is the restoration of travel support for at least one conference-related trip per academic year.

The unit has also identified increased resources, including physical space and financial resources, as one of its objectives in its strategic plan. Advocacy of baseline support to restore recently eliminated faculty assigned time and cuts in travel funding and other operating costs are among top department funding priorities from the Division of Academic Affairs.

Other sources of revenue that support the unit include its philanthropic accounts and support for individual programs from the Instructional Related Activities (IRA) funds.

Centralized areas of funding from other divisions provide the unit with additional support, including, especially, the Division of Information Technology. Support from IT has included significant technology support for full-time and part-time faculty, including laptops and related equipment for remote teaching, as well as support for the unit's computer labs and broadcast journalism spaces. The unit's computer labs were refreshed with new Mac computers in 2019 in partnership with the division of IT. Additionally, the unit refreshed its broadcast journalism studio with nearly $100,000 of renovation and new equipment in 2021, including from funds COVID-19 related federal government funds distributed by the University.

The unit also supplements its annual budget through philanthropic funds, including gifts and grants.

4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.

The allocation of instructional funds is based on formula, which takes into account a department's/college's funded student-faculty ratio.

5. Describe the unit's classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

The Department of Communications office is located on the fourth floor of the College Park building, on the same floor as the Dean's Office and its sister department, Human Communication Studies, while faculty are split between the fourth and sixth floors.. The building also houses the university's President and Provost's offices, as well as Human Resources, Diversity and Inclusion and others.

All full-time faculty have their own private offices and receive a computer and basic office furniture. Part-time faculty are assigned to one of three shared office spaces in the College Park building.

The Daily Titan's newsroom, advertising sales office, and multimedia production room are on the sixth floor of the College Park building.

Most of the courses from the Department of Communications are held in one of four "first-rights" classrooms around campus, two of which are in the College Park building and two of which are elsewhere. Large lectures are held in large classrooms across campus to which the Department has limited first-rights scheduling access.

The Department has primary access rights to five recent-model Mac computer lab classrooms in the College Park building (rooms 016, 018, 019, 022, and 023), as well as a small photo studio. In total, these rooms have 102 workstations. The computers are set up with the most up-to-date Apple operating system and Apple, Microsoft, Adobe and other third-party software, capable of handling graphics and web design, video and audio editing, statistical and other projects. Typically, the software on these machines is updated every summer by staff from the Division of Informational Technology. The labs are also equipped with black-and-white laser printers as well as ceiling-mounted LCD projectors and audio systems. The five computer labs are dedicated to the Department of Communications and are in operation during weekdays from 8 a.m. to 9:45 p.m. (5 p.m. on Fridays).

Department of Communications students and faculty are supported by two full-time Information Technology staff members and two or more student IT assistants.

The unit has state-of-the-art broadcast facilities, which are in the basement of the campus library, including two fully equipped studios and a control room, and an adjacent student computer lab. The broadcast facilities are capable of airing a live newscast produced by the students every Monday and Wednesdays at 5 p.m. The broadcast facilities have increased additional hands-on experience opportunities to complement student's classes. Students are encouraged to get involved in television and radio productions at Titan Communications to gain leadership, management, producing and reporting in a collaborative and meaningful way to build portfolios and gain additional experience outside of the classroom. The facilities also include the campus radio station, which in addition to providing a lab and learning environment for the department's radio-audio courses, is managed and staffed with more than 60 students, volunteers and DJs with all types of entertainment and news programming.

The unit has invested significantly in student equipment in recent years, including the acquisition of back-pack 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.

6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

The Department's most urgent financial needs include additional OE&E funds to support faculty travel and additional instructional resources.

In terms of physical space, the unit has provided the administration with requests for additional space to meet its needs at various times during this review period, including in 2015, 2016, 2018, 2019, 2020 and 2021.

In December 2018, then-interim Dean Ed Fink announced the new allocation of approximately 4,100 square feet on the second floor of the College Park building for programs and units within the College of Communications. The new space allocation came after several years of advocacy by various stakeholders from the academic departments and the dean's office within the College of Communications for the allocation of space in College Park vacated by other university administrative offices that moved to the new Titan Hall. All four department chairs advocated for new space needs at a meeting with then-interim Provost Kari Knutsen Miller on July 11, 2018, in which the chairs indicated that space needs for the academic departments within the College had gone unaddressed for too long and needed to be raised higher on the priority list of the then-interim dean and the administration. At a meeting with President Fram Virjee on September 27, 2018, all four department chairs voiced unaddressed space needs as their overriding complaint. These Fall 2018 meetings with the Provost and President were several in a line of meetings with various provosts and assistant and associate vice presidents dating back several years.

After final allocations were made of the new space, two Department priorities were met: giving private offices to all full-time faculty and relocating part-time faculty to the College Park building. Much of the new space was allocated to other departments and units, while some space remains planned for common use.

A synthesis of unit reports about space needs identifies the following as unmet needs: an additional computer lab for digital skills courses (the department repurposed a student work space as a smaller computer lab to meet course scheduling needs); dedicated space for department clubs; dedicated space for COMM Week and Tusk magazine, and dedicated space for graduate students. The unit will continue to advocate for these needs to be met.

Additionally, the Department experienced the unexpected loss of its space for PRactical ADvantage Communications, the student-run public relations and advertising agency, in Spring 2021 when the university announced it had sold the Irvine Center, which operated as a satellite facility in south Orange County, 17 miles south of the Fullerton campus. The unit had spent many years investing in the space, which was comprised of a large classroom, computer lab and open work space as well as a separate faculty office, all dedicated to PRAD. After consultation with the department chair and primary course instructor, the dean's office provided a space in the College

Park building that is not ideal for the agency's needs. The unit and college remain in collaboration to identify a permanent solution.

Part II, Standard 8.
Professional and Public Service

Walt Baranger (in gray jacket), Department lecturer, coordinated a conference on campus for Latin American journalists, supported by InquireFirst, a nonprofit journalism advocacy organization. The Latino Communications Institute (LCI) and the Latino Journalists of CSUF student club were partners for the week-long event. Kicking off the event were (from left) Interim Dean Dr. Ed Fink, lecturer Jesús Ayala, student Regina Yurrita, lecturer Walt Baranger, LCI Director Inez Gonzalez, InquireFirst President Lynn Walker, and Department Chair Dr. Jason Shepard.

Executive Summary

The Department of Communications' faculty have engaged in substantive, meaningful professional and public service in a variety of capacities. The faculty's diverse interests and specialties have resulted in the department being publicly represented in a host of settings, including the advising of communications-oriented student organizations and media outlets, connecting students with numerous communications professionals and their career pursuits, assisting with and coordinating internship placements at high-profile companies and agencies, maintaining robust relationships with alumni, and organizing educational outreach efforts between the university and local community colleges. The evidence and examples detailed in the following sections offer a sampling of the vast array of professional and public service delivered by the unit and its faculty.

1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

Student Media
The department offers several student media laboratory opportunities, including the award-winning *Daily Titan*, available as both a print- and web-based newspaper, and *Tusk*, the annual student feature and lifestyle magazine. OC News is the unit's chief broadcast news program, while other programs have expanded in recent years to include Titan Sports, which overs Titan athletics, and an international topics program *World Press*. A Spanish-language news program *Al Día* has thrived in the last four years. The campus radio station, Titan Radio, a longtime online broadcasting avenue, has also recently expanded with the addition of podcasting for student broadcasters.

PRactical ADvantage
PRactical ADvantage Communications, our student-run public relations and advertising agency, is one of the nation's largest student-run agencies by enrollment. Since its founding in 2011, the agency has graduated more than 800 students into the communication professions. The agency has completed more than 130 campaigns and projects for businesses and nonprofits. In 2013, the agency was named an Elite Agency by *PR News Magazine*. In 2017, the agency was a Gold Award winner in the MarCom competition sponsored by the Association of Marketing and Communication Professionals. PRactical ADvantage faculty are in frequent dialogue with other student agency advisers across the country to identify and utilize best practices. Our faculty are also in constant communication with Southern California advertising and public relations professionals, including those who sit on the PR AD COMM Agency Advisory Board. The lead faculty member for PRAD, Dr. Doug Swanson, is author of the definitive textbook for operating a student-run firm, which has been used by faculty nationwide.

Comm Week
The annual Comm Week conference has been a longstanding tradition of the department, which launched this event in 1978. The conference has brought several hundred speakers to campus over its 42-year span, many of whom are active professionals and alumni working in various facets of mediated communications, including print and online journalists, publication editors, public relations executives, film producers, television broadcasters, public information officers, governmental representatives, advertising agency personnel, and entertainment company managers. These presentations, which are largely topical and speak of current issues within the industry, are free and open to the general public.

Journalism Association for Community Colleges
The Department of Communications has maintained a close relationship with the Journalism Association of Community Colleges (JACC) over the past several years. The association's membership consists of approximately 40 California community colleges' communications and journalism programs. The department hosts the association's annual Southern California Regional Conference each fall in the CSUF Titan Student Union (except in 2020 and 2021, due to the pandemic). The department often provides faculty as workshop presenters for both the Regional and State Conferences; recent years have featured several CSUF Communications instructors including Davis Barber, Chelsea Reynolds, Frank Russell, Penchan Phoborisut, Walt Baranger, Beth Georges, Jesús Ayala and Waleed Rashidi. Some faculty members have also been recruited as

judges for JACC journalism competitions. Dr. Rashidi has also served on the JACC Board of Directors since 2016 in his position as the University Representative; he is the sole university-affiliated representative on the JACC board.

Latino Communications Institute

The Latino Communications Institute (LCI) is a workforce-preparedness program that supports the development of U.S. Latino cultural competency through relevant courses, research and a broad spectrum of educational opportunities, serving both matriculated students and the community at large. The Department of Communications has taken a leading role in many LCI priorities and programming. Many LCI students are first-generation college students who find effective mentorship through this learning community. With the U.S. Latino market explosion, employers are looking for talented bilingual communication professionals. The Certificate in Spanish for Hispanic Media, a collaboration with the Department of Communications and the Department of Modern Languages and Literatures, provides a pathway for bilingual students to become Spanish-proficient in the communications field. Al Día is a student-produced newscast that prepares bilingual students for careers in Spanish-language television. Al Día students are put through a rigorous multimedia journalist bootcamp. The ultimate goal of this course is to give students the skill set that will make them competitive and employable in the current job climate. Since 2013, the LCI has helped students be placed in highly competitive internships. Recent graduates are working in newsrooms and top public relations and advertising agencies. News produced by Al Día students is consumed beyond the campus community, and former LCI director Dr. Inez Gonzalez was a frequent presenter to community groups. The LCI also funded a public-service research project on *Cultural Identity, Social Capital and American Dream*, which was conducted by communications Professor Dr. Mark Wu.

2. In a digital file, list examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1, Question 6.

Faculty	Select contributions to Professional and Public Service (Fall 2015 through Fall 2021)
Vivien Angelus, Assistant Professor	• Reviewer, Public Relations Division, Association for Education in Journalism and Mass Communication annual conference, August 2020. • Member, Los Angeles Chapter, Public Relations Society of American, 2018 - 2020.

Elise Assaf, Assistant Professor	• Judge for Golden Advocate Awards, Healthcare Public Relations and Marketing Association, Southern California; August 2019. • Judge, American Educational Research Association (AERA),2020 • Judge, CSU Media Arts Festival, 2020.
Jesús Ayala, Lecturer	• Member, National Association of Hispanic Journalists, 1999-2020. • Member, National Association of Hispanic Journalists Academic Task Force, 2019-2020. • Member, UC Berkeley Alumni Scholarships Committee, 2016-2020. • Wish Granter, Make-a-Wish Foundation, 2015-2020. • Judge, Edward R. Murrow Awards, 2016-2020.
Walter Baranger, Lecturer	• Vice President, InquireFirst.org, 2017-present. • Flotilla Staff Officer, U.S. Coast Guard Auxiliary, 2009-present.
Gayle Brisbane, Assistant Professor	• Reviewer, Political Communication Division, International Communication Association, 2021. • Reviewer, Political Communication Division, Association for Education in Journalism and Mass Communication annual conference, 2021. • Member, Association of Women in Sports Media, 2019-present. • Presenter, The EdukCircle Online Convention on Mass Communication, 2021.
Christina Ceisel, Associate Professor	• Member, Steering Committee, Union for Democratic Communications, 2019-present.

Carolyn Coal, Professor	• Judge, Los Angeles Television Script and Film Festival, Short films, 2020. • Judge, Writers Guild of America West (WGAW), One-hour dramas, 2019. • Director, promotional video for women owned business association WBEC, 2014.
Roselyn Du, Associate Professor	• Editorial Board Member, Journalism & Mass Communication Quarterly, 2019-present. • Editorial Board Member, Palgrave Studies in Journalism and the Global South, 2019-present. • Associate Editor, Media Asia, 2015-present.
Emily Erickson, Professor	• Member, Stonecipher Award for Distinguished Research on Media Law & Policy, 2018–present. • Reviewer, AEJMC Paper Competition (LGBTQ Interest Group), 2019. • Reviewer, Mass Communication & Society, 2016–present.
Pete Evanow, Lecturer	• Business Operations Manager, Motor Press Guild (Automotive Journalists and Publicists membership organization based in Los Angeles), 2014-2016. • Member, Orange County American Advertising Foundation, 2001-present.
Ken Hagihara, Lecturer	• Board Member, PRSA Orange County Chapter, 2018-present. • Member, Pacific Battleship Center Board, 2019-present. • Board Member, American Marketing Association, Orange County, 2015-2016. • Committee Chair, Los Angeles Fleet Week Foundation, 2018-present. • Member PRSA College of Fellows, 2019-present.
Keith Kesler, Lecturer	• Committee Chairman, Boy Scouts of America, 1999-Present. • Board Member, Friendship Shelter, 2013-2018. • Harry Lawrence Award, City Beautification (Graffiti Removal), 2018.

Cynthia King, Professor	• Reviewer, Entertainment Interest Group, Association for Education in Journalism and Mass Communication annual conference, 2017. • Reviewer, Advertising Division, Popular Culture Association National Conference, 2016. • Committee Chair, Cub Scouts Long Beach Pack 007, 2016-present.
Michelle Kurland, Lecturer	• Member, College Media Business and Advertising Managers (CMBAM), 2015 – Present. • Member, Audit Committee, College Media Business and Advertising Managers (CMBAM), 2020 – Present.
Micheal McAlexander, Professor	• Interest Division Representative, Board of Directors, Broadcast Education Association (BEA), 2014–2019.
Robert Meeds, Professor	• Reserve Firefighter/EMT, Orange County Fire Authority, Station 14 (Silverado). • Editorial Review Board, International Journal of Advertising, 2012-present. • Reviewer, Journal of Current Issues and Research in Advertising, Journal of Research in Internet Marketing, Journal of Marketing Communications, Journal of Middle East Media, 2016-2018. • Reviewer, American Academy of Advertising Conference, 2016-2018. • Reviewer, Advertising Division, Annual Conference of the Association for Education in Journalism and Mass Communication (AEJMC), 2016-2017.
Jiwoo Park, Assistant Professor	• Member, Editorial Review Board, *International Communication Research Journal* (ICRJ), 2017-present. • Member, Membership Committee, American Academy of Advertising (AAA), 2021-present. • Consultant, Social Media and Digital Marketing Analytics, Random2U.com (Trade Market App) in South Korea, 2017-present.

Penchan Phoborisut, Assistant Professor	• Volunteer translator, How to Report Hate Crime. www.hatecrimebook.com, 2020. • Reviewer, Manusya Journal of Humanities, 2019. • Judge, The Journalism Association of Community Colleges Media Awards, Fall 2019. • Speaker, at the California regional conferences of the Journalism Association of Community Colleges, Cal State, Fullerton, CA, 2017-2018. • Co-organizer and speaker at the Thailand Update, co-sponsored by the School of International and Public Affairs, the New York Southeast Asia Network, and the Asia-Pacific Economic Cooperation Study Center at Columbia University, 2018.
Henry Puente, Professor	• Assistant Wrestling Coach - La Puente High School, 2014-2020.
Waleed Rashidi, Assistant Professor	• Newsletter Editor, Entertainment Studies Interest Group, Association of Education in Journalism and Mass Communication. 2012-2014, 2018-present. (Secretary and Social Media positions added 2021-present.) • Four-Year University Representative, Journalism Association of Community College Board of Directors. 2016-present. • Paper Reviewer, Association for Education in Journalism and Mass Communication Midwinter Conference, Entertainment Studies Interest Group. 2018 & 2020. • Member, Citrus College Communications Program Advisory Board, Citrus College, Glendora. 2014-2017, 2019-present. • Dissertation Committee Member, doctoral student Kim Stiffler, Exploring teacher leadership practice, efficacy beliefs, and student achievement. La Fetra College of Education, University of La Verne. 2017-2018.

Chelsea Reynolds, Associate Professor	• Head, LGBTQ Interest Group, Association for Education in Journalism and Mass Communication (AEJMC), 2020-2021. • Vice-Head, LGBTQ Interest Group, AEJMC, 2019-2020. • Teaching Chair, AEJMC Cultural and Critical Studies Division, 2018-2020. • Newsletter Editor, AEJMC Magazine Media Division, 2018-2020. • Media Relations Chair, Society for the Scientific Study of Sexuality, 2017-2020.
Frank Russell, Associate Professor	• Member, Association for Education in Journalism and Mass Communication Presidential Committee on Career Development, 2020-2021. • Article reviewer, Digital Journalism, Journalism and Mass Communication Quarterly, Journalism Studies, Public Understanding of Science, New Media and Society, Nordicom Review, 2016-2021. • Reviewer, Association for Education in Journalism and Mass Communication, LGBTQ Interest Group, Communication Technology Division, Graduate Student Interest Group, Newspaper and Online News Division, Participatory Journalism Interest Group, 2016-2021. • Contest judge, Journalism Association of Community Colleges Online General Excellence, September 2019. • Contest judge, Orange County Journalism Education Association Write-Off, Fullerton College, Fullerton, California, February 2018.
Jason Shepard, Professor	• Chair, First Amendment Award, Association for Education in Journalism and Mass Communication (AEJMC), 2020-present. • Member, Professional Freedom & Responsibility Standing Committee, Association for Education in Journalism and Mass Communication (AEJMC), 2020 present. • Member, Editorial Board, Journalism Practice, 2020-present. • Participant, Power Shift Project "Workplace Integrity: Train the Trainers," Freedom Forum Institute, Washington, DC, June 2019. • Manuscript reviewer, Law and Policy Division and LGBT Interest Group, Annual Conference of the Association for

	Education in Journalism and Mass Communication, (AEJMC), 2015-present.
Cylor Spaulding, Assistant Professor	• Teaching Committee Member, Religion & Media Interest Group, Association for Education in Journalism and Mass Communication (AEJMC), 2021-present. • Sponsorship Co-Chair, Educators Academy, Public Relations Society of America (PRSA), 2021-present. • Chair, PRSA Educators Academy Membership Outreach Committee, 2018-2019. • Secretary, PRSA Educators Academy, 2020-2020. • Guest Editor, Journal of Public Relations Research [special issue on faith, spirituality, and public relations], 2020-2021.
Andi Stein, Professor	• Presenter, Friends of the Mouse, 2018. • Presenter, Fullerton Community Center, 2011-2016. • Presenter, HistEARions Club, 2016. • Presenter, Fullerton Public Library, 2015. • Presenter, Disneyana Fan Club, 2015.
Doug Swanson, Professor	• Manuscript reviewer, Journal of Public Relations Education., 2020-Present. • Guest, The Public Relations Review Podcast, Topic: Reducing Stress in Public Relations Jobs, 2020. • Member, WASC Senior College and University Commission, Academic Resource Conference Advisory Committee, 2017-2018. • Manuscript reviewer for conference submissions. WASC Senior College and University Commission, Academic Resource Conference, 2015-2019. • Cohort Member/ Graduate, Assessment Leadership Academy IV. Western Association of Schools and Colleges/WSCUC, 2013-2014.
Ricardo Valencia, Assistant Professor	• Member of the Steering Committee of the Union for Democratic Communications 2018-2019. • Youth Mentor, Centro Latino Americano, Eugene, Oregon, 2017-2018.

Jess Vega-Centeno, Assistant Professor	• Member, Planning Board, Cross Cultural Research Conference, 2019 - present.
Miya Williams Fayne, Assistant Professor	• Secretary, Minorities and Communication Division, Association for Education in Journalism and Mass Communication (AEJMC), 2019-2020. • Mentorship Co-Chair, Minorities and Communication Division, Association for Education in Journalism and Mass Communication (AEJMC), 2021. • Mentor, University of Southern California Black Alumni Association, 2019-present.
Amber Wilson, Lecturer	• Speaker, Safe Smart Social Conference, 2017. • Panelist, Safe Smart Social Video Podcast, 2017. • Mentoring Program Advisor, INROADS 501c3, 2017. • Vice President, Long Beach Junior Chamber of Commerce, 2014-2016. • Vice President, Rising TIDE 501c3 Board of Directors, 2014.
Mark Wu, Professor	• Chair, Board of the Tsinghua Alumni Association of Southern California, 2021-present. • Executive vice president, Troy High School Parent Teacher Association, 2020-present. • Editorial Board Member, Journal of Interactive Advertising, 2008-2020.

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or on-site, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.

Given Cal State Fullerton's proximity to the second largest media market in the U.S., unit faculty enjoy easy access to Communications professionals from every discipline. Another benefit of this proximity is that a significant portion of our alumni remain in the region, which means unit faculty often invite Comm department grads to participate in classroom activities, curriculum enhancement, club events, conferences, panels, site tours, and the like.

