SELF-STUDY REPORT

Prepared for the Accrediting Council for Education in Journalism & Mass Communications

Site visit February, 2016
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SELF-STUDY REPORT
FOR ACCREDITATION IN JOURNALISM
AND MASS COMMUNICATIONS

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

Name of Institution: California State University, Chico
Name of Unit: Department of Journalism & Public Relations
Address: Department of Journalism & PR, CSU-Chico, Chico, CA 95929-0600
Date of Scheduled Accrediting Visit: Feb. 14-17, 2016

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: Susan M. Wiesinger
Title: Chair, Department of Journalism & Public Relations
Signature: 

Administrator to whom administrator reports:
Name: Angela Trethewey
Title: Dean, College of Communication & Education
Signature: 

PART I

GENERAL INFORMATION

This general information section will be included in its entirety in the site team’s report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 12–20) and update them as necessary. The unit then should print a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution: California State University, Chico

Name of Unit: Department of Journalism & Public Relations

Year of Visit: 2016

1. **Check regional association by which the institution now is accredited.**
   - ___ Middle States Association of Colleges and Schools
   - ___ New England Association of Schools and Colleges
   - ___ North Central Association of Colleges and Schools
   - ___ Northwest Association of Schools and Colleges
   - ___ Southern Association of Colleges and Schools
   - ___ Western Association of Schools and Colleges
   *(If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities.)*

2. **Indicate the institution’s type of control; check more than one if necessary.**
   - ___ Private
   - ___ Public
   - ___ Other (specify)
3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

The California State University is the world’s largest comprehensive higher education system, with 23 unique campuses serving more than 450,000 students with 45,000 employees statewide. The individual universities were brought together as a system by the Donohoe Higher Education Act of 1960.

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

_X_ Yes, last accrediting visit 2009

___ No

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1997

6. Attach a copy of the unit’s mission statement. Statement should give date of adoption and/or last revision.

We seek to foster a dynamic, high quality learning environment that builds on classroom learning and faculty engagement in ways that help students achieve personal goals, along with grants, scholarships, internships and jobs.

The Chico State Department of Journalism & PR offers a structured, rigorous program that provides students with faculty interaction, engagement, feedback and learning. We want our students to be prepared to learn, grow, make mistakes and thrive, both in the classroom and through professional journalism experiences.

We are committed to the achievement and success of our students; to fostering diversity and personal growth; and to professional standards and independence. (Revised 2011)

7. What are the type and length of terms?

Semesters of 16 weeks
Summer sessions varies: three to 12 weeks
Intersessions: three weeks

(Note: Journalism rarely offers summer or intersession classes. These classes must be self-supporting and departments do not receive funding to offer them or budget credit for students enrolled in them.)
8. Check the programs offered in journalism/mass communications:

- Bachelor’s degree
- Master’s degree
- Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC.

The Bachelor of Arts in Journalism with options in News and Public Relations

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

120 semester hours

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

Up to three credit hours per semester for formal onsite internships. Total number of internship units in degree cannot exceed three units. These internships are approved and supervised by the department chair.

Note: All students are required to complete internship-level work in option-capstone labs.

- Students in the News option must spend at least one semester working on the program's award-winning, student-run news organization, The Orion. They may earn up to seven units overall for work across multiple semesters for The Orion (two semesters as two-unit practicum; one semester as three-unit newsroom leadership/management). The Orion is supervised by the News option professional-in-residence.

- Students in the PR option must spend at least one semester in a supervised onsite internship for a non-profit organization in Butte County or one semester working for the program's student-managed PR agency, Tehama Group Communications. They may earn up to four units overall. Onsite PR internships and TGC are supervised by the PR option professional-in-residence.