Numerous examples of these types of alumni and professional involvement have been documented over the past several years. What follows is a detailed overview of the areas in which alumni and professionals have had significant impact. These include student clubs, the *Daily Titan* newspaper, alumni recognition events, Comm Week, capstone courses, internships, PRactical ADvantage Communications, and the Al Día news telecast. Additional documentation of the unit's contact with professionals and alumni is recorded in a series of personal statements written by individual faculty members.

<u>Student Clubs</u>

<u>Ad Club</u>
Cal State Fullerton's Advertising Club (Ad Club) is a high-impact program that offers a unique opportunity for students to forge a path from classroom to career. The club's mission is to provide students with access to advertising professionals and advertising agencies in order to increase their exposure to industry best practices, better preparing them for a career in the ad industry.

Many of Ad Club's alumni go onto to top positions in the ad industry and are frequent guests at club events. Former Ad Club members are currently employed at prominent advertising agencies including 72andSunny, Conill, Media Arts Lab, TBWA Chiat/Day, BBD&O, David & Goliath, CP&B, Casanova/McCann, Deutsch, Ideology, Campbell Ewald, Daily, Nativo, Canvas, Pitch, Envoy, Ink, RPA, Innocean, Jovenille, and Saatchi & Saatchi.

Ad Club's biweekly events include guest speakers from top advertising agencies who manage prominent brands such as Honda, Farmers Insurance, Pepsi, Boost Mobile, Mazda, Play Station, Arrowhead Water, A&TT, and Apple. At the close of each event, club members are able to network one-on-one with industry experts which helps to build their professional circle, increasing their chances for internships and jobs.

In addition to the club's guest speaker series, Ad Club's annual Advertising Conference (AdCon) is a daylong event, which takes place during CSUF's acclaimed Comm Week. There, distinguished speakers share their experience with students via panels, presentations, workshops, and networking.

The number of individual alumni and professional guest speakers is too numerous to mention by name but here is a representative list.

Event	Speaker Name	Area of Expertise	Company
Panel	Aldo Padilla	Lead Experience Designer	R\\GA
Panel	Alex Cabale	Media Planning	Wieden Kennedy
Panel	Alex Tam	Account Management	Nativo
Conference	Baroosh Qasim	Creative Director	Cashmere
Panel	Caitlyn Thompson	Production	Cassanova McCann
Conference	Camille Yaptinchay	Account Management	72 and Sunny
Panel	Daniele Rodgers	Media Planning	Canvas Worldwide
Panel	Dominic Valdez	Copywriter	TBWA\\Chiat Day
Panel	Elizabeth Swiontek	Account Management	Saatchi
Workshop	Gabrielle Windsor	Digital Strategy	Amusement Park
Panel	Ivan Diaz	Account Management	Conill
Conference	Jason Greg	Creative Director	Innocean
Panel	Jeffrey Pelton	Copywriter	TBWA\\Chiat Day
Speaker	Kristen Foss	Starteguc Planning	Team One
Panel	Kristina Wade	Account Management	Envoy
Workshop	Mariam Alhooty	Experiential	FF Creative
Conference	Megan Klute	Account Management	Maricich Health
Panel	Nissa Gutiérrez	Account Management	Media Arts Lab
Panel	Rafael Manansala	Account Management	Ideology
Conference	Scott Shin	Copywriter	Innocean
Agency Tour	Stephen Estrada	Production	Innocean
Panel	Steve Oak	Account Management	Nativo
Panel	Tamara Tripp	Copywriter	Campbell Ewald

Entertainment and Tourism Club

The Entertainment and Tourism Club (ETC) is the primary student organization serving the Entertainment and Tourism Communications concentration. The goal of this club is to act as the bridging entity between classroom concepts and professional practice. As such, ETC holds monthly industry panels with networking sessions, inviting dozens of professionals from a wide variety of entertainment and tourism-adjacent sectors, such as music, sports, event planning, radio, film, television, video gaming, travel, tourism, social media and creative arts.

Each themed panel event consists of three to six professionals hailing from the specific industry under discussion. Nearly half of all recently invited panelists were alumni from California State University, Fullerton, and most of them were Communications graduates. Recently invited guest speakers included employees from the NFL Network, Anaheim Ducks, Disneyland Resort, Warner Bros. Entertainment, Universal Music Group, Visit Laguna Beach, Warner Bros. Television Animation, Sundance Institute, LA Lakers, Nickelodeon, NBC Telemundo, Southwest Airlines, Disney Channel, E! Networks, DreamWorks, Sony Pictures, Capitol Records and Marvel.

ETC also hosts company tours, television tapings and information sessions with some of the most popular entertainment and tourism companies in the Southern California region. Information

sessions typically host a single speaker or company, offering more detailed insight of a potential employer's operations. Such sessions included representatives from Live Nation and Epic Records. Recently, ETC members took tours of Paramount Pictures and the Anaheim GardenWalk and were on the sets at major production studios for television tapings of "America's Funniest Videos," "Conan" and "Mom."

ETC members have also volunteered at entertainment and tourism-related events, including the Critics' Choice Awards, Petco Foundation Awards, and the Leukemia and Lymphoma Society's Light the Night walk.

Furthermore, ETC hosts an end-of-the-year Industry Mixer in which student organizers invite dozens of professionals, many of whom are alumni, to network directly with students in a festive, yet productive atmosphere.

ETC members have landed internships and professional positions at companies such as NBC, Live Nation, RCA Records, Creative Artists Agency, CBS, E! News, FOX, Atlantic Records, Walt Disney Television, LA Clippers, The Recording Academy, Hilton Hotels, Rogers and Cowan PMK, Disneyland Resort, Bunim Murray, iHeartMedia, and many more.

Latino Journalists of Cal State Fullerton
Latino Journalists of CSUF was founded in 2013 as a student chapter of the National Association of Hispanic Journalists. The organization's main goals are to help prepare members as leaders and future professionals by providing networking opportunities, panels with professionals, informational workshops and mentorship programs to help improve the students' individual skills and to create an environment where like-minded people can come together. The club's NAHJ affiliation opens members to opportunities to have priority consideration for scholarships, as well as participating in NAHJ regional events. Latino Journalists members have been awarded NAHJ's highest-level scholarship, in addition to fellowships to NAHJ's annual national conventions.

Despite the "Latino" in Latino Journalists, anyone is welcome to join. Members have included students interested in public relations; advertising; print, broadcast and web journalism; photography; and non-communications fields. The club welcomes students from all walks of life who want to gain self-confidence, contacts and skills that can help them to excel as interns and as new professionals. The students also enjoy fellowship activities such as cultural banquets featuring favorite dishes from members' national backgrounds and "Sunday Fun Day" movie nights and outings to the beach.

LJ alumni hold well-regarded media positions and keep in touch with current LJ members. Former LJ members are employed at companies including Telemundo, NBC, ABC7, Univision and CNN.

Here is a representative list.

Event	Speaker Name	Area of Expertise	Company
Panel	Eric Resendiz	Community journalist (CSUF alumnus)	ABC7/Los Angeles

Panel	Hugo Balta	NAHJ president	NAHJ
Workshop	Anna Calderon	Contract attorney and vice president	SAG/AFTRA, Los Angeles
Meet/mix	Robert Guaderrama	Reporter/anchor (CSUF alumnus)	Fox News/Orlando
Workshop	Andres Martinez	Producer (CSUF alumnus)	Telemundo 39/Dallas
Workshop	Evelyn Meza	Professional makeup artist	Charlotte Tilbury
Panel	Xochilt Lagunas	Intern	ABC7/Los Angeles
Panel	Jorge Flores	Intern	U.S. Congress
Panel	Daniela Rivera	Intern	Con Todo Press/Los Angeles
Panel	Giselle Martinez	Intern	Titan TV
Panel	Michelle Trujillo	Meteorologist	Telemundo 52/Los Angeles
Panel	Jose Xicohtencatl	PR director/social media strategist	Tapiz Media Group/Los Angeles
Panel	Janice Llamoca	Producer	NPR's Latino USA

Public Relations Student Society of America

The mission of the Public Relations Student Society of America (PRSSA) is "to provide exceptional service to our members by enhancing their education, broadening their professional network and helping launch their careers after graduation." Our programs are heavily focused on connecting students with professionals through a variety of activities designed to enhance the students' awareness of various careers in the field of communication and public relations and to provide them with opportunities to network and build relationships. CSUF PRSSA typically hosts 5-6 events each semester which include panel discussions, networking events, tours, and workshops. Prior to restrictions mandated by the COVID-19 crisis, all engagements with professionals were conducted in-person to provide the best networking opportunities for the members. Even after CSUF moved to the virtual learning environment, CSUF PRSSA continued to work to serve its members, as well as members from other CSUF communications organizations and PRSSA chapters across the nation, by hosting a video conference with the communications team from Disneyland Resort who spoke about communications at the resort amidst the COVID-19 shutdown. Among PRSSA's most significant public service projects during the pandemic was its "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 CSUF student chapter of the Society of Professional Journalists provides leadership opportunities to Communications Department students and other CSUF students interested in a journalism career. Chapter meetings expose students to professional guest speakers and visits to professional newsrooms. Students have visited the Long Beach Post and CBS/L.A. newsrooms.

In recent years, guest speakers have included:

- Laura Davis, assistant professor of professional practice, University of Southern California Annenberg School of Journalism; former journalist at Buzzfeed News, the Los Angeles Times, Yahoo and The Associated Press.
- Lynn Walsh, assistant director, Trusting News Project; former national president of Society of Professional Journalists; Emmy Award-winning broadcast journalist.
- Sonya Quick, digital editor, Voice of OC.
- Gene Park, CSUF journalism alumnus; then an audience editor, now a reporter, The Washington Post.
- Tre'vell Anderson, culture reporter; then film reporter, Los Angeles Times.
- Mirin Fader, reporter, Bleacher Report.
- Amara Aguilar, CSUF journalism alumna; assistant professor of professional practice, University of Southern California Annenberg School of Journalism.
- Sonya Quick, digital editor, Voice of OC.
- Sona Patel, audience editor, New York Times.
- Baxter Holmes, sports reporter, ESPN.
- Jonathan Volzke, CSUF journalism alumnus, senior communications analyst, city of Lake Forest, California.
- Michael Huntley, CSUF journalism alumnus, sports reporter, Orange County Register.
- Sarah El-Mahmoud, CSUF journalism alumna, contributing writer for CinemaBlend.

<div align="center">Student Newspaper</div>

Daily Titan

Daily Titan reporters regularly interact with news professionals in the field at major news stories, during Comm Week and at student journalism conferences throughout the country. Tim Arango, a foreign correspondent for *The New York Times*, spoke to *Daily Titan* students at the 2019 Comm Week, and past speakers have included a wide array of print, internet and broadcast professionals. *Daily Titan* staff members moonlight at professional news organization, such as Voice of OC.

Daily Titan alumni are scattered around the globe, but they tend to join in the annual Comm Week sessions. Alumni reunions were well-attended pre-pandemic, and the current *Daily Titan* staffs are always invited. Several *Daily Titan* scholarships are largely funded by alumni, and donors include alumni at *The New York Times*, *The Washington Post*, *The Los Angeles Times*, NBC News, ESPN and The Associated Press — plus many non-news organizations. Marc Stein, formerly of ESPN and currently chief basketball reporter for *The New York Times*, is among the active alumni donors. Two former wire service Havana bureau chiefs, Anita Snow of The AP and Dan Trotta of Reuters,

are also active alumni (*Daily Titan* alumni get around: Anita is posted in Phoenix and Dan is posted in Milan, Italy).

<div align="center">Professional Conference</div>

Comm Week
Communications Week (Comm Week) is a weeklong conference, planned and produced by students in the high-impact Event Planning and Management course, to showcase the variety of communications-related professions to attendees. Many of these professions are presented by CSUF alumni currently employed in the field, discussing recent events, trends and challenges in their respective careers and industries. Over 2,000 students and community members attend sessions covering the range of professions within the Department of Communications' concentrations of Public Relations, Advertising, Journalism, and Entertainment and Tourism Communications. In 2019, Comm Week hosted over 80 professional speakers, representing all four departments in the College of Communications. In 2020, the event was moved to a virtual presentation platform due to the COVID-19 pandemic, receiving positive press coverage in the *Orange County Register* for its resilience as an important educational conference. The virtual conference format likewise was used for 2021.

Professionals recently invited to present information sessions at Comm Week include Tim Arango (New York Times), Gabriela Armenta (Hill+Knowlton), Diana Bahena (Knott's Berry Farm), Asleigh Correa (Spectrum News), Edward James Olmos (Tony, Emmy and Academy Award-nominated actor), Andrea Gonzalez (Univision), Robert Guaderrama (FOX News), Andrew George (Atlantic Records), Uwe Gustchow (Omnicom), Alan Huerta (ESPN Los Angeles), Tery Lopez (Writers Guild of America West), Jessica Lucero (Fox Sports West), Lindsay Nakayama (RPA), Karishma Patel (Walt Disney Co.), Gabriela Patino (Paramount Pictures), Trevor Rabone (LA Kings), Sheryl Posadas (E! International/NBC), Yarel Ramos (Univision), Eric Resendiz (ABC 7 News), MacKenzie Reynolds (Capitol Records) and Craig Wright (Lionsgate).

<div align="center">Internship Program</div>

Comm 495 – Internship Program
The Department of Communications' internship program plays an integral role in preparing students for the workforce. As such, graduates often reflect fondly on their experience and return in great numbers to give back to CSUF, including by hosting academic interns at their places of employment. More than 1,300 organizations that have worked with CSUF students over the past six years, many at the request of alumni within those organizations, are listed under section 6.2 of the self-study. One such example is the 2019 recipient of the James P. Alexander Internship site award, Gainz Box. Jacob Miller, a 2017 graduate of Cal State Fullerton, interned with Gainz Box as a student and was offered a full-time job upon graduation. Three short years later, Jacob is a senior marketing coordinator and oversees the Gainz Box internship program, which hosts several interns each year. In addition to supervising interns, many alumni also advocate for increased internship opportunities within their organizations and visit campus to sit on panels, lead workshops, participate in COMM Week, and network with students. Similar examples can be found with alumni at NBCUniversal, Taco Bell, Disney, PopShorts and CBS, among others, as the department's signature internship program continues to evolve and expand its reach to new companies.

COMM 451B – Local Campaigns

As a capstone course, COMM 451B focuses on local communications campaigns. The class mirrors much of what PRactical ADvantage Communications does, in that students work with Orange County-based businesses in developing and implementing or managing events, projects or campaigns on behalf of those local companies while working with their marketing executives.

Most recently, much of the focus has been in areas of non-profit as well as automotive marketing, the latter a field in which the faculty member has enjoyed many years of experience.

Students within the past academic year have worked with the Fullerton Arboretum and have helped its management organize and manage sales events, install new signage, and develop a new student-based organization for the entire campus. Videos that will appear on the Arboretum's website also are in the planning stage.

Other students have worked with Mothers Polish, a well-known, highly respected car care business based in Huntington Beach, providing support in social media as well as event management of the many events regularly attended or arranged by mothers, including car shows, trade shows and contests.

A second automotive-based program occurred in cooperation with Hyundai Motor America of Fountain Valley, where students responded to a Request for Proposal (RFP) that required a detailed response to Hyundai's proposed Air Taxi Service in collaboration with Uber, a future vehicle mobilization program that will bring awareness to both brands as well as foster a potential new transportation platform. Students met with Hyundai personnel and presented their final proposals to them.

Each of these assignments involved vital subject matter that will pay dividends to students upon graduation, as each has a real-world application to any company's marketing and advertising voice and vision.

COMM 475 - AAF

The American Advertising Federation (AAF)/National Student Advertising Competition is housed in the PRactical ADvantage Communications agency. This capstone team competes in a national event encompassing universities across the country while all working on the same client.

Students will have contact with the clients at the beginning of the competition via a question and answer period. This consists of a video and/or conference call. They will also interact via email to have additional questions answered.

While working on the pitch the students can work with professionals/professors like Roxanne Garzon who was previously mentioned. Many of CSUF professors have many years of advertising agency experience prior to teaching. They are a valuable resource in helping guide the student through the process of building a campaign.

Leading up the pitch day, the students share their presentations and resumes with both the judges and recruiters. This competition is designed for our students to interact with agency professionals, receive feedback, share contact information and learn more about potential employment.

The AAF/NSAC system is an excellent teaching venue to combine students with key alumni and agency professionals.

COMM 474 - PRactical ADvantage Communications Capstone
The PRactical ADvantage Communications Agency Advisory Board is a group of area professionals that provides review, guidance, and counsel for the agency. The Agency Advisory Board verifies that COMM 474 PRactical ADvantage Communications provides students with sufficient opportunity to acquire knowledge and skills consistent with industry expectations for entry-level professionals.

Since 2011, we've had more a hundred campaigns or projects for real-world entities. That interaction gives students a good education on how to conduct communication ethically and professionally in the workplace.

Here are some examples of recent guest experts who visited COMM 474:

- Rueben Martinez, who grew up in poverty in Arizona, came to California, made contacts, and became a hugely successful businessman. A multimillionaire, he owns a chain of 52 airport bookstores around the world and is a dedicated philanthropist who helps Latino students get into college. Rueben spoke with PRAD students about how to be assertive without being pushy and how to engage in "lifelong learning" throughout their careers.

- C.L. Lopez, Human Services PIO for San Bernardino County, was responsible for dealing with the media following the mass shooting a few years ago. She talked about media relations, how to work ethically and professionally in a time of conflict. She also talked about using social media and video production skills as she has a growing video/social media presence for San Bernardino County human services agencies.

- Kristen Daher, founder and CEO of Powerhouse Communications, discussed what she looks for in new hires, how students need to be excellent writers and have a 'sense of urgency' for client needs. She also discussed the importance of Gen Z students working together with more senior people from earlier generational groups.

The Agency Advisory Board provides feedback on student learning by meeting once a year with the instructional faculty to informally review student work and discuss the agency's development and future plans. Additionally, when student learning assessment is conducted for COMM 474 (every third year), board members provide a more formal review of campaign books. Board members then write a collective summary of strengths and weaknesses in student work. This summary becomes part of the record of assessment in the Department of Communications.

The Agency Advisory Board is comprised of working professionals in the fields of advertising, entertainment/ tourism, and public relations.

We ask each board member to make at least one in-person visit to an agency class meeting each year, either as a guest speaker or in a consulting role to work with student teams. This gives additional hands-on guidance to students.

Agency Advisory Board Members:

Jasminne Carrillo
Media Manager
Lionsgate
(2012 PR AD COMM graduate)
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The board meets during Comm Week. The board was assembled in 2018 and met for the first time then. The board assisted with assessment in 2018. It met again in 2019, and after a discussion on a variety of issues, board members offered PRAD an accountability statement to assist in bringing all of the COMM 474 class sessions in alignment on key conceptual issues. The 2020 meeting of the board was set for April 21 but had to be canceled due to COVID-19.

COMM 464 – Public Relations Management Capstone
Core to the COMM 464 Public Relations Management and COMM 474 PRactical ADvantage Communications capstone courses is the client work that the students do with "real world" clients. Extensive in-class instruction is provided in the development of strategic communications plans based upon the needs of the clients. The teams work closely with their nonprofit and for-profit clients to execute and evaluate the effectiveness of the campaigns.

In addition to the service learning projects, professionals and alumni are often brought into class to supplement lectures and provide professional insight into various career and strategic aspects of

public relations. Midway through the course, student groups compete against each other in an agency competition where they present their response to an RFP to an industry professional. The professional judges the contest and provides feedback to the individual teams regarding their presentations and proposed public relations programs. The agency competition is a critical component of the course as it helps to solidify their understanding of the public relations process as they move into the next stage of the class where they begin working with their real-world clients.

<u>Faculty Contact with Professionals & Alumni</u>

Individual reports from faculty include the following:

Henry Puente: I believe that having a great relationship with alumni, professionals, and professional organizations is critical to my teaching effectiveness. I often use these individuals as guest speakers for my classes. I also use alumni, who are now executives or managers, as capstone clients. These individuals keep my students and myself informed about what is happening in the industry currently. It is critical information because we often do not receive this type of current knowledge in textbooks.

Sue Schenkel: Throughout the past six years of my COMM 101 lab classes, students have responded well (and appreciatively!) to the presentation of our annual Comm Week as it brings professionals to the campus (or virtually, this year). Through their comments each spring, I am reminded of the value to them of hearing professionals working in their field of interest—doing a job that the student one day hopes to hold. Additionally, with the creation of our new online textbook for COMM 101 a couple of years ago, students are responding very well to the inclusion of little cameo presentations amid the assigned reading each week. Again, they are seeing and hearing from professionals out in the field. These short bits of REAL life journalism, writing, communication are resonating with our students! Also, as part of my lab assignments throughout the semester, I have students find and evaluate current event stories every other week. Through these written critiques, they are seeing how a professional reporter/writer does his or her job in covering news of the day. They are analyzing leads and styles and methods of putting together a news story. And, several others of my weekly assignments each semester require students to critique the writing and story creation process of professionals through evaluation of stories on specific topics—web sites, sports writing, social media, ethical choices of practicing journalists, photographers, editors, communicators—among others.

Cylor Spaulding: In my short time with Fullerton, I've engaged three guest speakers to visit my Crisis Communications class: Manny Rivera, Principal, RALLY; Kate Silina, Director of Strategy and Crisis, Sunshine Sachs; and Jeff Flaherty, Senior Director of Global Crisis and Corporate Affairs, Marriott. The first two were in-person, and Jeff was over Zoom. Additionally, I've connected with two firms (DKC and Rogers & Cowan) about hiring CSUF students as interns, and since I'm active with PRSA Educators Academy, I've been able to use the resources provided by the organization in my classes.

Anne LaJeunesse: In teaching Comm 334 – Feature Writing – I bring in professionals to illustrate "real world" experience and show how journalists and public relations professionals can work together for the benefit of readers/viewers. CSUF Police Captain Scot Willey, the department's PIO, is a popular guest speaker. He helps define the difference between a publicist and a public information officer by showing videos of incidents he's handled at CSUF – such as the jewelry

store robbers who caused students and staff to shelter in place as they were thought to have escaped onto the campus, and the preparation for the visit of controversial speaker Milo Yiannopoulos. Various other professionals, some former colleagues of mine, also share their experiences with my class. These have included a photojournalist, a former student who has worked for ABC7 News and KPCC as social media producer and reporter, a Disney public relations professional, a former Disney Imagineer-turned-theme park reporter, a prolific freelance writer who is a nurse and healthcare blogger and a print journalist who moved into online reporting for entertainment websites and has also authored a book about the lives of child actors. I have also written letters for students seeking internships or grad school admission. Additionally, through my contacts (former journalist, here) I have introduced students to professionals in the fields of law and media with the goal of helping students foster relationships with or "pick the brains" of respected professionals.

Ron Romain: In the digital media and visual communication classes I teach, I focus strongly on the use of industry-standard software and media in combination with effective means of communicating ideas visually and with impact. I integrate professional standards and input from various sources:

1) Each of my classes are project-based. When a new project is assigned, I show my classes examples of professional work and student/alumni work. We discuss the impact of the communication displayed in each example, plus the use of software tools and media relative to industry standards, that they should apply to the assigned project.

2) I show and assign videos created by established industry content creators, such as the animation studio Pixar. This allows the students to see examples of highly professional work which apply the same visual communication concepts and techniques that they are currently being taught.

3) And I find and sponsor speakers from digital industries to speak at our annual Comm Week event. For instance, in 2018 and 2019, my classes participated in two presentations by digital visual effects specialists working in film and television. My 2020 Comm week event, organized with Dr. Robert Meeds, unfortunately had to be cancelled due to COVID-19, but would have been a panel of six recent COMM graduates now working in various Communication fields. They were to discuss the use of digital media in their current work positions, and how it helped them get the job that started their careers.

Ian Crockett: Ever since I began teaching I've leveraged industry contacts and past students to supplement my instruction. For media-related courses, I've called upon several former students who now own their own agencies to discuss online and social media. I've also had media salespeople speak to my classes about the financial rewards of a sales career. When teaching account management/planning courses, I've asked a senior executive from my former agency and the Vice-President/Marketing at Red Bull (a good friend) to present how campaigns are structured from start to finish. A couple of years ago, I taught a Public Relations course and called upon an old college teammate who was a past PRSA president to speak to my class. The bottom line is if I believe there's someone I know that can do a better job of explaining a particular subject than I can, I'll bring them in. In addition, I've had several other CSUF professors ask me to provide class lectures for them based on my four decades of professional experience.

Andi Stein: I teach graduate classes on entertainment and tourism and occasionally bring in guest speakers to talk to my students. Speakers have included reporters, public relations, marketing practitioners, historians, and designers. Several have been CSUF alums. Among the speakers are:

- Suzi Brown – Disneyland vice president of communications (alum)
- Mark Eades – former Orange County Register reporter (alum)
- Jim Fanning – Disney historian
- Erin Glover – Walt Disney Company social media specialist
- Taylor Jeffs – CEO, Legacy Entertainment
- Todd Regan – Micechat social media site founder
- Cherie White – Knott's Berry Farm PR/marketing director (alum)

I also teach the COMM 508 Humanistic Research in Communications course. For that class I have brought in several historians, including Natalie Fousekis, director of the CSUF Center for Oral and Public History, and Mindy Johnson, author of *Ink and Paint: The Women of Walt Disney's Animation.* I am member of the International Association of Amusement Parks and Attractions (IAAPA) and the Themed Entertainment Association (TEA) and attend events put on by both organizations. Through these groups I have made many contacts who have provided with me current information about the attractions industry. This has been very beneficial for my COMM 563 Tourism Venues and Attractions class as well as my COMM 515T Deconstructing Disney class.

Miya Williams Fayne: In my entertainment and tourism capstone course students are able to get hands-on experience by working witch professionals in the entertainment industry. Students in my courses have had clients such as Netflix, YouTube and the Oprah Winfrey Network (OWN) and created integrated marketing communications campaigns for upcoming movies and television shows on each platform. Industry professionals came to class sessions to instruct the students about the projects and to evaluate their pitches. They also assisted in providing feedback on the assignment. Additionally, a CSUF alum, Lindsay Kwek, publicist at Universal Studios, has assisted with giving students real-world perspective by presenting to them during Comm Week and answering their questions about a career in entertainment public relations. In my entertainment PR course PR professionals serve as great complements to the curriculum. I have had public relations practitioners from Netflix, Kevin Stuckey, and Warner Brothers, Shawn Smith, share their career experience with my students. I have also had an alum from The Walt Disney Channel, Steven Beydler, share tips with students regarding interviewing while also encouraging them to leverage student clubs at CSUF, such as the Entertainment and Tourism Club and PRSSA.

Vivien Angelus: I believe contact with alumni, professionals and professional organizations is a crucially important element in the development and maintenance of a curriculum and instruction that prepare public relations students for professional success. I have, for example, invited guest speakers who could address current public relations and communication management practice. These speakers have included independent practitioner Yumiko Whittaker, our own Professor Ken Hagihara, and climate activist and CSUF alumna Suvan Geer. I have also created assignments that encourage students to go beyond the classroom to experience public relations firsthand or conduct primary research on public relations. These have included an interview assignment in which students were required to identify and interview a full-time practitioner and then write a report on what they learned about public relations today. Another such assignment is a group volunteer experience in which student teams select a nonprofit, participate in an event hosted by or

benefiting the nonprofit, and then, working individually, write reflective essays. In Spring 2020, I adapted both assignments, so students could complete them through online activity. Finally, I supplement textbook content in all my courses with recent, pertinent, free materials available on the internet. These materials have included readings, videos and podcasts covering topics such as best practices in social media management; PRSA materials on ethics and communication law; case studies on PRSA Silver Anvil Award winners; news writing, feature writing and photojournalism; and group project management.

Robert Quezada: I teach COMM 101 and 334 over the past six years (this semester I also took on COMM 201). I have always recruited professionals in their fields to speak to my classes on a variety of topics. Here is a partial list and what they discussed: Bill Plunkett, *Orange County Register* sports writer, interviewing and sports beat; Jim Benning, editor at *Westways* magazine, feature writing; Vanessa Franko, Southern California News Group digital editor, music festival coverage and social media; Michael Mahi, director of CSUF social media engagement, social media; Brian Johnson, *Orange County Register* food critic, feature writing; Alicia Robinson; *Orange County Register* journalist, reporting; CSUF University Police, texting while driving activity; and while not a professional, knows what she is doing, Melissa Masciewicz, professional cosplayer, subject for class profile assignment.

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link for communication during the previous academic year or provide print copies in the workroom.

The unit communicates with alumni via newsletters and emails (examples provided in the workroom) as well as making extensive use of department and college social media feeds such as Facebook, Twitter, Instagram, and LinkedIn. Additional contact is channeled through Central Alumni Relations and the Division of University Advancement whose primary purpose is building and maintaining lifelong relationships with CSUF grads. Other avenues of communication include social media feeds maintained by student clubs and organizations, as well as by individual faculty members.

The unit's "Wall of Fame," celebrating the accomplishments of distinguished alumni, in 2017 inducted 55 new members to celebrate the Department's 55th anniversary. More than 200 people attended an on-campus celebration event. The unit has inducted two additional members each year afterward, with the exception of 2020 as a result of the pandemic.

<div align="center">Communications Department Newsletter</div>

Issues of the Department's newsletter, *Communiqué,* are available below:

Communiqué – Spring 2021
Communiqué – Fall 2020
Communiqué – Spring 2020
Communiqué – Fall 2019
Communiqué – Spring 2019
Communiqué – Fall 2018
Communiqué – Fall 2017

Communiqué – [Spring 2017](#)
Communiqué – [Fall 2016](#)
Communiqué – [Spring 2016](#)
Communiqué – [Fall 2015](#)

These are also archived on this webpage:
http://communications.fullerton.edu/comm/COMMuniqué/index.php.

Department and College Websites and Social Media Feeds

Department Homepage:
http://communications.fullerton.edu/comm/

Department Contact Landing Page:
http://communications.fullerton.edu/contactus.php

Department Facebook Page (552 followers as Nov. 1, 2021)
https://www.facebook.com/CSUFCOMMDEPT

College Facebook Page (707 followers as Nov. 1, 2021):
https://www.facebook.com/CommCSUF/

College Twitter (1,009 followers as Nov. 1, 2021):
https://twitter.com/commcsuf

College LinkedIn (301 followers as Nov. 1, 2021):
https://www.linkedin.com/company/csuf-college-of-communications/

College Instagram (1,807 followers as Nov. 1, 2021):
https://www.instagram.com/commcsuf/

Select Communications Department Student Clubs Social Media Feeds

AdClub on Facebook (1,119 followers as Nov. 1, 2021):
https://www.facebook.com/csufadclub

Entertainment and Tourism Club on Facebook (1,380 followers as Nov. 1, 2021):
https://www.facebook.com/pg/Etc.Csuf/community/?ref=page_internal

PRSSA on Facebook (1,442 followers as Nov. 1, 2021):
https://www.facebook.com/pg/csufprssa/community/?ref=page_internal

University Alumni Relations

The mission of the Alumni Association (https://alumni.fullerton.edu/) is to build lifelong alumni relationships and to inspire alumni and supporters to advance and connect with the Titan community. In conjunction with the Office of Alumni Engagement the Cal State Fullerton Alumni Association provides services, tools and programs dedicated to advancing the University by educating, engaging and inspiring members of the greater Titan Community.

The means by which Alumni Relations accomplish these goals include the following:
- Contributing to a positive CSUF image
- Promoting university and alumni accomplishments
- Providing environments and opportunities for alumni engagement
- Encouraging educational, social and economic benefits for our student and alumni communities
- Advocating on behalf of the University to promote student success

Division of University Advancement

The Division of University Advancement (http://www.fullerton.edu/advancement/) sends outreach messages with updates to select alumni and potential donors in communications like COMMuniqué and the college's 30th Anniversary update in 2019. Alumni are invited to events throughout the year based on their affiliations with the department including Daily Titan activities, Homecoming, Comm Week, Comm Awards and more. Other special event activities engage alumni on a more sporadic basis including "Wall of Fame" receptions, Comm Week Reunion, and the PRactical ADvantage Communications Advisory Board.

Wall of Fame: Celebrating Distinguished Alumni

The Department of Communications celebrated its 55th anniversary as an academic department at Cal State Fullerton in 2018 by inducting 55 new members into its Alumni Wall of Fame. "Your accomplishments are an inspiration to our faculty and our students," Department Chair Dr. Jason Shepard said as he welcomed nearly 200 people to a reception at the George G. Golleher Alumni House on April 27, 2018. Professor Emeritus Dr. Ed Trotter called the night one of the most meaningful in the department's history. Trotter and his wife Sandy DeAngelis and Professor Emerita Dr. Carolyn Johnson helped sponsor the event. California Assemblywoman Sharon Quirk-Silva attended and presented inductees with certificates. Greg Saks, CSUF's vice president for advancement, represented President Dr. Mildred Garcia, who sent new inductee's letters of congratulations. Professors Beth Georges, Micheal McAlexander, Dr. Henry Puente and Keith Kesler made the event possible with their service. PRactical ADvantage Communications, the department's student-run public relations and advertising agency, helped run the event in conjunction with the Department's Awards Committee.

A booklet of photos and biographies of the Wall of Fame inductees was produced by the Office of Strategic Communications, thanks to the coordination of Cheryl Inbody, CSUF's director of brand strategy and project management and a COMM alum. A committee of faculty reviewed nominations and winnowed an initial list of nearly 200 nominees down to the final list of 55 new

Wall of Fame inductees. New inductees were invited to celebrate the induction, along with past Wall of Fame recipients, at a reception before the Department's annual Awards and Scholarships Dinner. Distinguished alumni traveled from all over the country to attend the event. Many reunited with former professors and classmates.

The new inductees into the Alumni Wall of Fame are, in alphabetical order: Rebecca Aguilar, 1995, Principal Consultant, Protocol First; Elliott Almond, 1975, Journalist, San Jose Mercury News; Jo Etta Bandy, 1994, Director, Career and Industry, Chapman University; Tricia Bigelow, 1982, Presiding Justice, Second District California Court of Appeals; Phil Blauer, 1980, Evening Anchor, Fox San Diego; Suzanne Brown, 1988, Director, Media Relations and External Communications Disneyland Resort; Jerry Caraccioli, 1990, Executive Director, Communications CBS Sports; Marci Carlin, 1983, Vice President, BRC Imagination Arts; Barbara Chen, 1999, Senior Director of Communications, Columbia University; Jackie Combs-Nelson, 1970, Assistant News Editor (retired), Chicago Tribune; Ian Crockett, 1981, Founder and president, ICE Advertising; Karen Devine (Boetto), 1989, Anchor, KESQ Palm Springs; Henry DiCarlo, 1990, AMS meteorologist and sportscaster, KTLA 5 Morning News; Chris Dufresne, 1981, Sports columnist (retired), Los Angeles Times; John Echeveste, 1973, Chief Executive Officer, LA Plaza de Cultura y Artes; John Ehlenfeldt, 1989, Executive Vice President of Sales and Administration, Visit Huntington Beach; Marissa Espino, 1996, Strategic Communications Officer, OCTA; David Fahey, 1974, Co-Owner, Fahey/ Klein Gallery; Evan Ferrari, 2000, Group Strategic Planning Director, Saatchi & Saatchi; Suzanne Frey, 1985, Manager of Publications and Public Relations, Toastmasters International; Carolyn Fromm, 1981, President/Founder, Magnet PR Group; Judith Goffin, 1974, President, Goffin Public Relations; Sonia Gomez, 2003, Senior Director - Programming and Acquisitions, ESPN; Kerry Graeber, 1984, Vice President, Sales and Marketing, Suzuki; Todd Harmonson, 1998, Senior editor, Orange County Register; Scott Harris, 1979, Journalist, San Jose Mercury News; Theresa Harvey, 1981, President & CEO, Fullerton, North Orange County Chamber of Commerce; Peter Hecht, 1979, Senior Writer, The Sacramento Bee; Monique Hudson, 1983, VP, Government & Community Affairs, California Science Center Foundation; Sam Jones, 1989, Photographer; Vanessa Karlsson, 1999, Global Communications, Events, & Public Relations Manager, Dolby Laboratories; Glenn Koenig, 1978, Photographer, Los Angeles Times; Cathy Lawhon, 1976, Media Director (retired), UC-Irvine; Widad Leal, 1988, Vice President Marketing & Public Relations, Azteca America; Agnes McGlone Swanson, 1991, Senior Account Manager, Corporate Relations, American Heart Association; Heather McLaughlin, 1997, Vice President of Communications, Apollo Education Group; Kathleen Miller, 1973, Communications and Public Relations Strategist, RealPolitech; Jose Mota, 1994, Pre and postgame analyst, Color commentator, FOX Sports; Mimi Newton, 1988, Executive Director, Marketing & Promotion, CBS Television Distribution; Valerie Orleans, 1980, Director, Internal Communications, Cal State Fullerton; Gene Park, 2003, Social media editor, Washington Post; Tony Saavedra, 1981, Investigative reporter, Orange County Register; Roman Saienni, 1993, Vice President of Post Production Operations, FOX Sports Media Group; Sandy Segerstrom Daniels, 1987, Managing Partner and Owner, C.J. Segerstrom & Sons; Anita Snow, 1980, Supervising Editor on Latin America regional desk, Associated Press; Terry Spencer, 1988, Miami bureau chief, Associated Press; Marc Stein, 1991, Chief NBA reporter, ESPN; Maria Tesoro Fermin, 1994, Director of Community & Public Relations, Los Angeles World Airports; Keith Thursby, 1981, General editor, College sports, ESPN.com; Dan Trotta, 1987, U.S. general news correspondent, Reuters; Steve Tully, 1979, President, Neff Headwear; Leslie Unger, 1991, Director of Marketing and Communications, Japanese American National Museum; Michael Weisman, 1976, Founder/Chief Executive Officer, The Values Institute; Gus Whitcomb, 1987, Head

Corporate Contingency Planning, Cathay Pacific Airways; Karyn Wulbrun, 1990, Director of Talent/National Program.

5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

The unit's faculty have participated in scholastic journalism programs. Tom Clanin (before his retirement in 2017) and Frank Russell have served as contest judges for the Orange County Journalism Education Association and the Southern California Journalism Education Association. Other contributions to the JEA include Department Chair Dr. Jason Shepard's service as closing keynote speaker for the Southern California Journalism Education Association's "Wake-up Call" conference in September 2021. More than 110 high school students from 23 area schools participated in the virtual conference. Dr. Shepard's presentation was about protecting student expression of unpopular ideas in light of this summer's Supreme Court decision that overturned the suspension of a high school cheerleader for a profane Snapchat post.

In addition, because a large proportion of our students transfer from community colleges instead of enrolling at CSUF directly from high school, our faculty has long participated in events at community colleges. In particular, we have a longstanding relationship with the Journalism Association of Community Colleges (JACC). Faculty are regular speakers and presenters at conventions JACC holds each year, and we host the fall convention for Southern California community college journalism students at Cal State Fullerton. This gives us many opportunities to promote our program and recruit students from the community colleges across California.

Department faculty, students and alumni were active participants in two student journalism symposia hosted by the College of Communications during the past two academic years. In February 2020, the College's student journalism symposium on covering the 2020 census drew to the campus dozens of students from CSUF and other 4-year universities, as well as community colleges and high schools, with representation from Orange, Los Angeles, and San Diego counties. In September 2020, the College's virtual student journalism symposium on covering the 2020 elections at the local, regional, and national levels drew more than 100 college and high school students from across the state.

PART II, STANDARD 9.
ASSESSMENT OF LEARNING OUTCOMES

Students working in student media in the Department of Communications won more than 200 awards during this review period. Above, students and their advisers celebrate award wins at the national College Media Convention in New York City in 2019.

Executive Summary

The Department of Communications engages in a robust assessment of undergraduate student learning through a comprehensive assessment plan. The plan is overseen by a faculty Assessment Coordinator and the Department's Undergraduate Curriculum & Assessment Committee. Instructors of courses being assessed have significant input in the collection of evidence, the reporting of results, and translation of knowledge about student learning into course revisions. Direct and indirect measures of assessment are used, including through pre-post testing, an embedded common assignment, a semester-long team project, or in the case of the internship course, student and employer surveys. Included in the assessment effort is a digital portfolio graduation requirement for every COMM major. Assessment efforts prioritize "closing of the loop" to continually improve curriculum and pedagogy based on what is learned through assessment. Finally, the Department of Communications is regularly recognized by external organizations with awards. Student media, including the *Daily Titan*, *Tusk* magazine, and *Al Día*, won more than 200 awards during this review period from regional, state and national student media organizations.

1. Provide a copy of the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

The Department of Communications' Assessment Plan was codified in 2011. It is a comprehensive plan encompassing both major core and concentration courses that was developed and launched with the on-site advice and counsel of internationally-recognized assessment expert Mary Allen. From the beginning, every element of this effort has been developed and carried out by the faculty.

Initially, assessment was tracked via a series of documents illustrating competencies alignment, a curriculum matrix, outcomes, and so forth. By 2015, a more mature structure had developed, along with guiding principles to eliminate uncertainty about the expectations for student learning. The collection of documents used to track parts of assessment was merged into the single Excel spreadsheet that now serves as the Undergraduate Assessment Plan.

The content areas of the Undergraduate Assessment Plan include:

       Table of Contents
1. Competencies Alignments
2. Curriculum Map
3. Collection, Evaluation, Performance, and Assessment Schedule
4. Pre-Professional Certificate Program Assessment
5. Assessments Completed
6. Co-Curricular Engagement

As indicated in the Assessment Plan, by degree completion all Communication majors are expected to meet eight Program Learning Outcomes:

- Demonstrate skills and knowledge for entry into professional practice. [PLO #1]
- Apply critical thinking, research, and analysis to meet personal and professional goals. [PLO #2]
- Demonstrate written and oral proficiency appropriate to the entry level of professional practice. [PLO #3]
- Demonstrate effective use of communication tools and technologies appropriate to the entry level of professional practice. [PLO #4]
- Apply appropriate concepts, models, and theories of communication to personal and professional situations. [PLO #5]
- Exhibit awareness of social, economic, and cultural diversity as demonstrated through the mass media. [PLO #6]
- Demonstrate a basic knowledge of historical, legal, and ethical issues that affect professional practices, and information literacy in such knowledge. [PLO #7]
- Demonstrate awareness of the history and role of professionals within students' chosen occupational area. At the same time, Communications students shall demonstrate current knowledge of and interest in their profession by active co-curricular engagement with professionals from outside of the classroom. [PLO #8]

Additionally, all Communications majors are expected to meet the Concentration Learning Outcomes CNLOs for their concentration (advertising, journalism, entertainment and tourism

communications, or public relations). The CNLOs represent the 'big picture' learning outcomes expectations in each of the concentrations.