- Students in News are encouraged to apply for non-management jobs with Tehama Group Communications and students in PR are encouraged to apply for non-management jobs with The Orion.
12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Person in Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>News</td>
<td>Susan M. Wiesinger, in consultation with Mark Plenke, professional-in-residence</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Susan M. Wiesinger, in consultation with Debra Johnson, Professional-in-residence</td>
</tr>
</tbody>
</table>

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

16,251 (fall 2014, full-time equivalent)

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

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Undergraduate Majors (Post-Census Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>News</td>
<td>91</td>
</tr>
<tr>
<td>Public Relations</td>
<td>161</td>
</tr>
<tr>
<td>Undeclared option</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>252</strong></td>
</tr>
</tbody>
</table>
15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (*The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

<table>
<thead>
<tr>
<th>CLASS</th>
<th>FALL 2015</th>
<th>SPRING 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>J260 Writing for Mass Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 1</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Section 2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Section 3</td>
<td>17</td>
<td>Not offered</td>
</tr>
<tr>
<td>J321 Public Affairs Reporting</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>J325 Magazine Writing</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>J327 News Editing</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Section 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 2</td>
<td>Not offered</td>
<td>20</td>
</tr>
<tr>
<td>J341 Writing for PR</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Section 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 2</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>J351 PR Publications</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>J353 Photojournalism</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Section 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 2</td>
<td>19</td>
<td>Not offered</td>
</tr>
<tr>
<td>J451 Digital Media Innovation</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>J453 Advanced photojournalism</td>
<td>Not offered</td>
<td>20</td>
</tr>
</tbody>
</table>

16. Total expenditures planned by the unit for the 2015–2016 academic year:
Best guess: $728,370 (Budget will not be available until after self-report deadline.)
Percentage increase or decrease in three years: +1%
Amount expected to be spent this year on full-time faculty salaries:
$335,836 for full-time faculty only; $621,981 for full- and part-time
17. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

- Matthew Blake, associate professor (on sabbatical fall 2015-spring 2016)
- Janell Bauer, assistant professor
- Aaron Quinn, associate professor
- Susan Wiesinger, professor, department chair
- Debra Johnson, professional-in-residence, lecturer
- Mark Plenke, professional-in-residence, lecturer

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

- Spring 2015: Glen Bleske, David Waddell, Forrest Hartman, Michael Griffin, Leslie Layton, Maria DeCastro
- Fall 2015: David Waddell, Forrest Hartman, Michael Griffin, Leslie Layton, Steve Caldes, Bernard Richter, Deanna Reed, Maria DeCastro

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.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL GRADUATES</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014–2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic year</td>
<td>61</td>
<td>61</td>
<td>100</td>
</tr>
<tr>
<td>2013–2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic year</td>
<td>65</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>
PART II

SUPPLEMENTARY INFORMATION

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”

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

Chico State J&PR is celebrating its 25th year as an independent department in the College of Communication and Education. J&PR has six full-time faculty members and 278 majors and minors. It is a small, focused undergraduate program, designed to offer a mix of practical and theoretical education in journalism for news and public relations majors. J&PR is characterized by a hard-working faculty and successful graduates.

Origin
In the 1980s, journalism and public relations were taught as options within a broad department of information and communication studies. The faculty began a process of self-study in the late 1980s and a formal Department of Journalism, designed to meet national accrediting standards, was created in 1990.

Challenges
After being accredited in 1997, the department began to address issues and problems pointed out by the visiting team and began to improve its curriculum through outcomes assessment.

The accreditation visit of 2009 noted the continuing state budget crisis and the need for the department to enhance its digital, technological and multimedia offerings.

Almost immediately after the visit, the department was rocked by changes. The number of majors dropped by almost 30 percent because of student perceptions about the viability of media careers.

In a two-year period (academic years 2011-2012, 2012-2013), five of nine full-time faculty members retired. That included three founding faculty members, a faculty member hired in 2005, and the student news organization adviser. The dean of the college also retired in 2011 and was replaced by an interim dean for two years.
Progress

In 2011 the faculty changed the name of the department to J&PR and engaged in a rebranding campaign to counter the drop in majors. Between 2011 and 2013 the department also significantly increased its offerings in the university's General Education program, including the development of JOUR 130—a course designed to alleviate the backlog of English 130 (the required GE A2 writing intensive, composition course until JOUR 130 became an official substitution).

Today, an improved global economy and the department's added GE offerings have helped stabilize its budget and attract new majors and minors. Three new faculty members have added to the faculty's diversity and expertise. The new dean of the college strongly supports the department's mission, and the department's future appears strong.

J&PR will be making two new hires this year, one a replacement tenure-track hire for the PR option and the other a new hire. The latter was awarded as new funding from the CSU Chancellor's Office. Only five of these new hires were awarded to Chico State through a competitive application process that allowed only one submission for each of the university’s seven colleges.