The Undergraduate Assessment Plan is updated regularly throughout the academic year and is available to all COMM faculty and staff via Canvas Community, the university's online learning management system. All other supporting files including assessment data reports and relevant inter-departmental communication are archived in a secure Dropbox managed by the Assessment Coordinator. The Undergraduate Curriculum & Assessment Committee oversees the process.

Supporting files provided in appendices include:

- [Assessment Recaps and Summaries](#) (for faculty and committee meeting review, 53 pages of documentation from 2015-2021)
- [Assessment Terminology Guide](#) (the most common terms used to define assessment in the Department of Communications)
- [Assessment Guiding Principles](#) (the values that guide our inquiry into student learning)

The Assessment Coordinator manages a [Course Learning Outcomes](#) document that identifies all undergraduate courses by name and number, with catalog description, faculty-approved Course Learning Outcomes, and notes from recent revisions. That document is also available to faculty and staff in the Canvas Community.

After review by the Department of Communications faculty, all results of assessment of undergraduate student learning are reported by the Coordinator to the [CSUF Office of Assessment and Institutional Effectiveness](#). The OAIE collects assessment reports via the platform [AMS/Nuventive](#). Assessment reports are then subject to peer review by CSUF colleagues from outside the academic unit. The feedback to the Department of Communications has been valuable; it helps make sure that our methods, measures, and outcomes are in line with general expectations for assessment of undergraduate learning.

2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

In the Department of Communications, all assessment of student learning revolves around and is linked to ACEJMC's 12 [Professional Values & Competencies](#). Most expectations for student learning center on the concept of *"...appropriate to the entry level of professional practice."* In other words, 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. At the same time, the undergraduate curriculum emphasizes the reality that communication professions are constantly evolving; concepts and technical skills needed to be successful are always in flux. COMM undergraduates should expect to engage in professional development throughout their careers.

As shown in Sheets 2 and 3 of the [Undergraduate Assessment Plan](#), each COMM major student is expected to meet eight PLOs as assessed in the Core, Principles, Writing, and Capstone courses.

- *Demonstrate skills and knowledge for entry into professional practice*. [PLO #1]
  - COMM 449: Capstone – Entertainment and Tourism Communications, COMM 451: Capstone – Advertising Campaigns, COMM 464: Capstone – Public Relations

Management, COMM 471: Capstone – Daily Titan News, COMM 472: Capstone – TV News, COMM 474: Capstone – ADV/PR/ETC Student Agency, COMM 475: Capstone – Advertising/AAF Competition (Capstone courses)
  o COMM 495T: Mass Media Internship

- *Apply critical thinking, research, and analysis to meet personal and professional goals.* [PLO #2]
  o COMM 317: Digital Foundations + Additional Review in Capstone Courses

- *Demonstrate written and oral proficiency appropriate to the entry level of professional practice.* [PLO #3]
  o COMM 101: Writing for Mass Media
  o COMM 201: Digital Reporting and Writing
  o COMM 351: Writing for the Advertising Industry
  o COMM 362: Public Relations Writing I

- *Demonstrate effective use of communication tools and technologies appropriate to the entry level of professional practice.* [PLO #4]
  o COMM 201: Digital Reporting and Writing
  o COMM 317: Digital Foundations

- *Apply appropriate concepts, models, and theories of communication to personal and professional situations.* [PLO #5]
  o COMM 410: Principles of Communication Research

- *Exhibit awareness of social, economic, and cultural diversity as demonstrated through the mass media.* [PLO #6]
  o COMM 233: Mass Communication in Modern Society
  o International Education

- *Demonstrate a basic knowledge of historical, legal, and ethical issues that affect professional practices, and information literacy in such knowledge.* [PLO #7]
  o COMM 407: Communications Law

- *Demonstrate awareness of the history and role of professionals within students' chosen occupational area. At the same time, Communications students shall demonstrate current knowledge of and interest in their profession by active co-curricular engagement with professionals from outside of the classroom.* [PLO #8]
  o COMM 346: Principles of Entertainment and Tourism Communications, COMM 350: Principles of Advertising, COMM 361: Principles and Ethics of Public Relations, COMM 370: Principles and History of American Mass Communication (Principles Courses)
  o Co-Curricular Engagement Reporting by Faculty and Student Organizations

All COMM major students are expected to meet CNLOs for their concentration (advertising, journalism, entertainment and tourism communications, or public relations). CNLOs were written and approved by faculty members teaching in the concentrations; the CNLOs are continuously

reviewed to assure that they remain consistent with expectations in the professions. CNLOs serve as guideposts for faculty and students and are not directly assessed.

Sheet 1 of the [Undergraduate Assessment Plan](#) offers an illustration of the competencies alignment between the ACEJMC Professional Values & Competencies and:
- The Five Core Competencies of the Western Association of Schools and Colleges (Senior College and University Commission)
- The CSUF University Learning Outcomes (ULOs)
- The Department of Communications Program Learning Outcomes (PLOs)
- The Department of Communications Concentration Learning Outcomes (CNLOs)

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in a separate digital file.

A review of assessments conducted during the period under review reflects that students are meeting or exceeding learning outcome goals in most areas of assessment. Where goals are being met, and where they are not, COMM faculty have readily identified areas for learning improvement, and actively work to "close the loop" by discussing and taking appropriate actions.

Sheet 2 of the [Undergraduate Assessment Plan](#) presents the PLOs that are assessed and the courses and evidence of student learning associated with each one. Condensed details of assessment reporting by faculty are offered.

Process for Collection and Reporting of Data

Generally, the process for collection and reporting of data proceeds in this fashion:

- At the beginning of the academic year, the faculty Assessment Coordinator identifies the courses in which assessment needs to take place. This identification comes about through review of the Assessment Plan and other supporting documents.
- The faculty Assessment Coordinator communicates this information to the Department Chair and members of the Undergraduate Curriculum & Assessment Committee. Typically, a "to-do list" is developed as a working document (such as those shown in [A_2](#)).
- The faculty Assessment Coordinator then communicates to the instructional faculty teaching the courses in which assessment needs to take place. Through that communication (either in person or via email) the coordinator makes sure the instructional faculty understand their role in the process and what actions they need to be responsible for. Here are some examples of how that plays out:
  - In the case of courses that have been assessed previously (with successful outcomes) the faculty are often "all on the same page" and will need little guidance from the Assessment Coordinator. Faculty members know what to do.
  - In the case of courses where there have been past challenges involving assessment (either in methodology or outcomes) a personal meeting is usually needed to hash out any disagreements and/or reset procedures for a new assessment effort. These meetings can result in agreement on assessment, postponement of assessment until a

future semester, or a faculty working group established to revise the assessment methods. Sometimes the Assessment Coordinator steps in personally to conduct a meeting to get faculty "on the same page." Here is an example of such a memo.

- o In some cases, the faculty members do not need to be directly involved in assessment. Typically this is any situation with a pretest/posttest administration (such as COMM 233: Mass Media in Modern Society). The Assessment Coordinator administers the pre- and posttests and gathers the resulting data. In these situations, the Assessment Coordinator verifies with faculty that they're aware of the procedures, that they don't have any questions or concerns, and that they know the dates that collectors will open and close.
- After these communications take place, the faculty Assessment Coordinator reports back to the Department Chair and members of the Undergraduate Curriculum & Assessment Committee about the finalized plan for the semester/academic year. The plan is then carried out (with adjustments as needed). The Assessment Coordinator reports regularly to the faculty as a whole in Department meetings, typically with a handout to document progress being made.
- The reporting of assessment results from the instructional faculty will differ, of course, based upon the course being assessed and what the plan calls for in terms of data collected. In most cases, instructional faculty who are completing assessments will do so collectively (all instructional faculty in a particular course will collaborate on the writing of the report). The reports come to the Assessment Coordinator, who then shares the information with the Department Chair and members of the Undergraduate Curriculum & Assessment Committee.
- After review by all parties involved the Assessment Coordinator uploads the assessment data and relevant narratives into the University's reporting system.
- Cal State Fullerton has an Office of Assessment and Institutional Effectiveness. As shown on the web page, that office works with the CSUF Academic Senate's Assessment and Educational Effectiveness Committee. In addition, there is a large group of faculty members from the colleges who serve as assessment liaisons. Each year, several members of the committee and/or liaisons are appointed to review and offer feedback on the Department of Communications report of assessment.
  - o Appendices provide examples of feedback returned to the Department (2016-2017 and 2017-2018). There is an opportunity for the Department to provide feedback to the feedback, and occasionally that has taken place. This linked document offers an example of an exchange regarding the 2016-2017 liaison review.
- Throughout the academic year, other important communication takes place between the Assessment Coordinator and the faculty. Here are two examples.
  - o At the beginning of each semester of the academic year, the Assessment Coordinator reaches out to faculty to make sure they are using the correct CLOs in their course syllabi. The communication happens in person, in faculty meetings, and via email. Here is the 'complete' CLOs document available to faculty in the Canvas Community. Here is an example of the email message about CLOs.

Data From Direct and Indirect Measures

Below are details of how the assessment plan addresses the eight PLOs. This information is taken from Sheets 2, 3, and 5 of the Undergraduate Assessment Plan.

PLO #1: Demonstrate skills and knowledge for entry into professional practice.

COMM 449: Capstone – Entertainment and Tourism Communications, COMM 451: Capstone – Advertising Campaigns, COMM 464: Capstone – Public Relations Management, COMM 471: Capstone – Daily Titan News, COMM 472: Capstone – TV News, COMM 474: Capstone – ADV/PR/ETC Student Agency, COMM 475: Capstone – Advertising/AAF Competition (Capstone courses)

> Evidence collected: Direct: Student writing/ creative work involving the ability to describe a complex situation and apply a theory or model to solve it. The capstone courses in advertising, entertainment and tourism communication and public relations involve a team-based project or client campaign. The capstone courses in journalism involve collective student work such as a TV program, newspaper, or online content. Specifics of the capstone assignment may vary by course, but all sections of same-numbered courses have a common assignment or series of assignments agreed upon by the teaching faculty. The assignment is designed to be consistent with course learning outcomes.

> Evaluation: Outside professionals evaluate student work, and a summary memo with quantitative and qualitative observations is drafted. Recommendations for improvement are included in the summary memo.

> Performance standard: The general performance standard for the Department is applied here: 70% of students in all sections assessed shall participate in assessment, and 70% of the collective work shall be evaluated as "satisfactory or better."

> Assessment timetable: Capstone courses are assessed every third academic year.

> Use of Data for Improvement: Linked here is an example of a capstone assessment. This assessment conducted in 2017 involved eight industry professionals reviewing final campaign books from the COMM 464 Public Relations Management course. Recommendations from this report were addressed in the following academic year.

COMM 495T: Mass Media Internship

> Evidence collected: Direct: Student work samples from internship experience showing ability to apply professional learning in a specific context. Indirect: Employer survey showing professional evaluation of student strengths and weaknesses.

> Evaluation: The faculty coordinator of internships summarize evidence collected and provides that summary to the department assessment committee. All original documents and data remain with the internship program office.

Performance standard: At least 70% of students shall be deemed to have performed Internship at the level of "Satisfactory or better," as indicated by student and employer feedback.

Assessment timetable: Annual, as collected by the faculty internship coordinator.

Use of Data for Improvement: Linked here is an example of an assessment report from COMM 495 Internship. The document summarizes the results of the student written assignments, student survey, and employer survey during Academic Year 2017-2018 in which 704 students participated in the internship program. Note that the report discusses steps taken to "close the loop" in 2017-2018 on recommendations from the previous year's assessment effort.

PLO #2: Apply critical thinking, research, and analysis to meet personal and professional goals.

COMM 317: Digital Foundations + Additional Review in Capstone Courses

Evidence collected: Direct: Creation and presentation of an informative and persuasive digital portfolio that includes evidence of the seven critical digital skills identified by faculty. COMM 317: Digital Foundations faculty will collect evidence of student conceptual knowledge and skill demonstration. Capstone faculty will affirm that graduating seniors have completed the portfolio and that student work meets minimum quantitative and qualitative expectations.

Evaluation: COMM 317 faculty shall work collectively to evaluate a representative sample of student work and survey students on conceptual issues. Capstone faculty individually verify whether students in their course section(s) have met the graduation requirement.

Performance standard: In COMM 317, the performance standard is that 90% of students shall create an online portfolio and that student knowledge of the tools and the process will be "satisfactory or better" 70% of the time. In capstone courses, the performance standard is that 100% of students shall submit confirmation of their student portfolio that contains the minimum requested work samples and that those samples are "satisfactory or better" in overall quality.

Assessment timetable: Assessment of student performance occurs every third year. Additionally, information is collected via survey of faculty each semester (fall and spring) to determine the extent of capstone student completion of the electronic portfolio.

Digital Skills Learning Outcomes
Approved by faculty 2/19/2016

At the completion of their undergraduate experience, all COMM students are expected to:

1.   Write effectively for digital platforms and social media.

> 2.   Demonstrate introductory skills in Office/ Adobe suite software used in the professional workplace.
> 3.   Produce, edit, and publish digital storytelling content using text, audio, video, and/ or photography.
> 4.   Manage, navigate and evaluate social media and web-based campaigns.
> 5.   Evaluate ethical and legal issues in digital and social media.
> 6.   Use and evaluate online/ digital analytics.
> 7.   Build a virtual resume and digital portfolio.

Use of Data for Improvement: Linked here is the Academic Year 2019-2020 assessment report from COMM 317. The faculty coordinator of the course meets twice monthly with the other instructors. There is strong collaboration from everyone in planning, administering, and reporting of assessment findings - and then later, "closing the loop" to implement changes deemed necessary by what was learned.

After COMM 317, students continue adding work samples to their portfolios (under the direction of faculty in their COMM courses). Then, each student presents a completed portfolio in his/her capstone course. Capstone course instructors are tasked with reviewing those portfolios to determine the extent to which the portfolios meet the digital skills learning outcomes.

Procedures for verifying student use of Portfolium in COMM capstone courses are represented in this document.

An online report form allows collection of data from the Capstone instructors.

This document shows data collected in regard to Digital Skills Engagement in Capstone Courses, 2019-2021.

PLO #3: Demonstrate written and oral proficiency appropriate to the entry level of professional practice.

COMM 101: Writing for Mass Media

Evidence collected: Direct: Student writing/ creative work involving the ability to describe a complex situation and apply a theory or model to solve it. All sections of the course have a common assignment that has been agreed upon by the teaching faculty. The assignment is consistent with course learning outcomes. In COMM 101, the assignment is "Profile Story."

Evaluation: Teaching faculty evaluate student work, along with a small group of external professionals selected by faculty. The student evidence is reviewed, and a summary memo with quantitative and qualitative observations is drafted. Recommendations for improvement are included.

Performance standard: The general performance standard for the Department shall be applied here: 70% of students in all sections assessed shall participate in assessment, and 70% of the collective work shall be evaluated as "satisfactory or better."

Assessment timetable: Every third academic year.

Use of Data for Improvement: Linked here is a report generated by five COMM 101 instructional faculty and the Department Chair following a 2019 assessment meeting. The faculty reviewed student work, identified strengths and weaknesses, and made recommendations that were subsequently adopted in the course. For example, based on the weaknesses identified, instructors discussed various strategies to use in the future to introduce the assignment and model examples of key elements, including lead writing, quote formatting, and visual language. Instructors also discussed showing examples to illustrate differences between news writing and academic/term paper writing. Instructors discussed assigning smaller "parts" of stories in the beginning of the semester to help students learn good use of quotes, AP Style, leads, etc.

COMM 201: Digital Reporting and Writing

Evidence collected: Direct: Student writing/ creative work involving the ability to describe a complex situation and apply a theory or model to solve it. All sections of the course have a common assignment that has been agreed upon by the teaching faculty. The assignment shall be consistent with course learning outcomes. In COMM 201, the assignment is "Profile Story" including draft / instructor review / then, submission of final copy.

Evaluation: Teaching faculty evaluate student work, along with a small group of external professionals selected by faculty. The student evidence is reviewed, and a summary memo with quantitative and qualitative observations is drafted. Recommendations for improvement are included.

Performance standard: The general performance standard for the Department shall be applied here: 70% of students in all sections assessed shall participate in assessment, and 70% of the collective work shall be evaluated as "satisfactory or better."

Assessment timetable: Every third academic year.

Use of Data for Improvement: The COMM 201 course was significantly restructured in since the last review cycle. Linked here is a Spring 2019 assessment report compiled by instructional faculty following the course restructuring. Strengths and weaknesses of student writing were identified. The report recommends additional resources for instructors to address the most common problems associated with student writing.

COMM 351: Writing for the Advertising Industry

Evidence collected: Direct: Student writing/ creative work involving the ability to describe a complex situation and apply a theory or model to solve it. All sections of the course have a common assignment that has been agreed upon by the teaching faculty. The assignment

shall be consistent with course learning outcomes. In COMM 351, the assignment is "Creative Brief."

Evaluation: Teaching faculty evaluate student work, along with a small group of external professionals selected by faculty. The student evidence is reviewed, and a summary memo with quantitative and qualitative observations is drafted. Recommendations for improvement are included.

Performance standard: The general performance standard for the Department shall be applied here: 70% of students in all sections assessed shall participate in assessment, and 70% of the collective work shall be evaluated as "satisfactory or better."

Assessment timetable: Every third academic year.

Use of Data for Improvement: At the discretion of the instructional faculty, the evidence for assessment in COMM 351 has alternated between a creative brief and a persuasive blog. Both are important communication tools in the advertising industry. Linked here is the assessment report completed by the faculty members in 2016. The report shows improved student performance on the blog vs. a similar embedded assignment used previously.

COMM 362: PR Writing I

Evidence collected: Direct: Student writing/ creative work involving the ability to describe a complex situation and apply a theory or model to solve it. All sections of the course have a common assignment that has been agreed upon by the teaching faculty. The assignment shall be consistent with course learning outcomes. In COMM 362, the assignment is "One-Page News Release."

Evaluation: Teaching faculty evaluate student work, along with a small group of external professionals selected by faculty. The student evidence is reviewed, and a summary memo with quantitative and qualitative observations is drafted. Recommendations for improvement are included.

Performance standard: The general performance standard for the Department shall be applied here: 70% of students in all sections assessed shall participate in assessment, and 70% of the collective work shall be evaluated as "satisfactory or better."
Assessment timetable: Every third academic year.

Use of Data for Improvement: The COMM 362 course has been reviewed three times over the course of our assessment effort. A common embedded assignment (news release) is used in all sections. As this report shows, in Spring 2018 there were eight instructors, five sections, and 160 students enrolled in the course. Recommendations from the report will be adopted for the next assessment in COMM 362.

<u>PLO #4: Demonstrate effective use of communication tools and technologies appropriate to the entry level of professional practice.</u>

COMM 201: Digital Reporting and Writing
COMM 317: Digital Foundations

<u>Evidence collected:</u> Direct: Student demonstration of (1) graphics and video software skills; (2) ability to correctly define technical terminology related to course concepts; (3) awareness of ePortfolio concepts. Collection instruments and methods may vary based on academic term and may include a quiz.

<u>Evaluation:</u> Student work is be collected electronically. Teaching faculty evaluate student work, using a common rubric. A summary memo with quantitative and qualitative observations is drafted. Recommendations for improvement are included.

<u>Performance standard:</u> The general performance standard for the Department shall be applied here: 70% of students in all sections assessed shall participate in assessment, and 70% of the collective work shall be evaluated as "satisfactory or better."

<u>Assessment timetable:</u> Every third academic year.

<u>Use of Data for Improvement:</u> This course was revamped and made a requirement for all communications majors following the last self-study and site visit. The team of faculty who teach sections of COMM 317 meet at least monthly to discuss course content and student learning. See the linked documents here: [COMM 317 Assessment Plan and Rubrics](#) and [COMM 317 2019-2020 Assessment Results and Narrative](#).

<u>PLO #5: Apply appropriate concepts, models, and theories of communication to personal and professional situations.</u>

COMM 410: Principles of Communication Research

<u>Evidence collected:</u> Direct: Student demonstration of the ability to describe a complex situation and apply a research method with primary and secondary research to address important questions about communicative relationships. In COMM 410, the embedded assignment in all sections is "Team Project."

<u>Evaluation:</u> COMM 410 teaching faculty evaluate student work, using a rubric they created. A summary memo with quantitative and qualitative observations is drafted. Recommendations for improvement are included.

<u>Performance standard:</u> The general performance standard for the Department shall be applied here: 70% of students in all sections assessed shall participate in assessment, and 70% of the collective work shall be evaluated as "satisfactory or better." On the COMM 410 rubric, this would be a score of "2" or "Meets Expectations."

<u>Assessment timetable:</u> Every third academic year.

Use of Data for Improvement: As noted in the Assessment Plan, Sheet 5, "Assessments Completed," the COMM 410 instructional faculty initially employed different approaches for documenting student learning in the research methods course after a curriculum realignment in 2014-2015. In Academic Year 2019-2020, the Assessment Coordinator met with instructional faculty to reach consensus on a single, more-comprehensive assessment in the course. Documentation of that meeting is shown here to illustrate the depth of the discussion. COMM 410 assessment was put on hold until a resumption of normal instruction after the pandemic.

PLO #6: Exhibit awareness of social, economic, and cultural diversity as demonstrated through the mass media.

COMM 233 (Mass Communication in Modern Society)

Evidence collected: Direct: Online pre-/post-testing to verify student ability to recall critical concepts; all enrolled students in all sections are invited to participate. Incentives for student participation are at the individual discretion of the instructors.

Evaluation: Data summaries are compared with past performance of students in COMM 233. Instructors are presented with results and asked for feedback and recommendations for future improvement.

Performance standard: The general performance standard for the Department shall be applied here: 70% of students in all sections assessed shall participate in assessment, and 70% of the student response to the posttest shall be correct at the level of C or "satisfactory or better."

Assessment timetable: Every third academic year.

Use of Data for Improvement: COMM 233 has been reviewed three times over the course of our assessment program, as explained in Sheet 5, "Assessments Completed." Linked here is a sample of the pre/ posttest that is used in COMM 233. Questions were written by the instructional faculty. In the last assessment, Spring 2018, faculty found a previously unnoticed error in the answer key. The error was corrected; and none of the assessment results were affected by it.

International Education

Evidence to be collected: Pre-departure orientation survey to be administered to students traveling abroad. Then, upon return, an identical instrument "to assess relative changes in worldview, understanding of other cultures, tolerance of other cultures, and interest/desire to learn about other cultures."

Evaluation: Faculty members responsible for sponsoring students in study abroad experiences shall evaluate the results and use the information to guide program improvement.

Performance standard: 70% of students shall show an increase in global mindedness, as well as an increase in an understanding and tolerance for the cultures and beliefs of others. Assessment timetable: Annual, as coordinated and reported by Director of the Maxwell Center for International Communication. *Note, this assessment structure was developed by faculty in 2019 and scheduled for administration in 2020. However, all CSUF international education efforts were subsequently canceled due to COVID-19. Therefore, this assessment cannot be carried out until overseas programs resume.*

Use of Data for Improvement: Not applicable as assessment is pending, as noted above and detailed in Sheet 5, "Assessments Completed."

PLO #7: Demonstrate a basic knowledge of historical, legal, and ethical issues that affect professional practices, and information literacy in such knowledge.

COMM 407 (Communications Law)

Evidence collected: Direct: Student pre and post-test involving specific questions about Mass Communications Law, consistent with the learning outcomes of this course. The online instrument was developed by COMM 407 teaching faculty. All enrolled students in all sections are invited to participate. Incentives for student participation are at the individual discretion of the instructors.

Evaluation: Data summaries are be compared with past performance of students in COMM 407. Instructors are presented with results and asked for feedback and recommendations for future improvement.

Performance standard: The general performance standard for the Department shall be applied here: 70% of students in all sections assessed shall participate in assessment, and 70% of the student response to the posttest shall be correct at the level of C or "satisfactory or better."

Assessment timetable: Every third academic year.

Use of Data for Improvement: Prior to the pandemic, faculty reviewed data from previous assessments and identified a need to review in more detail for next cycle, including with attention to response rates and question construction. Discussions will continue post-pandemic.

PLO #8: Demonstrate awareness of the history and role of professionals within students' chosen occupational area. At the same time, Communications students shall demonstrate current knowledge of and interest in their profession by active co-curricular engagement with professionals from outside of the classroom.

COMM 346: Principles of Entertainment and Tourism Communications, COMM 350: Principles of Advertising, COMM 361: Principles and Ethics of Public Relations, COMM 370: Principles and History of American Mass Communication (Principles Courses)

Evidence collected: Direct: Student pre and post-test involving specific questions about History and Role of a professional in the discipline. Questions were written by the faculty teaching each of the Principles courses. Online administration; all enrolled students in all

sections shall be invited to participate. Incentives for student participation are at the individual discretion of the instructors.

Evaluation: Data summaries are compared with past performance of students in each class. Instructors are presented with results and asked for recommendations for future improvement.

Performance standard: The general performance standard for the Department shall be applied here: 70% of students in all sections assessed shall participate in assessment, and 70% of the student response to the posttest shall be correct at the level of C or "satisfactory or better."

Assessment timetable: The Principles courses were grouped under this PLO ("History & Role of the Professional") in 2016, and assessment began at that time. Courses shall be assessed at least every third academic year. (*COMM 370 was formerly COMM 425 and had been assessed similarly several times under that course number.)

Use of Data for Improvement: The Principles courses were subject to some minor revisions in 2018, primarily to a 2018 curriculum realignment involved recategorization of the Principles/Skills/Capstone courses to meet CSU System Executive Order 1071 (January 2017). EO 1071 stipulated that a degree subprogram must represent less than 50% of the program requirements. Additionally, a revision of COMM 361: Principles of Public Relations put that course in alignment with CEPR recommendations that all public relations students be subject to a required course on ethics. COMM 361 became "Principles and Ethics of Public Relations" with a mandatory ethics component involving students in individual review and self-assessment using the Arthur W. Page Center ethics modules.

The "History and Role of the Professional" pre-/post-test assessments in the Principles courses are relatively new, and results have been mixed. (See Undergraduate Assessment Plan, Sheets 2 and 5).

In 2019, a discussion began with the instructional faculty about issues relating to response rates of the pre-/post-tests used. That discussion will continue post-pandemic. See documentation linked here.

Co-Curricular Engagement Reporting by Faculty and Student Organizations

Evidence collected: Indirect: Confirmation of student participation and involvement in co-curricular experiences during the past year; reflective analysis of observed strengths and weaknesses. Faculty members and /or leaders of student organizations responsible for hosting co-curricular learning opportunities shall submit information about those opportunities.

Evaluation: The Undergraduate Curriculum and Assessment Committee, Assessment Coordinator, and/ or other members of the faculty review information gathered. Performance standard: The Department seeks to have at least 100 reports of co-curricular engagement each year, including full reporting by faculty members and student organizations.

Assessment timetable: A report form is generated annually.

Use of Data for Improvement: Documenting co-curricular engagement helps demonstrate how are gaining important concepts and skills through experiences other than those strictly 'classroom based.' Data collected demonstrate students have significant opportunities for co-curricular engagement.

The Assessment Coordinator oversees the online report form through which faculty and student organizations report co-curricular activities. The 2020-2021 reporting form is linked here. It is the Assessment Coordinator's responsibility to communicate with faculty and make sure they understand what co-curricular engagement is, and how to report the activities of their classes. The communication happens in person, in faculty meetings, and via email. Here is an example of that email message. Here is an example of a flyer distributed to faculty at the start of each academic year.

Exit Surveys

CSUF launched an Undergraduate Exit Survey in spring 2017, which collects a wide variety of information on student learning curricular, and co-curricular experiences. The survey was administered again in spring 2019 and spring 2021, providing us data of three cohorts of graduating students over five years. The survey also incorporated college/department-specific questions in order to collect targeted information to support student success initiatives at the local level. The Department of Communications was allowed to add two questions, and the Department chose to focus on digital skills competencies and overall satisfaction in choosing Communications a major. For graduating majors in Communications, the data indicate the following:

Q: I gained mastery in important digital and software skills used by communications professionals while I was a Communications major at CSUF.					
N	Year	Agree/ Strongly Agree	Neither agree nor disagree	Disagree/ Strongly Disagree	
194	2021	78%	15%	3%	
202	2019	63%	23%	14%	
244	2017	58%	26%	16%	
Q: I made the right choice in selecting my Communications major and subject concentration.					
N	Year	Agree/ Strongly Agree	Neither agree nor disagree	Disagree/ Strongly Disagree	
194	2021	88%	9%	3%	
202	2019	87%	9%	5%	
244	2017	80%	14%	5%	

<u>Other Assessment Measures</u>

While the following assessment activities did not measure student of PLOs, they offer insights on the teaching and learning environment during the pandemic, which in turn impact PLOs over time. As the COVID-19 pandemic continues, these insights help unit faculty determine possible pedagogical adjustments that might be needed in the future, so that student attainment of PLOs can continue to be supported despite pandemic-related challenges.

CSUF Virtual Student Instruction Survey

In fall, 2020, a campus-wide student survey was conducted to learn more about how the switch to online learning during the COVID pandemic impacted student learning, interpersonal communication and classroom enjoyment. Students from 193 undergraduate courses were surveyed.

Campus-wide, 15,267 responses were received (approximately a 37% response rate). Of those, 565 respondents (approximately 3%) were COMM majors. Across campus, students of all majors reported that the online instruction experience was about the same as they had expected.

By a small margin, COMM majors reported a better experience learning course material and communicating with instructors. Likewise, there were proportionately fewer responses of "worse or much worse" to all questions by COMM majors as compared to the student body as a whole.

How did your experience taking virtual classes in Fall 2020 compare with your expectations?

		Better or Much Better	About the Same	Worse or Much Worse
Learning the material	CSUF Students	25.4%	42%	32.7%
	COMM Majors	**26%**	**44.9%**	29.1%
Communicate with my instructors	CSUF Students	22.4%	45.6%	32%
	COMM Majors	**31.6%**	**49.3%**	19.1%
Receive feedback from my instructors	CSUF Students	31.3%	47.2%	21.5%
	COMM Majors	28%	**52.4%**	19.6%

Overall experience	CSUF Students	30%	40.2%	29.9%
	COMM Majors	29.5%	**42.8%**	27.7%

The survey also asked students about their unmet resource needs. As shown in the table below, by a small margin COMM majors reported less need for academic resources and support but a greater need for outreach (communication with instructors, mental health support, food / housing assistance).

What types of support do you need to help with your learning and success in a virtual environment this spring semester?

	CSUF Students	COMM Majors
More opportunities to communicate with instructors and peers	27.4%	31.5%
Mental health support	22%	28%
Financial assistance	27.8%	27.8%
Academic support and other student services (e.g. tutoring, advising, DSS, library, career services, etc.)	27.1%	**23.9%**
IT equipment or software (e.g. computer, internet connection, apps, etc.)	18%	19.6%
Resources to support learning in a virtual environment (e.g. how to use zoom, how to complete assignments online, how to take exams online, etc.)	12.9%	**12.6%**
Food or housing security	6.4%	7.1%

Faculty-Student Engagement During Pandemic

Approximately three weeks into the March 2020 transition to 100% online instruction, Department of Communications faculty were surveyed anonymously to gather information about how they and their students were adapting to new curricular and pedagogical realities. The results of that survey are summarized below.

Survey method, respondents, and response rate: A survey link was disseminated via email on April 14 to COMM faculty. Respondents were presented with an online instrument with ten questions. Quantitative responses were solicited about teaching load, students' demonstrated adaptability and resilience, and students' level of connection and engagement via Zoom. Respondents were encouraged to provide narrative responses addressing student learning and

best practices utilized during the first weeks of 'shelter in place' teaching. The survey link was emailed to 35 full-time, 21 part-time, and 3 faculty early retirement program participants. The instrument did not ask faculty to identify themselves or their rank. Within two weeks, 31 faculty had responded (52%).

At this point, 3+ weeks beyond the transition to full online learning, consider all the COMM course sections you presently teach. Overall, how would you characterize your students' adaptability to the new realities?

25.8%	Excellent
45.1%	Very Good
25.8%	Satisfactory
3.23%	Poor

Student proficiency, and problem areas: Faculty respondents reported that students were most proficient in acting and responding in emotionally appropriate ways (26 responses, or 83.8%), adapting to changing course expectations (24 responses, or 77.4%) and demonstrating the ability to keep up with course content, week by week (22, or 70.9%).

The two most commonly reported problem areas were completing and submitting assignments on time (12, or 42.8%), and demonstrating time management skills (10, or 35.7%). Overall, there were three times as many individual responses to the "doing well" question set than to the "having problems" question set.

What are students doing well? What are students having problems with? (Multiple responses allowed.)

"Doing Well"		"Having Problems"
61.2%	Attending Zoom-based course meetings	14.2%
61.2%	Managing the technology to interact in Zoom during course meetings	14.2%
54.8%	Interacting appropriately with the instructor in the virtual environment	17.8%
54.8%	Interacting appropriately with other students in the virtual environment	17.8%
48.3%	Asking thoughtful questions	25%

77.4%	Adapting to course expectations that have changed or may still be ambiguous	10.7%
70.9%	Demonstrating the ability to keep up with course content week by week	21.4%
35.4%	Demonstrating time management skills	35.7%
61.2%	Understanding assignment expectations	25%
54.8%	Completing and submitting assignments on time	42.8%
83.8%	Acting and responding in emotionally appropriate ways	0
76.7%	Appropriate email or telephone communication with instructor outside of course meetings	10.7%

Student engagement: About half of all respondents reported students 'missing in action' – from as few as 1 student to as many as 20 and 30. A review of the narrative responses reflect some faculty expressing confidence about student engagement learning, while other faculty expressing fatigue, discouragement and fears about students' level of preparation for future COMM courses and, ultimately, the realities of the workplace.

Almost two-dozen narrative comments were offered about student learning; technical issues including online connectivity were commonly presented. A total of 32 narrative comments were offered in regard to teaching techniques working well or not working well. Some of those comments are shown below - first positive, then negative.

- "The students have been very adaptable, and I've been impressed."
- "Almost all of my students across three classes said they wanted synchronous virtual instruction. I was told that it felt like they still had class and helped stay on track with assignments; it provided an outlet and engagement with people during a time when isolation has been tough on their mental health; and offering virtual sessions allowed for better communication about guidelines, expectations, questions, etc."
- "Asynchronous learning with short recorded lectures, A/V assignments, and weekly written assessments seems to be working fine. Flexibility and compassion are key."
- "I am very happy with my decision to teach asynchronously. I've had several students reach out to tell me that they appreciated this because it gave them some freedom to care for children/family, pick up extra shifts/new jobs, etc."
- "Transparency and open communication with students has been imperative. The support system has been strong between myself and the students, the students with me, and the students with each other. Open dialogue has been key in fostering that environment."
- "Students in our skills (prereq) courses are not being prepared for the challenges they will face later on. We are going to see the inadequacies ripple through our courses for years to come."
- "Students seem to be very "checked out" and disengaged."

- "I have three writing classes, and students in all three struggle with any assignment that requires interviewing by email or phone. Sources are just not available or are too busy to interact with student journalists."
- "Obviously an online course (with no prep) cannot replicate the in-person learning environment, which is curated with trust and shared energy."
- "Some students said they intentionally never take online classes because they have a bad history of staying accountable and working independently; being in a classroom at a designated time in a distraction-free environment is exactly what keeps them academically successful. Yet, here they are now, forced to repeat the scenario that had worked against them in the first place."
- "Zoom requires an internet quality of service (QOS) that some students simply don't possess, either because it's unaffordable or because the internet service is controlled by others, such as a parent or sibling."
- "I miss seeing students and colleagues. I think most people are getting through this pretty well and making the best of a difficult situation."

The observations of COMM faculty set the stage for meaningful, ongoing conversations about student learning in an educational environment that has been forever changed by the pandemic.

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Journalism and mass communications professionals, including alumni, are involved with the Department's assessment of program learning outcomes in the following ways:

- Guest speaking: Indirectly, the very involvement of professional and alumni as guest speakers for classes, student organizations, and COMM Week constitutes a means of assessing the PLO for student engagement in co-curricular activities. Particularly for student clubs and organizations, as well as for COMM Week, the students are themselves responsible for identifying potential speakers, reaching out to these professionals, arranging logistics of their presentations, and engaging in appropriate post-speaking communications, such as thank-you and/or social media posts.
- Internship evaluations: Professionals provide ongoing supervision, mentorship, and evaluation of students and their experiences through the internship program.
- Capstone course assessments: Professionals are solicited to offer direct feedback on student work, both in terms of the concepts and hands-on application. For example:
  - In COMM 451: Capstone - Advertising Campaigns, area advertising professionals review student plans books and offer comments and suggestions.
  - In COMM 471: Capstone - Daily Titan News and COMM 472: Capstone - TV News) local journalists review editorial content and visit with students on campus to offer guidance.
  - In COMM 451: Capstone - Advertising Campaigns and COMM 464: Capstone - PR Management similar guidance is provided by local advertising and PR experts.
  - In COMM 474: Capstone – PR/ADV/ETC Student Agency members of the Agency Advisory Board review student work in Google Drive and then sit in on final team presentations to clients. (COMM 474 continued that practice via Zoom during COVID.)

5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions in the past six years. Limit to five a year.

2021

Al Día – Society of Professional Journalists Mark of Excellence Awards
- First Place, Best Broadcast News Videography
- First Place, Best COVID-19 Coverage

Al Día - Associated Collegiate Press Awards
- First Place, Best Broadcast News Story
- First Place, Best Election Reporting

Daily Titan - California College Media Awards
- First Place, Best Newspaper

2020

Al Día - Edward R. Murrow Award
- Winner for Excellence in a Video Newscast

Al Día - California College Media Association
- First Place, Best COVID-19 Reporting

Daily Titan - California College Media Association
- Honorable Mention, Newspaper of the Year (Four-Year, Daily)

Daily Titan - Associated Collegiate Press
- Second Place, Best of Show

Tusk **Magazine** - California College Media Association
- Best Print Magazine

2019

Al Día - National College Media Association
- Best Television Newscast

Al Día - National Association of Hispanic Journalists Awards
- Award for Best Coverage of Latino Issues in a Broadcast

Al Día - Broadcast Education Association
- Award of Excellence, Best TV Newsmagazine

Robert Rayfield Chapter, PRSSA - Public Relations Student Society of America
- Outstanding Chapter Award

Robert Rayfield Chapter, PRSSA - Public Relations Student Society of America
- Star Chapter Award

2018

Al Día - Broadcast Education Association
- Second Place, Best TV Feature Story

Daily Titan - Hearst Journalism Awards Program
- First Place, Writing Competition

Daily Titan - American Scholastic Press Association
- "Most Outstanding College Newspaper"

Daily Titan - Los Angeles Press Club
- First Place, Best Feature Photo
- Second Place, Best News Writing

2017

Daily Titan - National College Media Association Apple Awards
- Second Place, Facebook page
- Third Place, Best Overall Large College Newspaper

PRactical ADvantage Communications - Marcom Awards
- Gold Award Winner, "City of Anaheim Plans Book'

Robert Rayfield Chapter, PRSSA - Public Relations Student Society of America
- Star Chapter Award

2016
Daily Titan - First Amendment Coalition
- Honorable Mention, Free Speech & Open Government Award

Robert Rayfield Chapter, PRSSA - Public Relations Student Society of America
- Outstanding Chapter Award
- Pacesetter Chapter Award
- Gold Key Award, PRSSA Chapter President Andrew Vo

Tusk **Magazine** - Associated Collegiate Press / College Media Advisers
- Pacemaker Award, "Best in Show"

2015

Daily Titan - Los Angeles Press Club
- First Place, Best College Newspaper
- First Place, Best Feature Photo

- Second Place, Sports Photography
- Third Place, News Photography

Tusk **Magazine** - Western Publication Association
- Best Student Publication

6. In a digital file, list by specialty each member of the graduating class of 2016 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.