The new hire will teach news skills classes and focus on two key aspects of the CSU student success initiative: Student preparation in English (JOUR 130i) and enhancement of high impact practices that lead to improved student retention (J&PR's successful diversity recruitment program).

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

As the department evolved during the mid-1990s, the self-study was a major influence on its origination and development. By seeking accreditation, the department established a tone and character and a style of teaching, advising and recruiting. Accreditation standards provided guidelines for such things as the number of students in writing labs, the content of courses and the establishment of mandatory advising and a professional advisory board.

The CSU System

At the core of the department is the basic nature of the university and its students. California State University, Chico is one of 23 campuses in the CSU system. The nearest neighboring university is in Sacramento, 90 miles away. In contrast to the University of California system that places a higher emphasis on research, the CSU system places an increased emphasis on teaching and learning.

For faculty, this usually translates into a heavy teaching load each semester. In the journalism and PR department, that usually means the equivalent of four courses each semester for full-time faculty. Each faculty member also has the responsibility of advising 30 to 50 students.
Campus Culture

CSU, Chico also is one of the few schools in the system that is a residential campus. When compared with other CSU campuses that attract 80 percent commuters, CSU, Chico draws only about 20 percent of its 17,287 students from those who commute. The residential opportunities attract a student body that has often been characterized as one that studies hard and plays hard. Our students also tend to have on- and off-campus jobs to help pay their way through school, with a campus study indicating that 80 percent work at least part-time during each semester.

Average high school GPA for first-year students is 3.26 and the composite mean SAT score is 1014. About 95 percent of the students are California citizens. About 48 percent of faculty members are full time.

Department Specifics

The next element in the mix is the nature of the department: With 278 majors and minors and six full-time faculty members, the opportunities for student contact, focused teaching, and in-depth advising are maximized. Faculty members have developed a sense of purpose and are oriented to completing tasks on deadline.

The J&PR department is part of the School of Communication in the College of Communication and Education. The department is responsible for the B.A. in Journalism & PR program, and our administration handles tasks related to budget, facilities, program and staff.

The department also is responsible for the student-run news organization, The Orion, and the student-managed public relations agency, Tehama Group Communications.

Since its inception, the journalism and PR department has enjoyed strong support from the deans of the college, as well as the provosts and presidents of the university. They consistently have encouraged the department to seek accreditation, while providing the finances that make a department work. The department’s mission to foster professional performance and attention to diversity has led to a level of support many other campus departments do not enjoy.

The relationships with students often begin during the department’s active recruiting process. Faculty members have visited community colleges and high schools looking for qualified students of all races. Campus open houses in the fall and spring also bring students to Tehama Hall, where they are given tours of the department. Faculty members spend their Saturdays during the open houses talking to parents and potential students about media careers.

In short, the following are the key ideas that faculty members think are important to the goal of educating students:
a. A curriculum that focuses on the skills of written communication: thinking, research, synthesis, creating the message, and message preparation for a mass audience. The faculty embraces the words of James Carey who noted that the practice of journalism “does not depend on technology or bureaucracy. It depends on the practitioner mastering a body of skill and exercising it to some worthwhile purpose.”

b. A curriculum that challenges students while preparing them for communication careers.

c. An atmosphere that shows students that the faculty are interested and care for the students. Mandatory advising is but one facet of this complex process of student/faculty interaction that includes small classes and open office hours.

d. Excellence that is accomplished through the professional achievements of students and their internships, free-lance work, and hands-on experiences at the student news organization and student-run public relations agency.

e. Attention to and appreciation of diversity and diverse voices. This has been fostered by a very successful diversity recruitment program that has taken the program from a major that had 90 percent white students in 2006 to one that is only 44 percent white today. The diversity in the classroom helps students learn to work with and include those with diverse perspectives.

f. A faculty that grows in its knowledge of mass communication and journalism and contributes to the creation of knowledge and development of practices in those fields.

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

Major changes in the department since the last accreditation visit have fallen into four key areas: the hiring of three new full-time faculty members, representing 42 percent of the faculty; a rebranding of the department; increased attention to multiplatform and core writing skills; and a major increase in the department’s General Education offerings.

Faculty growth and change

Two of the new hires were public relations faculty who were familiar with social media and PR research. At the same time, the PR professional-in-residence, Debra Johnson, developed an expertise in digital media innovation and social media PR, which represent growth and a new emphasis in the curriculum.

The third new hire, the news professional-in-residence, faced a triple challenge of changing technology, the decline of newspapers, and falling news organization revenues. To that end, the student news organization’s multiplatform efforts have grown.
Rebranding

The first, and perhaps, most significant effort in rebranding was to change our name from the Department of Journalism to the Department of Journalism & Public Relations. Faculty thought that the public relations option needed to be highlighted for potential majors who might be confused by the communication majors in other departments. We also changed the name of the news option (it had been news-editorial).

A key part of the campaign was to use video and social media to anchor the message that the major was relevant and young. A department Facebook page, for example, now has more than 900 likes and features alumni news, department activities, job offerings, and media updates and insights. We also maintain active Instagram and LinkedIn accounts.

Multiplatform and core skills

In both options, students are blogging, learning and practicing professional standards of social media engagement, shooting video and creating digital content that spans from online publication development to multiplatform dissemination of news and PR. The changes in the curriculum include embedded assignments in courses that emphasize multimedia and digital communication. An advanced photo course has been revamped to fit into an informal concentration focusing on digital skills.

Meanwhile, two experimental classes, one in digital entrepreneurship and the other in social media, have been tested and applied to the curriculum. Faculty, however, strongly believe that in making these additions we should not cut basic classes that provide journalistic fundamentals. Following the advice of our Advisory Board of Professionals, many of whom are alumni and all of whom have significant news and PR experience, we made curriculum changes aimed at strengthening the program core and facilitating program growth.

This included the addition of two courses to our core requirements (Intro to PR and Mass Communication Law) and the increase of J&PR theory and applied skills requirements by one course each. These changes raised the total journalism units required to graduate from 40 to 47 as of fall 2015.

Increase of GE offerings

Finally, the department took advantage of a campus redesign of General Education to increase the number of students who take our classes and to introduce first-year students to the major.

The most beneficial change for program funding and visibility was the development and addition of JOUR 130i, "Writing for Public Audiences," which enrolls approximately 300 students each semester. Only part-time faculty teach this composition course, which allows J&PR to focus the efforts of tenured, tenure-track and full-time faculty on the needs of majors.
J&PR also has four additional courses in the Chico State GE (JOUR 210, 211, 255i and 255) that enroll a combined 350 students per semester. Two of these courses (JOUR 210 and 211, a gender media and media pop culture course, respectively) had been taught in the program previously as upper-division classes. The other courses were specifically designed to meet the needs of J&PR students who must take 45 units of lower-division GE. All courses now attract large numbers of non-majors and fulfill GE requirements for writing, learning for life, individual and society, societal institutions and U.S. diversity.

General Education funding has stabilized our budget, enhanced our campus visibility, and allowed us to use only part-time faculty members to teach the composition course, protecting our tenured and tenure-track faculty.

Increased GE offerings in the major also have allowed us to increase our unit count in the major without increasing time to degree, as students are able to double- and sometimes triple-count courses.

5. If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report that the site team said should be addressed (Part 3, item 6), 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 these standard(s), the reasons cited, and how these problems have been addressed.

The 2009 site team found us to be in compliance with all standards. No major deficiency was noted, a major improvement from 2003, in which six deficiencies were cited.

Faculty, however, did notice and take action to correct a weakness found by the team:

"Three courses cover Internet theory and practice. However, it is not clear that the Internet pervades every class or the lab newspaper or agency. In addition, the three courses are not offered every semester. As the department and the Internet both mature, the department needs to ratchet up its interest in new media."

A related concern noted in the 2009 review was regarding the state of the California budget and the program's ability to survive as one of the smallest majors at the university. In order to nurture our integration of multiplatform skills across the J&PR curriculum, we had to figure out how to protect and fund our small lab classes. As detailed above, the department's aggressive move into the university's GE program has nearly doubled the program's FTE, which is largely how funding is distributed to programs at Chico State. In fact, J&PR is one of only two programs in the college that has exceeded its FTE targets for the past two years.
A review of syllabi will now show that nearly every course in the J&PR curriculum incorporates technology use and multiplatform engagement, both through hands-on skills and theoretical considerations. All skills courses have embedded assignments in multiplatform writing, video production, social media, etc. J&PR faculty have made a major effort to address this weakness.