NAME	JOB TITLE	ORGANIZATION	LOCATION
GRADUATES WITH CONCENTRATIONS IN ADVERTISING			
Ms. Analourdes G. Alvarez	Marketing Consultant	Arise Marketing Agency	Orange County, CA
Ms. Reyan A. Amoudi	Assistant Administrative Manager	Noreas Inc	Orange County, CA
Ms. Moniq C. Anderson	Marketing Coordinator	Morinaga America	Irvine, CA
Ms. Kelsi R. Ardaiz	Social Campaign Manager	Boardriders	San Diego, CA
Ms. Tavanna G. Ayala	Procurement Specialist	Spireon	Irvine, CA
Mr. Jonathan R. Bareford	Project Manager	Pacific Communications	Irvine, CA
Ms. Brigit Salinas Barragan	Marketing Coordinator	ProHealth Oregon	Portland, OR
Ms. Denise Barraza	Data Specialist	Horizon Media	Los Angeles, CA
Mr. Bryce T. Blanton	Freelance Social Media Consultant/Manager	Bryce Blanton	Laguna Beach, CA
Ms. Nora Botros	Sr. Media Manager, e-Commerce	Fusion92	Chicago, IL
Mr. Brandon A. Carlton	Sr. Vice President	Investmint Properties	Orange County, CA
Ms. Jessica C. Chan	Production Development Coordinator, Textiles	Pottery Barn Kids	San Francisco, CA
Ms. Katharine E. Chan	E-Commerce Specialist	KC Hilites	Williams, AZ
Ms. Youshu Chen	Marketing Team Leader	Bushiroad, Inc.	Walnut, CA
Mr. Evan Lloyd Christman	Event Planner	Event Planner Life Blog?	Ladera Ranch, CA
Mr. Miguel J. Clemente	Music Composer, Sound Designer	Methodic Doubt Music, musicRELIANT, Get It Done Records, Pure Motion Pictures	Los Angeles, CA
Mr. Bradley D. Codde	Business Development Manager	ExpiTrans, Inc.	Rancho Santa Margarita, CA
Ms. Demi L. Dailey	Marketing and Communications Manager	Hoag Classic	Newport Beach, CA
Ms. Morgan A. Davis	Division Coordinator	The New Home Company, Inc	Phoenix, AZ
Mr. Adrian De La Torre	Marketing Copywriter	Not Stated	West Covina, CA

Ms. Ivy Diego	Marketing Account Executive	First Team Real Estate	Irvine, CA
Ms. Danielle T. Dinh	Associate	DAUM Commercial Real Estate Services	Los Angeles, CA
Ms. Lizette Duarte	Senior District Manager	ADP	La Habra, CA
Mr. Jacob David Dykstra	Full-Stack Developer	DevByJake.com	Sacramento, CA
Ms. Monica M. Ebanks	Freelance		
Ms. Abril Elizalde	Records Management	Superior Court of CA, County of Riverside	Riverside, CA
Ms. Emily A. Espitia	Social Media Coordinator	Fullerton Museum Center Association	Fullerton, CA
Ms. Michaelle A. Esteve	Project Manager	LA SEO Service	Los Angeles, CA
Ms. Ashley N. Buzoianu (Evans)	Senior Media Sales Planner	Taboola	Irvine, CA
Ms. Lindsey N. Evans	Server	Old Crow Smokehouse	Huntington Beach, CA
Ms. Amanda Feltenberg	Energy Recruiter	Aerotek	Irvine, CA
Mr. Gustavo Flores	Catering Mananger	Jimmy John's	Whittier, CA
Mr. Jerry Forsberg	Associate Consultant	Neudesic	Reno, NV
Mr. Robert G. Friedlander	Freelancer	Photo Production	Long Beach, CA
Mr. Lee Garcia	Digital Marketing Assistant	TJ Creative, Inc.	Santa Ana, CA
Mr. Trevor J. Garrett	Proposal Coordinator/Data Impact Analyst	NOVA Academy Ealy College High School	Yorba Linda, CA
Ms. Veronica L. Garza-Dargatz	Human Resources Generalists Recruiter	Home Care Providers	Orange County, CA
Ms. Husna Ghayaisi	Client Services Specialist	Panasonic Avionics Corporation	Anaheim, CA
Ms. Leslie Gomez	Associate Content Producer	The Designory	Orange County, CA
Mr. Joshua R. Gonzalez	Content Specialist	eGumball Inc.	Lake Forest, CA
Ms. Sara M. Graham	Social Media Coordinator	Saddleback Church	Lake Forest, CA
Mr. Keith A. Greene	Marketing Manager	Levity Live	Fullerton, CA
Ms. Heather Gregory	Content Merchandiser	Outdoor Research	Seattle, WA
Ms. Brenda Guerrero	Marketing Coordinator	1105 Media	Anaheim, CA
Mr. Aaron C. Guido	Manager, Sales Development	Foursquare	Los Angeles, CA
Mr. Tyler N. Harris	National Account Director	One & All Agency	Los Angeles, CA
Ms. Yasmin Hart	Area Sales Manager	Unreal Snacks	Irvine, CA
Ms. Rachael M. Harwell	Strategic Account Manager	HulkApps	Los Angeles, CA
Mr. Jacob G. Hearne	Senior Region Manager	Monster Energy	Los Angeles, CA
Mr. Derrick A. Hernandez	Associate Affiliate Marketing Manager	Newfold Digital	Irvine, CA
Mr. Jeremy T. Jackson	Sr. Enterprise Software Sales Exec.	Kareo, Inc	Irvine, CA
Ms. Monique E. Jimenez	Associate Manager, Performance Solutions	Exverus Media, Inc.	Los Angeles, CA
Ms. Ashley Kelly	Procurement Analyst	Treasury Wine Estates	San Francisco Bay Area, CA
Ms. Manali Khatri	Graphic Designer	Two*	Berkeley CA
Ms. Samantha Kleiter	Email Marketing Specialist	Schoolhouse	Portland, OR

Ms. Caitlin G. Konop	Project Manager	HH Global	Tustin, CA
Ms. Hien T. Le	Office Secretary	Little Saigon Optometry	Orange County, CA
Mr. Nicholas P. Le	Diabetes & Respiratory Sales Specialist	AstraZeneca	Anaheim, CA
Ms. Jin J. Lee	Marketing Manager	Astralwerks Records	Los Angeles, CA
Mr. Brett C. Lentz	Inside Broker	RT Specialty	Irvine, CA
Mr. Scott A. Lichtenwalter	Community Relations Representative	Irvine Company	Corona, CA
Mr. Tanner C. Love	Account Executive/Media Consultant	iHeart Media	Los Angeles, CA
Mr. Anthony Maggioncalda	Director of Marketing	Soro Films	Provo, UT
Ms. Jennifer D. Mahoney	Sr. Marketing Professional	Aliance HealthCare Services	Irvine, CA
Ms. Diana T. Mai	Account Executive	Saatchi & Saatchi	Denver, CO
Mr. Paul J. Maloney	Digital Marketing Manager	PolarPro	Costa Mesa, CA
Mr. David R. Marabella	Marketing Coordinator	Worldwide Golf Enterprises	Santa Ana, CA
Ms. Lauren R. Mayne, I	Social Media and Digital Marketing Coordinator	Downtown Long Beach Alliance	Long Beach, CA
Mr. Christopher J. McCoy	Sales Manager	R.S. Hughes Company, Inc.	Aneheim, CA
Mr. Jake Ryan McGurer	Freelance Marketing Manager		Whittier, CA
Mr. Matteo R. Meola	Associate Art Director	MRM	Los Angeles, CA
Mr. Jacob I. Miller	Marketing Manager	Gainz Box, LLC	Irvine, CA
Mr. Alejandro L. Miranda	Media Supervisor	Saatchi & Saatchi (We Are Saatchi)	Anaheim, CA
Mr. Manuel Monroy, Jr	Patient Counselor	Coastal Vision Medical	Orange County, CA
Ms. Nathaly V. Mora	Program Support Specialist	Koinonia Family Services	Long Beach, CA
Mr. Michael A. Moreen	Technical Sourcer	Rivian	Lake Forest, CA
Ms. Haley N. Moss	Real Estate Agent	Coldwell Banker Residential Brokerage	Corona del Mar, CA
Ms. Alexandra (Lexi) C. Mowery	Associate Digital Producer	The Garage Team Mazda	Huntington Beach, CA
Mr. Christian F. Muniz	Marketing Coordinator	General Procurement, Inc./Hyundai Technology	Santa Ana, CA
Mr. Darren J. Najera	PayrollTax Analyst	Ultimate Software	Anaheim, CA
Mr. Charles M. Nguyen	Senior Account Manager	loanDepot	Orange County, CA
Ms. Mika Nguyen	Technical Recruiter-Accounting/Finance	Aston Carter & Aerotek	Orange County, CA
Ms. Andraya Nieves	Seeking Opportunities		Los Angeles, CA
Ms. Regan E. Norwood	Customer Service Representative/Crew Member	Morning Lavender/Trader Joe's	Orange County, CA
Mr. Eduardo O. Nunez	Federal Agent	US Department of Homeland Security	Fullerton, CA
Mr. Derek C. Oldenburg	Principal Ops. Production Coordinator-Refinance	Capital One	Dallas/Fort Worth, TX
Ms. Irina (Rini) Ortega	Executive Assistant I, Corporate Social Responsibility	Warner Media	Los Angeles, CA
Ms. Kayla Overly	Account Manager	Microsoft	Los Angeles, CA

Mr. Carlos V. Padilla	Sales Coordinator	Burberry	San Diego, CA
Ms. Jolin Pangan	Digital Performance Manager	TurnKey Marketing	Rancho Cucamonga, CA
Mr. Cody A. Paynter	Account Recruiting Manager	Ashton Carter	Yorba Linda, CA
Mr. Dillon Perez	Marketing Manager	Assault Industries	Bellflower, CA
Ms. Adriana M. Picarella	Brand Assistant	Hand & Nail Harmony Inc.	Whittier, CA
Ms. Angelica M. Rincon	Account Supervisor	Dailey	West Hollywood, CA
Mr. Aaron G. Rivera	Senior Strategist	The 360 Agency	Los Angeles, CA
Ms. Brianna N. Rodarte (Cifuentes)	Copywriter	Wunderman Thompson	Orange County, CA
Mr. Garrett J. Sakovich	Order Management Specialist	Beckman Coulter Diagnostics	Yorba Linda, CA
Ms. Beatriz E. Salazar	Account Executive	Deutsch LA	Los Angeles, CA
Ms. Julia Salloum	Men's Specialist & Brand Ambassador	David Yurman	Costa Mesa, CA
Mr. Christian Sandoval	Online Inventory Advertising	Colorado Auto Finders	Centennial, CO
Mr. Lorenzo Bajig Santos	Head of Venture Growth & GTM	Operate	Los Angeles, CA
Mr. Eric C. Schultz	Technical Writer	UC Innovation	Orange County, CA
Ms. Tana E. Schwarz	Captain	The Charter Oak	Denver, CO
Ms. Brittany Simmons	Field Office Administrator	AECOM	Orange County, CA
Ms. Alexis L. Stewart	Employment Program Representative	Employment Development Department	Fullerton, CA
Mr. Cameron Sung	Account Manager	Pacific Office Automation	Los Angeles, CA
Mr. Ryan A. Tabbaa	Team Member	siëo	Orange, CA
Mr. Alex Tam	Lead Graphic Designer	Nativo Inc	Los Angeles, CA
Mr. Billy D. Thai	Paid Social Specialist	Freelancer	Los Angeles, CA
Mr. Shen L. Thoo	Product Marketing Manager	Cooler Master	Orange, CA
Mr. Alexander Toderica	Freelance Photographer	Alex Toderica	La Habra, CA
Mr. Bradley V. Toms	Director of Photography	BVTVisuals	Fullerton, CA
Ms. Alejandra Torres-Rubio	Marketing Assistant	Diversified Project Services International, Inc.	Bakersfield, CA
Ms. Francheska Torrijos	Sales Planner	Nativo Inc	El Segundo, CA
Ms. Mai-Anh D. Tran	JD Candidate/Freelance Designer and Photographer	UCLA School of Law/Mimo Anderson Studio	Los Angeles, CA
Ms. Sara A. Trujillo	IT Project Manager	Bristol Farms	Long Beach, CA
Mr. Ryan R. Tuffnell	Security Guard	Orange County Museum of Art	Newport Beach, CA
Mr. Robert M. Velton	LAMP Dev/Front End Architect/Team Lead		Anaheim, CA
Mr. David Villanueva	Operation Manager	FedEx Ground	Buena Park, CA
Mr. Brandon Viola	Digital Marketing Supervisor	BJ's Restaurants, Inc	Santa Ana, CA
Mr. Jeffrey Wang	Front-End Cashier/Tire Center Technician	Costco Wholesale	La Palma, CA
Ms. Brianna M. Ward	Sales and Marketing Coordinator	Genea	Newport Beach, CA

Mr. Scott J. Yoon	Business Development Manager	SADA	Los Angeles, CA
GRADUATES WITH CONCENTRATIONS IN ENTERTAINMENT STUDIES			
Ms. Courtney N. Adkins	Medical Esthetician	Paul Mitchell Schools	Orange County, CA
Ms. Danielle R. Agrums, I	Field Support Representative	Reyes Holdings	Yorba Linda, CA
Ms. Ashley M. Alonzo	Appointment Coordinator	Next Health	Orange County, CA
Ms. Alexa Rae Bacuetes	Meeting and Events Planner	Boston Scientific	San Diego, CA
Mr. Dakotah J. Bailes	Freelance Writer	Internetfreaks	Fullerton, CA
Mr. Blake T. Barber	Field Territory Manager	Edwards Lifesciences	Los Angeles, CA
Ms. Erica Barcena	Flight Attendant	American Airlines	Los Angeles, CA
Ms. Jenna L. Barragan	Perinatal Sonographer	San Diego Perinatal Center	San Diego CA
Mr. Joshua R. Beck	Freelance Marketing Consultant	Self-Employed	Chino, CA
Mr. Jacob C. Benjamin	Senior Carrier Account Manager	C.H. Robinson	Lake Forest, CA
Ms. Therese E. Bennett	Nutrition Coordinator/Social Media Marketing Content Creator	Casa De Amma/Thompson Drake & PR Marketing	Orange County, CA
Mr. Ryan T. Bentley	Client Success Manager	Pollen	Chino, CA
Ms. Ashley T. Bergman	Sales and Marketing Specialist	Wiper Central USA	Long Beach, CA
Ms. Lauren A. Betz (Schwab)	Insurance and Billiing Specialist	Saddleback Dermatology and Laser Center	Rancho Santa Margarita, CA
Ms. Tasheena E. Boyce	Global Insurance & Specialty Services Manager	Avetta	Anaheim, CA
Ms. Stephanie Joy Bruce	Account Manager	Baker Commodities	Orange County, CA
Ms. Carly M. Caipo	Community Relations Representative	Irvine Company	Brea, CA
Ms. Monique Marie Cardenas	Cocktail Waitress/Freelance Talent Wrangler	BJ's Restaurants, Inc./Freelance	Chino, CA
Ms. Kimberly R. Cavallo	Special Event Lead	Disneyland Resort	Diamond Bar, CA
Ms. Victoria D. Chai	Academic Advising Intern, College of Arts and Letters	California State University-San Bernardino	Rowland Heights, CA
Ms. Makinna K. Clevenger	Production Administrator	Ryan Homes	Indianapolis, IN
Mr. Jon Comouche	Phone Op-On Air with Ryan Seacrest- 102.7 KISS FM	iHeartMedia	Corona, CA
Ms. Haylee C. Cooper	Cocktail Server	Wynn Las Vegas	Las Vegas, NV
Mr. Jared A. Coplen	Recruiter	Aerotek	Los Angeles, CA
Ms Shelby T. Dalton	Customer Service and Admin Coordinator	Univet Optical Technologies North America	Torrance, CA
Ms. Vanessa Daly	Flight Attendant	Delta Airlines	Murrieta, CA
Ms. Danielle C. Dardis	Loan Consultant Associate	Better.com	Irvine, CA

Mr. Blake J. Davis	Baseball Coach	OC Rats	Orange County, CA
Ms. Patty A Davis	Digital Marketing & LSM Specialist	Sizzler USA	Mission Viejo, CA
Ms. Beatriz De La Cruz Ortega	Greeter	Cox Communications	El Cajon, CA
Ms. Carolina De La Torre	Founder	Yes, You Better	Fresno, CA
Ms. Andrea C. De Pari	Property Management Specialist	Sares Regis Group	Irvine, CA
Ms. Kylie J. Decker	Director of Community Management	PowerStone Property Management	Irvine, CA
Ms. Emily Deems	High School Ministry Worship Intern	Arbor Road Church	Seal Beach, CA
Ms. Alyssa D. DeSmith	Flight Attendant	American Airlines	Chicago, IL
Mr. Victor M. Dominguez	News Producer	CBS Corporation	Sacramento, CA
Natilee Duran	Specialist	Apple	Greater Los Angeles Area, CA
Ms. Toni L. Dymon	Business Systems Administator Senior	Capital Group	Los Angeles, CA
Ms. Brianna R. Edwards	Inside Sales Representative, Media and Entertainment	Veritone, Inc.	Corona del Mar, CA
Ms. Maisune Elhaija	Area Coordinator/Administrator on Call	Brown University	Boston, MA
Ms. Hannah Elliott	Residential Life Coordinator	California State University, Long Beach	Aguanga, CA
Mr. Alexander Engelhardt	Guest Relations Host/VIP Guide	The Disneyland Resort	La Palma, CA
Ms. Dina Z. Esmael	Administrative Assistant	RSM US LLP	Anaheim, CA
Ms. Ashley N. Espinosa	Influencer Marketing Coordinator	Feedfeed	Los Angeles, CA
Ms. Alyssa Esquivel	Talent Acquisition Coordinator	The Walt Disney Company	Burbank, CA
Ms. Talia D. Farias	Assistant	LH7 Management	Los Angeles, CA
Mr. Christopher Patrick Farrell, IV	Showroom Manager	Hammitt	New York, NY
Ms. Morgan A. Favors	Project Coordinator	KARL STORZ Endoscopy-America, Inc.	Whittier, CA
Ms. Marissa M. Friar	Email Marketing Manager	Specialty Equipment Market Association (SEMA)	Los Angeles, CA
Mr. Jacob (Jake) L. Friedman	Producer	Gearbox Entertainment	Frisco, TX
Ms. Arianna T. Garber	Booking Assistant	Abso Lutely Productions	Los Angeles, CA
Ms. Cassidy Garcia	QA Tester	Verys	Santa Ana, CA
Ms. Samantha R. Garcia	File Clerk	Brown & Streza, LLP	Irvine, CA
Ms. Anne (Annie) M. Gennaro	Marketing Assistant	Pathway Capital Management	Irvine, CA
Ms. Megan L. Gessert	Recruiting Assistant	Aya Healthcare	San Diego, CA
Ms. Brianni L. Gonzalez	Master's student- Digital Marketing	Southern New Hampshire University	Santa Ana, CA
Ms. Ashley S. Granger	Assistant to SVP of Development	Sony Pictures Entertainment	Los Angeles, CA
Mr. Kevin P. Greenwood	Youth Sports Official	Heavy Hitters Diamond Sports	Riverside, CA
Ms. Morgan Griffin-McNair	Publishing Operations Coordinator	Ranker	Los Angeles CA

Ms. Gesabel Gutierrez	Product Manager	Univision Communications, Inc.	Downey, CA
Ms. Kayley D. Hamilton	Public Relations Intern	Innovative PR	Los Angeles, CA
Ms. Leah Hansen	Talent Manager, Finance & Analytics	Kforce, Inc.	Orange County, CA
Ms. Kathryn (Katie) B. Henneman	Global Account Manager	UKG (Ultimate Kronos Group)	Santa Ana, CA
Ms. Ashley M. Hernandez	Marketing Coordinator	Bruxie	Irvine, CA
Mr. Brentyn S. Hewitt	Merchandiser/Event Staff	Disneyland Resort/Tend (Freelance)	Anaheim, CA
Ms. Hayley C. Hinger	Community Director, Orange County	Yelp	Huntington Beach, CA
Ms. Melody Hogg	Food Server	BJ's Restaurants, Inc	Fullerton, CA
Ms. Jillian Houghton	Executive Assistant	DLT Entertainment Limited	Long Beach, CA
Ms. April Mae E. Jimenez	Customer Service Specialist	Shrimp Daddy	Los Angeles, CA
Mr. Tian Jin (TJ)	Logistics Specialist	OC Covid Vaccines POD	Orange County, CA
Ms. Keilee J. Jones	SI 100 Assistant Store Manager Brand Operations	Victoria's Secret	Los Angeles, CA
Mr. Daniel J. Jorczak	Reservation Coordinator	Nomad Temporary Housing	San Diego, CA
Ms. Kristin L. Jordan	Park Manager	Anaheim Harbor RV Park	Costa Mesa, CA
Ms. Khristinna N. Jovel	Team Lead Supervisor	MGM Resorts Interntational	Fontana, CA
Ms. Amanda E. Juarez	Senior Instructional Assistant	Downey Unified School District	Downey, CA
Mr. Steven W. Jung	Marketing Assistant Intern	ArrowGTP	Rancho Santa Margarita, CA
Mr. Jacob (Jake) R. Katzman	Server	Maestro's Restaurants	Whittier, CA
Ms. Stefanie V. Kucukarslan	Guest Services Assistant/Volunteer Coordinator Intern/Computer Lab Instructional Aid/Senior Lifeguard	Disneyland Resort Hotel/Newport Beach Film Festival/Buena Park School District/City of Buena Park	Orange County, CA
Ms. Dhanya N. Kumarasiri	Treasury Management Operations Representative	City National Bank	Walnut, CA
Ms. Maureen E. LaGrandeur	Account Manager	Jadestone Consulting	Costa Mesa, CA
Mr. Nathan K. Lee, II	HUB Supervisor	UPS	Los Angeles, CA
Ms. Cheyenne M. Linich	Marketing Specialist	Volvo Construction Equipment & Services	Rancho Santa Margarita, CA
Ms. Joanna C. Lojewska	Associate Customer Advocate	Beazer Homes	Scottsdale, AZ
Ms. Cristina Lopez	Fulfillment/Operations Associate	Nordstrom	Brea, CA
Ms. Selena M. Lopez	Special Events Sales Coordinator	Specialty Restaurants Corporation	Orange County, CA
Ms. Hannah K. Lutke	Technical Account Manager	CrowdStrike	Santa Clara, CA
Ms. Jennifer Maggi	Assistant Manager	Fjällräven North America	Denver, CO
Ms. Alexandria Manriquez	Crew Member	Trader Joe's	Los Angeles, CA
Ms. Precious Manu	Private Contractor	Self-Employed	Redondo Beach, CA