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 process, and describe any changes undertaken or planned as a result.

Work on the current self-study began soon after we received the report from the site visit in 2009. The report was shared among faculty and we began brainstorming ways to build on our strengths and mitigate our largely budget-driven weaknesses. The most recent steps involved collecting data and dividing the writing of sections among faculty and revising the drafts. Overall, the process is a team effort that has extended over faculty meetings and conversations. Our advisory board met with a group of seniors to discuss various accreditation issues as well as to seek student insight and recommendations.

**Our Strengths**

As the report came together, we realized that certain strengths we had outlined in our previous accreditation report remained, and that we had built on the structure to fine tune some aspects of the program:

- **Strong student advising.**
  J&PR instituted the campus’ first program of mandatory advising – blocking online registration for all journalism majors who had not submitted faculty adviser-signed forms. This program requires journalism majors to meet with a faculty member once each semester, which not only helps faculty keep students on track and tailor the program to meet their needs but also gives students valuable one-on-one “face time” with faculty. We find that students better understand their role in achieving success in the major and we are able to catch key issues early, before they become problems that may delay graduation.

- **A well-established internship program.**
  J&PR places dozens of students each year in quality organizations where they perform actual media work. Our student-managed news organization may be the most honored college newspaper in the nation, and our competitively selected public relations agency and supervised PR internship programs allow students to put their classroom-learned skills to work for real-world clients. This means all of our students engage in a high quality internship or professional activity before graduation and all leave with significant portfolio work.
• **A high-beam focus on core skills.**
  According to surveys and informal feedback from professionals, the department’s reputation for producing skilled students has grown. Our program is particularly noted for building writing skills, with students well-versed in the need for professionalism, attention to diversity, legal issues, ethics, grammar, spelling and various writing styles.

• **Professionals-in-residence**
  J&PR has one professional-in-residence for the News option, Mark Plenke, and one for the PR option, Debra Johnson. Both hold master’s degrees and each has extensive professional experience. In addition to their advising duties, Plenke and Johnson are charged with building relationships with program alumni, networking with professionals, staying current with industry needs, and securing internship sites for J&PR students.

Plenke worked as a journalist from 1975-1996 and has been actively engaged in media innovation as a journalism instructor and news adviser for more than 15 years. Plenked has been adviser to The Orion, our student-run news organization, since fall 2013. Johnson worked as a PR practitioner full time from 1995 to 2005 and has continued to work as a PR consultant while teaching for J&PR. She has served as adviser to Tehama Group Communications, our student-managed PR agency, for the past 11 years and oversees all PR internships.

• **National recognition for our “hands-on” courses.**
  The professional work of our students on The Orion, the department’s student-run lab news organization, and for Tehama Group Communications, the student-managed public relations agency, are nationally recognized as models of excellence. Such hands-on work is critical to meeting the department’s mission.

• **Small but mighty.**
  Although we are small faculty, we have a good mix of professional and academic experience. We are focused on what we teach. We are successful.

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**OUR WEAKNESSES**

• **Staffing**
  As noted under “Challenges” on page 8, the department has been severely impacted by faculty retirements since 2011. Five faculty members retired, including three founding faculty members, a faculty member hired in 2005, and the student news organization adviser. We were able to make three replacement hires, which included two assistant professors and a new adviser for The Orion.
Two of the five retirees took faculty early retirement, which gave them the right to teach four classes each year (half-time appointment) for four years. Another retiring faculty member opted to take more than two years of sick leave. This left the department down two full faculty members, which we were unable to replace because we were paying high salaries for three “retired” senior faculty members. As of spring 2016, all three are fully retired and we are in the process of making two new hires that will start in fall 2016. Because the assistant professor who started in the PR option in fall 2012 left after spring 2015, we still are down one full faculty member. The replacement process is slow.

**Limitations of funding, location and the nature of the CSU**

We are a small program with limited resources, far from an urban area, and with a heavy teaching load. In other words, time and money limit our accomplishments. If larger, we might offer additional public service opportunities for the professions.