Ms. Kimberly Marrder	Marketing and Social Media Manager	Marrder Media Strategies	Long Beach, CA
Ms. Adriana Martinez	Digital Marketing Coordinator/Jr Product Manager (Fonovisa/Disa)	Universal Music Latin Entertainment	Fullerton, CA
Ms. Melissa N. Massey	Communications Coordinator	Transportation Corridor Agencies (TCA)	Rancho Santa Margarita, CA
Ms. Lacey N. McComb	Guest Experience Manager- Food and Beverage	The Walt Disney Company	Kissimmee, FL
Ms. Rebecca J. McKinley	Intern Office Assistant/Character Performer	Opera San Luis Obispo, Inc./A Wich Your Heart Makes Princess Parties	Arroyo Grande, CA
Ms. Rachel A. McKinney	Program Coordinator	Chapman University	Placentia, CA
Ms. Gabriella B. Mintzer	Instructional Design and Videographer Specialist	Optima Tax Relief	Long Beach, CA
Ms. Amanda N. Molina	Lead Wedding Assistant	K. Sage Events	Orange County, CA
Ms. Andrea C. Montoya	Implementation Manager	ADP	Fullerton, CA
Mr. Joel N. Morrow	Safety Manager	SMART Safety Group	Anaheim, CA
Mr. Travis Donovan Moulton	Media Manager	Safariland	Yorba Linda, CA
Ms. Miyuki Nagao	Assistant Manager	Globizz Japan	Tokyo, Japan
Ms. Michaela Negrete	Design and Communications Specialist	Reyes Beverage Group	Fullerton, CA
Ms. Haley A. Neves	Marketing Coordinator	Yoobi	El Segundo, CA
Ms. Elsa Bach Nguyen	Permanent Makeup Specialist		Orange County, CA
Mr. Aaron Nitido	Senior Casting Associate Producer	Freelance Film and Television Prodiction	Los Angeles, CA
Ms. Kylie J. Noon	Sales Manager	Actalent	Newport Beach, CA
Mr. Alexander (Alex) Noriega	Accounting Coordinator	Bakersfield Condors	Bakersfield, CA
Ms. Mackenzie J. O'Brien	Territory Manager	MTMC	Costa Mesa, CA
Ms. Gabrielle Obando	Field People Coordinator	CLEAR	Alameda, CA
Ms. Melissa (Missy) D. Orellana	Sales Enablement Manager	KlientBoost	Irvine, CA
Ms. Ashley T. Ortiz	Email Marketing Manager	OneHope Wine	Los Angeles, CA
Ms. Holly M. Patterson	Community Relations Representative	Irvine Company	Tustin, CA
Ms. Carly Aleen Peters	Registered Nurse	Hoag Hospital	Newport Beach, CA
Ms. Jacquelyn K. Quezada	OperationsManager	TMS Marketing LLC	San Diego, CA
Ms. Karla Ramirez	Operations Specialist	Logitix	Garden Grove, CA
Ms. Tyler E. Rayas	Customer Service Representative	The Dirty Cookie	Huntington Beach, CA
Mr. Richard A. Redd	Vocational Specialist	Fontana Unified School District	Fontana, CA
Mr. Denton Nkrumah Reneau	Quote Analyst	Reno Hardware & Supply	Los Angeles, CA
Ms. Morgan E. Rife	Scheduling Coordinator	Google	Denver, CO
Ms. Elizabeth (Liz) M. Rodriguez	Tradeshow & Events Specialist	The HydraFacial Company	Long Beach, CA
Ms. Nicole T. Rojas	Account Representative	Urban Armor Gear, LLC	Irvine, CA
Ms. Izabelle C. Rosales	Account Manager	The TEAM Companies, LLC	Burbank, CA
Ms. Jane E. Roy	Entertainment Host	The Disneyland Resort	Orange, CA

Mr. Victor P. Saldivar	Server	Naples Ristorante e Pizzeria e Bar	Fullerton, CA
Ms. Lauren P. San Juan	Early Childhood Educator	Temple Beth Sholom Early Childhood Center	Fullerton, CA
Ms. Noemi Santillan	Educational Speaker (Volunteer)	PFLAG National	Dana Point, CA
Ms. Paige A. Schall	Supply Manager	Sendoso	San Francisco Bay Area, CA
Ms. Alexandra M. Schegetz	Publishing Operations Specialist II	Ranker	Anaheim, CA
Ms. Kylie Tommi Schmidt	Sr. Specialist Performance & Social Media	Rent-A-Center	Los Angeles, CA
Ms. Hailey J. Schnieders	Holistic Wellness Coach	Hailey Schneiders' Coaching	Trabuco Canyon, CA
Ms. Madison P. Smith	Freelance Photographer	Self- Employed	
Ms. Sydney Stocks	Entertainment Coordinator	LA Clippers	Los Angeles, CA
Mr. Nathaniel J. Struble	PSA Receiver	Robert Half	Corona, CA
Ms. Savina N. Tarca	Trade Show Manager	NextGen Healthcare	San Diego, CA
Ms. Britney N. Thai	Senior Publicist	Impact24 Public Relations	San Gabriel, CA
Ms. Arkadia D. Thompson, I	Extended Education Student	CSUF	Foothill Ranch, CA
Mr. Jacob Thomson	Executive Assistant to the Chief Executive Officer	Cosm	Los Angeles, CA
Ms. Chloe A. Tiberghien	Human Resources & Administrative Manager	Celoseal Roofing, Inc.	Orange County, CA
Mr. Lam T. Tran	Co Founder, Communication Manager	Demen Production	Hanoi, Vietnam
Ms. Keilani Trias	Event Coordinator	Marriott International	Cerritos, CA
Ms. Alexis N. Valenciano	Front Desk Agent	Kimpton Hotels & Restaurants	Sacramento County, CA
Mr. Joshua J. Vargas	Assistant Softball Coach/Baseball Instructor Strength Coach	Santa Ana College/Self-Employed	Santa Ana, CA
Ms. Lauren V. Vasquez	Offie Manager	Scottsdale Education Center	Scottsdale, AZ
Ms. Erika I. Vazquez	Associate	In-N-Out Burger	Orange County, CA
Mr. Mathew Vido	Studio Coordinator	Stanford Children's Health (LPCH)	Palo Alto, CA
Mr. Jason M. Villavisencio	Floor Manager	The Cavalier SF, LLC	San Juan Capistrano, CA
Ms. Jessica M. Watson	Entertainment Host & Trainer	The Walt Disney Company	Anaheim, CA
Mr. Christopher (Chis) Anthony Whyte	Litigation Paralegal	FitzGerald Yap Kreditor LLP	Irvine, CA
Mr. Derrek T. Wilkinson	Administrative Assistant	Muckenthaler Cultural Center	Brea, CA
Mr. Clay Michael Williamson	Owner/Certified NeurOptimal Trainer	Kaizen Neurofeedback	Orange County, CA
Ms. Chelsea M. Wilson	Director, Corporate Development/Marketing Director	We Sell Events/Freelance	Costa Mesa, CA
Mr. Alex Wui	Food and Beverage Host	Disneyland	South El Monte, CA
Ms. Hannah Youngblood	Sales	NestFresh Eggs	Los Angeles, CA

GRADUATES WITH CONCENTRATIONS IN JOURNALISM			
Ms. Lucero E. Aburto	Event Operations Crew Member/Registered Dental Assistant	SoFi Stadium and Hollywood Park/Simply Orthodontics	Anaheim, CA
Mr. Samuel (Sam) M. Alston	Senior Buyer	MatterHackers, Inc.	Huntington Beach, CA
Mr. Michael Alex Arellano	Senior Program Manager	BUILD	Los Angeles, CA
Ms. Jasmine Arenas	Anchor	Telemundo Station Group	Compton, CA
Ms. Shaira Arias	Multimedia Journalist	NBC Universal Telemundo Enterprises	Los Angeles, CA
Mr. Micah P. Augimeri-Lee	Compliance Manager	Performance SLC	Orange County, CA
Ms. Yukie B. Bojorquez	Assignment Desk Editor	Univision Communications, Inc.	Los Angeles, CA
Ms. Priscilla H. Bui	Administrative Assistant	Blessed Sacrament Catholic Church	Garden Grove, CA
Ms. Brei K. Burries	Assistant Store Manager	Away	Los Angeles, CA
Mr. Brent Zeta Cabatan	Associate Cyber Info Systems Security Analyst/Network Specialist	Northrop Grumman/US Air Force Reserve	Redondo Beach, CA
Mr. John Romeo Carusillo	Future Broadcast Journalist/Radio DJ	Titan Internet Radio	Ladera Ranch, CA
Mr. Rudy F. Chinchilla	Digital Content Producer	NBC10 & Telemundo62	Philadelphia, PA
Ms. Savanna Clevenger	Freelance Writer/Substitute Teacher	Visalia Unified School District	Fullerton, CA
Ms. Chelsea Cooper	Corporate Partnership Services Coordinator	Los Angeles Chargers	Chino, CA
Ms. Diana Corpus	Costume & Wardrobe/Jewelry Designer	Diana Corpus	Los Angeles, CA
Ms. Kiana J. Deleo	Secretary Treasurer	Corona Clay Company	Riverside, CA
Ms. Emily Dieckman	Editor	University of Arizona	Tucson, AZ
Mr. Christian J. Eagon	Client Implementation Manager	UpdatePromise	Los Angeles, CA
Ms. Taylor F. Engle	Marketing Coordinator/Freelance Journalism, Editing & PR	Storyful/Self-Employed	Brooklyn, NY
Ms. Sarah M. Fenton (Houx)	Field Marketing Specialist	Bang Energy	La Habra, CA
Mr. Richard Frias	President	J-Glam, Inc.	Beverly Hills, CA
Mr. Victor Gallegos	Assignment Editor	Univision Communications, Inc.	Ontario, CA
Ms. Nathalie N. Gomez	Digital Anchor and Content Producer	Nextar Media Group, Inc.	Bismarck, North Dakota
Ms. Alexis K. Gonzalez	Jr. Scout	Oakland Athletics	Covina, CA
Ms. Desiree B. Haley	Editor/Social Media Marketing		San Diego County, CA
Ms. Desiree Higareda	Sr. Analyst-Real Estate Operations	Verizon	Orange County, CA
Mr. Alan R. Huerta	Content Associate	ESPN	Los Angeles, CA
Ms. Elizabeth M. Hummer (Plant)	Analyst, Global Communications	Taco Bell	Orange County, CA

Mr. Johnny A. Ives	Broadcaster/Server	Kids Sports News Network/Bucca di Beppo	Los Angeles, CA
Ms. Melina G. Joseph	Manager, Event Assignments	Shutterstock	Los Angeles, CA
Mr. Sean T. Kelley	Retired		Santa Ana, CA
Ms. Emily F. Kordys	Content Associate	Three Ships	Los Angeles, CA
Mr. Frank E. Lara-Risco	Writer/Producer	One America News Network	San Diego, CA
Ms. Iman N. Lathan	Assistant Women's Basketball Coach	Hope International University	Orange County, CA
Mr. Kevin A. Ley	Sales Consultant	Best Label Company, Inc.	Anaheim, CA
Mr. David Leyva	Multi-Platform Producer	CBS News 8	San Diego, CA
Mr. Jingfeng Lin	Customer Service Representative	Hallmark Aviation	Los Angeles, CA
Ms. Jacqueline Lindenberg	English Second Language Instructor	Private Company	Rancho Cucamonga, CA
Mr. James P. Macias	Senior Total Access Specialist	Airgas	Hacienda Heights, CA
Ms. Alyssa A. Martinez	Freelance Culinary Arts Specialist	Self Employed	Yorba Linda, CA
Ms. Taryn Martinez	Payroll Assistant	University of California Office of the President	Oakland, CA
Ms. Christine Mason	Business System Analyst	Taco Bell	Irvine, CA
Ms. Christina M. Massari	Social Media Manager	Del Taco Restaurants, Inc.	Placentia, CA
Mr. Luis F. Medina	News Editor, Co-Producer	News-Press & Gazette Company	Fullerton, CA
Ms. Naomi Mendzer	Brand Marketing Lead	House of Lashes	Irvine, CA
Ms. Genesis Miranda Miramontes	Digital News Producer	KTLA	Los Angeles, CA
Mr. Matthew A. Monge	Social Media Coordinator	Chicago Blackhawks	Los Angeles, CA
Ms. Lidia V. Mosqueda	Evening News Writer	HollywoodLife.com	Los Angeles, CA
Mr. Miguel Moya	Broadcaster/Producer		United States
Mr. Roberto Muniz	Management Assistant	County of Los Angeles Chief Executive Office	Los Angeles, CA
Ms. Jessica L. O'Neil (-Moody)	Skills Trainer	Disneyland Resort	Anaheim, CA
Mr. Gustavo G. Olguin	Marketing Strategist	Byers Creative	Tulsa, OK
Mr. William C. Olivieri, II	Public Relations Coordinator	Shin Imaging	Yorba Linda, CA
Ms. Crystal S. Ortiz	Executive Assistant	MediaStratX	Downey, CA
Ms. Cinthia Pasillas Yanez	Assignment Desk Editor and Story Producer	Telemundo	San Diego, CA
Mr. Galen A. Patterson-Smith	Reporter/Freelance Writer/Copy Editor	Arcadia Weekly/Self Employed	Monrovia, CA/West Covina, CA
Ms. Roxana I. Paul	MMJ/Reporter		Timisoara, Timis, Romania
Ms. Taylor C. Perea, I	Digital Product Coordinator	Las Vegas Raiders	Las Vegas, NV
Mr. Ryan Porter	Suport Specialist	Los Angeles Unified School District	El Segundo, CA
Ms. Carolina Quixano	Host/Freelance Video Editor/Host Reporter	Flighthouse/BuzzFeed/EntertainmentAffair.com	Los Angeles, CA
Ms. Ashlyn N. Ramirez	Social Media Strategist	Ace Commercial Insurance Center	Murrieta, CA

Ms. Suleymi R. Recinos	Mortgage Support Specialist	Cathay Bank	El Monte, CA
Mr. Eric A. Resendiz	Journalist	ABC News, KABC-TV	Orange, CA
Ms. Jillian H. Reulein	Head of Video	HYGO	Torrance, CA
Ms. Roxana Rivera	Executive Assistant	Facebook	Los Angeles, CA
Ms. Taylor J. Rodriguez	Spa Reservation Sales Agent	The Resort at Pelican Hill	Glendora, CA
Mr. Brandon K. Ross	Head of Communications	Men's Health Network	Washington, DC
Ms. Jillian Salas	PR-Media Execution and Market Management/Freelance Broadcast Associate	Players Coalition/CBS This Morning	Los Angeles, CA
Mr. Andrew C. Salmi	Sports Editor	Warner Media & Wesner Publications	Llano, TX
Ms. Erica C. Sharp	Senior Editor & Content Writer (Freelance)/Disney (Media) Rep	The Honey POP/Disneyland Resort	Anaheim, CA
Ms. Darylese T. Shook (Gravatt)	Administrative Assistant	Leishman General Contractors	Redondo Beach, CA
Ms. Hayley M. Slye	Writer and Designer		San Francisco Bay Area, CA
Ms. Rhelin Taylor	Correspondent/Host	The Shade Room/Afterbuzz TV	Los Angeles, CA
Mr. Aaron M. Valdez	Sports Reporter/Page Designer	Prescott News Network/The Daily Courier	Fullerton, CA
Ms. Juana A. Vargas	Seeking Employment		Durham, NC
Ms. Karen V. Vargas	Digital Project Coordinator/Unscripted Casting Associate	WhiskerCloud/Freelance	Newport Beach, CA
Mr. Christian Vigil	Social Media Coordinator/Photographer	Maxim Lighting International/Freelance	Fullerton, CA
Ms. Brisa F. Villalobos	Audit Associate	Miller Kaplan	Orange, CA
Mr. James T. Wallace, I	Tradeshow Installer	Blaine ConventionServices	Orange County, CA
Mr. Ryan Whitehead	E-Commerce & Marketing Copywriter	Boot Barn	Irvine, CA
Ms. Sarah R. Wolstoncroft	Journalist,SEO Content Writer	Self Employed	Bellflower, CA
GRADUATES WITH CONCENTRATIONS IN PHOTOCOMMUNICATIONS			
Ms. Bianca L. Alonso	Marketing Assistant	Westcliff University	Fullerton, CA
Ms. Danica Carver	Professional Photographer	Captured by Carver (Self-employed)	Long Beach, CA
Mr. Joshua J. Chang	Software Engineer, Marketing IT	Peloton Interactive	Santa Ana, CA
Ms. Gretchen R. Davey	Marketing Coordinator	Imperial Sprinkler Supply	Anaheim, CA
Mr. Shaunee D. Edwards	Customer/Wardrobe Assistant	E! Entertainment Television	Los Angeles, CA
Ms. Chelena M. Gadson	Medical Biller/Founder	Crittenton Services/Che Shots Photo & Photobooths	Los Angeles, CA

Mr. Dario S. Garcia	Brand Designer	AltaMed Health Services	Whittier, CA
Ms. Megan C. Genovese	Freelance Editor and Social Media Manager/Professional Photographer	Multiple/Megan Claire + Co	Orange County, CA
Ms. Frances C. Hamrock	Photographer	Bunny Holiday	Los Angeles, CA
Ms. Christine E. Lawrence	Events and Marketing Manager	Ohi Food Co	Costa Mesa, CA
Ms. Stephanie S. Lopes	Tenant Services Coordinator	Unico Properties LLC	Portland, OR
Mr. Alan J. Luarca	Brand Manager	Red Media, Inc.	Orange County, CA
Mr. Patrick Martin	Assistant	Bob Hodson Photography	Hacienda Heights, CA
Ms. Kristy M. McCrossan	Principal Secretary Administrative Assistant/Virtual Assistant	Harrision School District 2/Tick Tock Management (Self-Employed)	Colorado Springs, CO
Mr. Erick Munoz	Photographer Assistant	Bob Hodson Photography	Paramount, CA
Ms. Amanda G. Sharp	Service Banker/Freelance Photographer	Bank of the West/Self Employed	Sebstopol, CA/Santa Rosa, CA
Ms. Chelsea N. Smith	Owner	Chelsea Smith Photo	Orange County CA
Mr. Michael F. Tarronas	Multi-Platform Intern	Viacom	Hollywood, CA
Mr. Matthew W. Ulfelder	Digital Marketing Creative Associate/Photographer, Social Media Manager (Freelance)	Rejuvica Health, LLC/9NINE2	Orange, CA
GRADUATES WITH CONCENTRATIONS IN PUBLIC RELATIONS			
Ms. Kelly B. Abed	Account Coordinator	Host Healthcare, Inc.	San Diego County, CA
Ms. Ciarra Marie Academia	Assistant VFX Editor/Freelance Videographer	CoSA VFX/Freelance Videographer	Garden Grove, CA
Ms. Christina (Tina) E. Adams-Lyons	Guest Experience Area Manager/Guest Service Representative	SoFi Stadium and Hollywood Park/Los Angeles Angeles	Westminster, CA
Mr. Alex G. Aguirre	Sales Consultant	Teacher Created Materials	Oakland, CA
Ms. Natasha K. Agung	Sales Marketing Business Development	PT Bersaudara Inti Corpora	Orange County, CA
Ms. Sydney Alcaraz	Account Executive	Ruder Finn	San Francisco Bay Area, CA
Ms. Laila E. Ali Hassan	Marketing Manager	SecureAuth Corporation	Orange County, CA
Mr. Andy Alimohammadi	Staff Specialist	County of Orange	Orange County, CA
Mr. Ruben Alvarez	Talent Relationship Supervisor	Helpmates Staffing Services	Irvine, CA
Ms. Suleyma Alvarez	Senior Analyst	Spark Foundry	Fullerton, CA
Mr. Hans H. Anderle, II	Co-Owner/Barber	King's Parlor/Don Hans Barbering	Costa Mesa, CA
Ms. Leah C. Angelos	Sales Representative and Public Relations/Media Assistant	Zippy Paws/Angelus Direct	Ontario, CA
Ms. Jayne Elisabeth Aniello	Implementation Specialist	Digital Cheetah Solutions	Austin, TX
Mr. Brian K. Arnesen	Growth Marketing Manager	Ncontracts	Laguna Niguel, CA

Ms. Kiersten E. Austefjord	Strategic Growth Partner	Compass	Irvine, CA
Ms. Midori Mae Avendano	Marketing Specialist	X Engineering & Consulting, Inc.	Orange County, CA
Ms. Dytanna Bailey	CEO and Founder	Glorious Giving	Long Beach, CA
Ms. Diane S. Baquedano (Massaro)	Adjudicator	US Department of Homeland Security	United States
Ms. Casey D. Barahona	Influencer Marketing	The Brand Amp	Los Angeles, CA
Ms. Madeline Barbour	Capital Region SBDC Program Manager	Sacramento Metro Chamber	Sacramento, CA
Mr. Josue Barreiro	Community Services Coordinator	City of Garden Grove	Garden Grove, CA
Ms. Xiomara A. Barrios	Associate Project Manager	The Garage Team Mazda	Orange County, CA
Ms. Safa Bary	Business Development-eCommerce	Adobe	United States
Ms. Nicole R. Beaudoin	Leasing Professional	Western National Group	Anaheim, CA
Ms. Zaira Becerra	Social Media Marketing Specialist	Factory Authorized Outlet	Orange County, CA
Mr. Gregory B. Bernd	Patient Access Specialist	Hoag Hospital	Newport Beach, CA
Ms. Brigette S. Bigelow	Marketing Coordinator II	HNTB	Orange County, CA
Ms. Wendy Birchard	Licensed Real Estate Agent	Keller Williams Reality, Inc.	Riverside, CA
Ms. Sara A. Birnbaum	Team Director	Freckled Frog Learning Center	La Mirada, CA
Ms. Ryleigh E. Blachley	Apprentice Publicist, Global Publicity & Awards	Universal Pictures	Los Angeles, CA
Ms. Jessica M. Blanda	Customer Operations Lead	Avante Health Solutions	Mission Viejo, CA
Ms. Haylee Brennan	Conductor	Webinar & Events Lead	Los Angeles, CA
Ms. Kory R. Buckley	Recruiter	Jobot	Orange, CA
Mr. Daniel A. Cabuay	Marketing Coordinator	Arize	Anaheim, CA
Ms. Shanel C. Calvet	Product Marketing Coordinator	Club Med	Miami, FL
Ms. Natalie M. Camacho	Community Relations Supervisor	Healthy Smiles for Kids of Orange County	Los Angeles, CA
Ms. Summer A. Cantu (Sanchez)	Senior Account Executive	MPRM Communications	Los Angeles, CA
Ms. Gladys A. Cardenas	Account Executive	Porter Novelli	Los Angeles, CA
Ms. Martha A. Carrillo	Business Manager/Executive Assistant	OC Watch Guy	Huntington Beach, CA
Mr. Stephen (Steve) Casillas, Jr	Area Director	Contemporary Services Corporation (CSC)	Los Angeles, CA
Ms. Taylor N. Cesena	Brand Marketing Manager	GetResponse	Boston, MA
Ms. Pauline Chou	Store Manager	Steep LA	Los Angeles, CA
Ms. Olivia M. Cisneros	Content Manager	PrescribeWellness	Phoenix, AZ
Ms. Nichola Clare Clift (Ninke?)	Job Captain Manager	G/M Business Interiors	Orange, CA
Mr. Paul Conroy	Trust & Safety Lead	Discord	Portland, OR
Mr. Conner D. Constancio	Lead	Apple	Brea, CA
Mr. Anthony E. Contreras	Substitute Teacher/Artist	Swing Education/MAC Cosmetics	Whittier, CA

Ms. Natalie Corona	Administrative Assistant, Social Media Coordinator	Los Angeles Unified School District	Los Angeles, CA
Ms. Yessenia Corona	Team Supervisor	Costco Wholesale	Orange County, CA
Mr. Michael D. Crane	Student Programs Specialist, NextUp & Guardian Scholars	Golden West College	Huntington Beach, CA
Ms. Vanessa N. Culver	Marketing Communications Specialist	Alignment Healthcare	Yorba Linda, CA
Ms. Enya M. Czerwin	Sales Coordinator	O'Neill	Orange County, CA
Mr. Jose L. De Leon	Assistant General Manager	Athens Services	Santa Ana, CA
Ms. Valerie A. De Leon (Liu)	Manager	Apple	Los Angeles, CA
Ms. Jessica L. De Moe	Case Management Specialist	EML (Employers Mutual Limited	Brixland, New South Wales, Australia
Ms. Nicole L. Dicken	Publicity Coordinator	Walt Disney Television	Yorba Linda, CA
Mr. Rodrigo M. Dimas	Supervisor	Chuze Fitness	Anaheim, CA
Ms. Kendall N. DiTolla	Sales and Marketing Specialist	Stonewood Real Estate & Development	Newport Beach, CA
Ms. Marisa L. Downs	Financial Consultant Partner	Charles Schwab	Minneapolis, MN
Ms. Monica T. Duong	Head of Onboarding	Profitboss	San Francisco Bay Area, CA
Ms. Nohemi Duran	Social Media Manager	Nature's Flavors	Fullerton, CA
Ms. Elsa V. Embler	Account Supervisor	Quinn Public Relations	New York, NY
Ms. Viridiana Enriquez	Project Manager	Unfold Agency	Santa Ana, CA
Ms. Amanda M. Estep	Digital Content Editor	Cumulus Media	Long Beach, CA
Ms. Erika A. Fabris	Account Executive	Shout Public Relations	Fullerton, CA
Ms. Kaitlyn H. Fay	Senior Manager Sales Operations	Parcel Pending by Quadient	Irvine, CA
Mr. Allen C. Fernandez	Manager of Digital Media	Academy Museum of Motion Pictures	Los Angeles, CA
Ms. Lisa A. Fleck	Human Resources Manager	Target	United States
Ms. Alyssa D. Fletcher	Data Entry Specialist	Bradley Tanks, Inc.	Rancho Santa Margarita, CA
Mr. Ryan J. Flores	Influencer Partnership Coordinator	City Beauty	Los Angeles, CA
Mr. Joseph K. Fordjour	Intern	San Diego Public Defender Juvenile Division	Fullerton, CA
Ms. Marissa M. Frantz	Digital Marketing Coordinator	Inspire Fitness US	Los Angeles, CA
Ms. Elizabeth A. Gallardo	Associate/Dual-Site Community Relations Representative and Events Director	K. Sage Events/Irvine Company	Huntington Beach, CA
Ms. Alejandra Garcia	Allied Contigo Digital Publicity Intern	Allied Integrated Marketing	Los Angeles, CA
Ms. Alexandra Garcia	Digital Marketing & Community Manager	Oceanside Health Products	Los Angeles, CA
Ms. Ana C. Garcia	Barista	Starbucks	Los Angeles, CA
Ms. Jamie A. Garcia	Account Coordinator	Crown + Conquer	Los Angeles, CA
Ms. Megan Amelia Garren	Talent Acquisition Leader-Sales	LaserAway	Los Angeles, CA

Ms. Susannah B Glover	Food Operations Leader	IKEA Group	Orange County, CA
Ms. Christina T. Golka	Marketing Assistant/Lead Server & Social Media Coordinator	Visit Newport Bch, Inc./Roma D'Italia Restaurants	Orange County, CA
Ms. Mitzi A. Gonzalez Flor	Account Manager	IGN Entertainment	Los Angeles, CA
Ms. Mirna H. Gorgy	Account Executive	Syneos Health	Huntington Beach, CA
Ms. Stephanie E. Gorman	Certified Law Clerk	Law Offices of George W. Abbes	Orange, CA
Ms. Lauren N. Graham	Account Consultant	Envise	Garden Grove, CA
Ms. Kimberly A. Gray (Rinehart)	Closing Lead	Target	San Diego County, CA
Ms. Karis J. Green	Direct Sales Manager	Eli Lilly and Company	Los Angeles, CA
Ms. Tatiana S. Greene	Loan Consultant Associate	Better.com	Irvine, CA
Ms. Kayla A. Grossman	Director of Coordination and Logistics	Mark IV Capital	Irvine, CA
Ms. Angela P. Guastella	Partner Expansion, Ambassador	Side	Orange County, CA
Mr. Jonathan I. Guzman	Associate Social Media Coordinator/Community Specialist	UC Irvine	Irvine, CA
Mr. Garrett M. Hanneken	Residential Fire Inspector/Sales Associate	City of Pasadena/Comic Hero University	Los Angeles, CA
Ms. Megan S. Harm	Leasing Consultant II-Villas Fashion Island	Newport Bluffs/Villas Fashion Island	Newport Beach, CA
Mr. Connor J. Hass	Junior High Director/Student Ministries Pastoral Intern	Voyagers Bible Church	Tustin, CA
Ms. Tayyaba Hassaan	Marketing Director: Project Management, Marketing Technology and Implementation	Arbor Financial Group	Irvine, CA
Ms. Olivia Havelaar	Administrative Assistant	The Reynolds Group Tax Management Firm	Long Beach, CA
Mr. Cameron J. Hay	Client Success Manager	Houzz	Orange County, CA
Ms. Destinee Cassandra-Mariah Hector	Vice President of Operations/Social Media Manager	TensorioT Inc/Freelance (Self-employed)	Fullerton, CA
Mr. Dakota M. Hendy	Account Manager	Maxim FlexPac	Irvine, CA
Ms. Krysta K. Higuchi	Events and Public Relations Manager	Pacific Marine Mammal Center	Laguna Niguel, CA
Ms. Vy Ho	Office Assistant	Garden Grove Housing Authority	Garden Grove, CA
Ms. Hailey C. Hoebel	Recruiter, New Business Verticals	DoorDash	Orange County, CA
Ms. Jaidin Holder	Communications Coordinator	Karl Strauss Brewing Company	San Diego, CA
Ms. Samantha L. Horito	E-Commerce Administrative Assistant	Ralphs Grocery Company	Torrance, CA
Mr. Colby A. Hornick	Public Marketing Specialist	TCL Communication	Los Angeles, CA
Ms. Brenna K. Hughes	Marketing Coordinator	Antaira Technologies	La Habra, CA
Ms. Amanda Ibrahim	Project Coordinator	BuyShade	Orange, CA
Ms. Abigail E. Idiaquez	Senior Account Manager	Rebellious PR & Consulting	Los Angeles, CA
Ms. Claire M. Imada	Marketing Coordinator	EP Wealth Advisors	Torrance, CA

Ms. Jacqueline (Jackie) Jasso	Marketing Media Coordinator	Universal Pictures	Universal City, CA
Ms. Emily E. Jett	Server	Mimi's Café	Anaheim, CA
Ms. Hannah R. Jordan	Employment Coordinator	ViaQuest, Inc.	Columbus, Ohio
Ms. Ashley J. Jung	Social media & Email Marketing Specialist	Shimano North America Holding, Inc.	Mission Viejo, CA
Ms. Alegra N. Kastens	Founder	Center for OCD, Anxiety and Eating Disorders	New York, NY
Ms. Stephanie Keam	Senior Marketing Coordinator	Zuum Transportation	Los Angeles, CA
Ms. Chloe M. Kelleher	Social Media Community Specialist	Confidential	Dana Point, CA
Ms. Ushna A. Khan	Talent Consultant	Shirley Parsons, North America	Los Angeles, CA
Mr. Daniel A. Kidd	Firefighter Reserve	Riverside County Fire Department	Fullerton, CA
Ms. Su J. Kim	Regional Human Resources Generalist	BDO USA, LLP	Irvine, CA
Ms. Kellie C. Kleszcz	Marketing Intern	Honda Center	Anaheim, CA
Ms. Amanda Knox	Community Manager	Innocean USA	Newport Beach, CA
Ms. Jordan Kruk	Senior Account Executive	Kitchen Table Marketing + PR	Huntington Beach, CA
Ms. Kelsey Labarbera	Account Executeive	Bhava Communications	Walnut Creek, CA
Ms. Monica A. LaFerla (Ochoa)	Marketing Manager	Progressive Relty Partners, Inc.	Irvine, CA
Ms. Nancy Lai	Social Media Account Manager	Moxie Marketing Agency	Santa Ana, CA
Ms. Marissa Lara	Analyst, Programs and Partnerships	Taco Bell Foundation	Irvine, CA
Mr. Michael D. Lee	Marine Corps Special Ops Recruiter (MARSOC)	ITility, LLC	Orange, CA
Ms. April W. Leonard	Gallery Project Coordinator	RH	Irvine, CA
Ms. Anisa C. Lewis	Communications Specialist - Digital	West Coast University	United States
Mr. Max K. Lytle	Foundation Specialist	Genentech	Newport Beach, CA
Ms. Pauline Ma	Operations Analyst	Pangaea	Los Angeles, CA
Ms. Lauren K. Mack	Public Relations Consultant	Kitchen Table Marketing + PR (Freelance)	Rancho Santa Margarita, CA
Ms. Marissa L. Madden	Account Executive	LaunchSquad	San Francisco Bay Area, CA
Mr. Dalton J. Maier	Brand Partnership Specialist	ipsy	New York, NY
Ms. Moira K. Manimbo	Marketing and Public Relations Coordinator	A.L.C.	Los Angeles, CA
Ms. Danielle A. Mardahl	Account Supervisor	Finn Partners	Chicago, IL
Ms. Havana M. Marecheau	Substitute Teacher	Rio School District	Los Angeles, CA
Ms. Sarah C. Marquez	Event Manager	REVOLVE	Los Angeles, CA
Ms. Karina M. Martinez	Founder	Avana Creative	Long Beach, CA
Ms. Melanie R. Martinez	Strategic Technical Buyer	Zoox	San Francisco, CA
Ms. Lindsay A. Mattson	Communications Specialist	Huntington Valley Industries, Inc.	Huntington Beach, CA
Mr. William L. McCoy, III	Regional Sales Director	Signature Window Coverings, LLC	Phoenix, AZ

			San Francisco Bay Area, CA
Ms. Cristina Medina	Assistant Store Manager	Swarovski	
Ms. Anabel Mena	Training Coordinator	Keck Medicine of USC	Los Angeles, CA
Ms. Paola Millan	Sourcing Specialist	Volt Workforce Solutions	Costa Mesa, CA
Mr. James A. Miller	Firefighter	Fountain Valley Fire Department	Orange County, CA
Ms. Mary J. Miller	Technology Specialist	Anaheim Elementary School District	Huntington Beach, CA
Mr. Peyton C. Miller	Manager of Global Social Media	Urban Decay Cosmetics	Los Angeles, CA
Ms. Mennette D. Mizrahi	Administrative Assistant/Social Media Coordinator	David Sheldrick Wildlife Trust/M&M Media	Laguna Hills, CA/Placentia, CA
Ms. Jazzlyn R. Molina	Administrative Assistant	BCG Digital Ventures	Manhattan Beach, CA
Ms. Chelsea Moreno	Upper and Lower Division Assistant and Registrar	Foothill Country Day School	Rancho Cucamonga, CA
Ms. Briana D. Muro	Intake Coordinator	Hoag Hospital	Orange County, CA
Ms. Amanda D. Navarro	Assistant Producer	Sephora	Orange County, CA
Ms. Sarah Nesh	Executive Administrator	Curative	Pasadena, CA
Mr. Eric L. Nguyen	Recruiter	Jobot	Huntington Beach, CA
Ms. Monique Nguyen	Marketing Coordinator, Menu & 3rd Party	BJ's Restaurants, Inc	Garden Grove, CA
Mr. Thanh P. Nguyen	Account Manager	Real Chemistry	Los Angeles, CA
Ms. Kryxiane T. Nimuan-Ramos	Administrative Assistant	PL&H International	Cerritos, CA
Ms. Kiana Noble	Marketing Executive	TucanTech	London, England
Ms. Ashley A. Nusbaum	Freelance Writer/Marketing Coordinator	Self-Employed	Los Angeles, CA
Ms. Kelsey O'Henley	Team Lead	Frasco, Inc	Orange County, CA
Ms. Nicole D. Ongpoy	Procurement Coordinator	Ruggable	Los Angeles, CA
Ms. Jessica N. Orozco	National Fundraising Campaigns Manager	Make-a-Wish America	Los Angeles, CA
Ms. Melissa A. Padgett	Office Manager	Bug Zappers Pest Control	Martinez, CA
Ms. Colleen S. Padua (McCray)	Operations	Better.com	United States
Mr. Alan R. Painter	Buildings & Systems Engineering Manager	UPS	Yorba Linda, CA
Ms. Angelique Z. Palomar	Senior Communications Associate	The Institute for College Access and Success	San Francisco Bay Area, CA
Ms. Siera Parker	Retail Store Manager	Ross Dress for Less	Ontario, CA
Ms. Gabriela Patino	Page Program	Paramount Pictures	Los Angeles County, CA
Mr. Nigel J. Patterson	Agent	TOCA Football	Toronto, Canada
Mr. Paul M. Pe	Account Executive	Miller Geer & Associates (MGA)	Los Alamitos, CA
Mr. Carlos A. Perez	Professional Photographer	Freelance, Self-Employed	Corona, CA
Ms. Valerie M. Perez	Paid Social Coordinator	FabFitFun	Los Angeles, CA
Ms. Maral Perian	Adjunct Instructor	North Orange County Community College District	Anaheim, CA
Ms. Nicole L. Pham	Operations Manager	Gracie Barra Association	Lake Forest, CA

Ms. Cassandra C. Phelps	Office Manager	Phillips Spallas & Angstadt	Walnut Creek, CA
Ms. Jasmyn S. Pina (Jaglall)	Client Associate	Wells Fargo Advisors	Vista, CA
Mr. Matthew J. Piper	Inside Sales & Marketing Representative	PUI, Productions Unlimited, Inc.	Irvine, CA
Ms. Marissa Plascencia	Partnerships Specialist	U.S. Census Bureau	Los Angeles, CA
Ms. Kaylee A. Poynter	Legal Secretary	FitzGerald Yap Kreditor LLP	Anaheim, CA
Ms. Andie L. Prandini	Business Development Operations Manager	Macro Experiences	Los Angeles, CA
Mr. Brennan W. Price	Emergency Medical Technician	Care Ambulance Services, Inc.	Orange County, CA
Mr. James D. Quan	LP1	Brooklyn Financial Mortgage Services	Torrance, CA
Ms. Rachel A. Quarles	Director, Social Marketing and Brand Communications	IP Access International	San Clemente, CA
Ms. (Navina) Karen K. Rai	Marketing and Recruitment Advisor	Baldy View ROP	Corona, CA
Ms. Lizbeth J. Ramirez	Community Service Specialist	City of Costa Mesa	Anaheim, CA
Mr. Rodrigo Rangel	Product Marketing Specialist	HyperX	Anaheim, CA
Ms. Samantha M. Recchia	Assistant Manager, Market Sensing & Research	Hyundai Motor America	Fountain Valley, CA
Ms. Erin O. Resurreccion	Business & Marketing Strategy Consultant	Freelance	Las Vegas, NV
Ms. Sarah Y. Rida	Marketing & Social Media Manager	Discovery Cube, Southern California	Los Angeles, CA
Ms. Jennifer A. Robb	Social Media Manager (Freelance)	J'adore Lash Bar	Los Angeles, CA
Ms. Dianna Rodriguez	Account Coordinator	Allergan (Pacific)	Irvine, CA
Ms. Jennifer Rodriguez	Client Success Manager	Firecracker PR	Los Angeles, CA
Ms. Christina M. Roseli	Student Support Specialist	California State University, Long Beach	Long Beach, CA
Ms. Maya Rouhollahi	Supply Chain Specialist	U.S. Air Force	California, United States
Ms. Emily Ruffa	Customer Service and Marketing	Pawstruck.com	Fullerton, CA
Mr. Adrian Ruiz	Floor Manager	Vince Camuto	Torrance, CA
Mr. Jacob M. Ruiz	Admissions Assistant	Keck School of Medicine of the University of Southern California	Los Angeles, CA
Ms. Lauren Grey Ruiz-Coats	Client Services Coordinator	Disney Institute	Anaheim, CA
Ms. Zoey J. Runnells (Pino)	Social Media Consultant	ZPMedia	Fresno, CA
Mr. Eric Salgado	Leasing Representative	Irvine Company	Santa Ana, CA
Ms. Michelle Sanchez	Administrative	City of Ontario	Ontario, CA
Ms. Kayla J. Schneller	Graduate Teaching Assistant, Human Communication Studies (Contract)	California State University, Fullerton	Long Beach, CA
Ms. Cynthia A. Schroeder	Digital Marketing Specialist - Professional Services	Esri	Redlands, CA
Ms. Olivia M. Serra	Partner	Serra Design Collective	Newport Beach, CA

Mr. Parker K. Severns	Certified Nursing Assistant	Providence St. Joseph Health, Southern California	Anaheim, CA
Ms. Austria E. Silk	Sports Marketing Manager	California State University, Fullerton	Los Angeles, CA
Ms. Vanessa M. Singh	Defensible Space Inspector	California Department of Forestry and Fire Protection (Cal Fire)	Anaheim, CA
Ms. Athena Sobhan	Account Executive	The Lead PR	Los Angeles, CA
Ms. Emelyn S. Solis	Associate	Wagstaff Media & Marketing	Los Angeles, CA
Ms. Guadalupe (Lupe) B. Solorio	Internship Trainee	El Centro Del Pueblo	Los Angeles, CA
Ms. Makenna R. Song	Director of Special Events	CureDuchenne	Newport Beach, CA
Ms. Sarah M. Souza-Liebel	Sales and Marketing Specialist	High Authority Agency (Self-Employed)	Huntington Beach, CA
Mr. Matthew R. Spencer	Operations Manager	Care Ambulance Services, Inc.	Lake Forest, CA
Ms. Anna M. Spitz	Digital Marketing Manager	Planned Parenthood of Orange and San Bernardino County	Orange County, CA
Ms. Lorraine A. Steriopol	Social Media Coordinator & Copywriter	Casablanca Bridal	Fullerton, CA
Mr. Nathan Sullano	Marketing Coordinator	Sidley Austin LLP	Los Angeles, CA
Ms. Tiana Sutherland	Student Volunteer	Cedars-Sinai	Los Angeles, CA
Ms. Natalie Swart	Social Media Consultant	Pet Qwerks Inc.	Irvine, CA
Mr. Sebastian A. Swisher	Volunteer	Patriots & Paws	Orange County, CA
Mr. Andrew T. Ta	Digital Account Manager	Healthcare Success	Irvine, CA
Ms. Nura L. Takkish	Public Relations Intern	StandUp For Kids	Orange, CA
Ms. Mai Tram C. Tep	Logistics Coordinator	Drybar	Irvine, CA
Mr. Shane T. Texeira	Operations Manager	ODW Logistics	Chino Hills, CA
Ms. Kimberly (Kim) L. Thergesen	Account Manager	Intrepid	Orange, CA
Mr. Alex G. Thulemeyer	Estimator	Peterson Grading and Paving	Orange, CA
Ms. Priscilla T. Tran	Account Executive	Darktrace	Los Angeles, CA
Ms. Alexis Trolan	Sales & Marketing Manager	SeaNet Company, Inc.	Newport Beach, CA
Ms. Nicole D. Ulrich	Area Assistant Vice President	Gallagher	Orange County, CA
Ms. Martha V. Valenzuela	Account Executive	PrecisionValue	Chicago, IL
Ms. Angie Valle	Marketing Advisor	Compass	Palm Springs, CA
Ms. Jacqueline Villa	Human Resources Generalist	EPE USA	Anaheim, CA
Mr. Elijah R. Viszolay	Sales Manager	Vivint Solar	Orange County, CA
Mr. Conor T. Watkins	Pageant Helper/Entertainment Host	The Walt Disney Company	Buena Park, CA
Ms. Elizabeth Wilbur	Senior Account Executive	Edelman	Sacramento, CA
Mr. Lasai K. Willett	Social Media Coordinator	HyperX	Anaheim, CA
Ms. Johanna E. Winner	Public Relations Specialist	J. Morita USA, Inc.	Mission Viejo, CA

*142 graduates with no currently available data