We also need to do a better job of attracting diverse guest speakers, something that might be a goal for fundraising that could establish a visiting professor position.

**Assessment leadership**

Since 1997, the department has a tradition of using outcome assessments to modify and improve the curriculum, a strength cited by the 2009 visiting team. This work was led by former chair Glen Bleske, who retired in 2011. The department since has relied on a new faculty member to direct the assessment program. That person left Chico State in spring 2015.

A new assessment coordinator needs to be selected and trained. This is in progress, under the guidance of J&PR faculty member Aaron Quinn who was appointed assessment coordinator for the College of Communication and Education in fall 2015.

**The 4-4+ teaching load**

The heavy teaching and advising load has limited faculty efforts to reach out with increased public service opportunities.

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. (These items may be presented in the appendices binder.)**

**University/General**

- 2015–2016 University Catalog
  (http://www.csuchico.edu/apss/catalog/index)
- University Catalog Mission 2011-2016
• Department of Journalism & PR
  • Journalism & PR Mission
    (www.csuchico.edu/jour/department/mission)
  • B.A. in Journalism & PR Graduation Requirements (Major)
    (www.csuchico.edu/jour/academic_program/ba_journalism)
  • B.A. in Journalism & PR Graduation Requirements (Minor)
    (www.csuchico.edu/jour/academic_program/minor_journalism)
  • Journalism & PR Advising/FAQ/Forms: Information on administrative processes to declare major/minor; study abroad; fulfill university- and department-level requirements; apply for graduation; etc.
    (www.csuchico.edu/jour/student_resources/forms)
Table 1. Students

Table 2. Full-Time Faculty

Table 3. Part-Time Faculty

Follow in print document.

For electronic edition, see following file on submitted drive:

Part II_0_Supplementary_Tables_1-3_Undergrad.pdf
MISSION, GOVERNANCE & ADMINISTRATION

During the visit, the unit should provide the following documents in the workroom:

- Internal reports on curriculum, educational policy, etc.
- Files related to searches and hiring decisions regarding administrators.
- Files related to concerns and complaints expressed by faculty, staff or students.

Attachments at end of section:

- Strategic Plan and J&PR Retention, Tenure and Promotion documents

Online:

- CSU, Chico Faculty Personnel, Policies and Procedures document

Executive Summary

The Journalism & PR department controls its curriculum, manages its budget and selects its chair. The department’s vision is clear—to be the top journalism program in Northern California.

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 is headed by a chair who is appointed by the president upon vote of the department faculty and recommendation of the college dean. The chair reports directly to the dean. The term of appointment is three years and is renewable. Susan Wiesinger has served since the 2011–2012 academic year, and is in the second year of her second term.

The chair’s duties include managing the operating budget, designing faculty teaching schedules, initiating development and alumni outreach activities, organizing faculty recruiting activities, advising incoming students and managing the day-to-day operations of the department.
The College of Communication and Education is led by Dean Angela Trethewey who came to Chico in 2014. She oversees one of the largest colleges on campus and as such serves as a chief executive, providing advice on policy and personnel issues. Trethewey allocates budget to each department, approves new faculty and staff positions, and is responsible for college development activity. She is supported by two associate deans, Morgan Geddie and Deborah Summers, who oversee program assessment, curriculum development, committee assignments, personnel reviews and facility allocation.

The deans of the university report to the interim provost, Susan Elrod, who in turn, reports to President Paul Zingg.

2. Describe the unit’s process for strategic or long-range planning. Attach 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.

J&PR's long-range planning has a simple focus: Obtaining and maintaining accreditation while meeting college and university annual goals established by the provost and president. Chico State's strategic plan was last updated in 2006.

The department's complete strategic plan is attached at the end of this section. It has not been revised since 2009, but our values, mission and goals have not changed and are well aligned with those of the university and needs of industry.

Following is a summary of the department's five goals and how we have worked – and continue to work – to meet them:

1. Achieve regional and national recognition for innovative academic programs that meet the evolving needs of our students and the communities we serve.

   • J&PR’s key focus is multiplatform storytelling, which is underpinned by emphasis on strong core writing skills. Chico State requires students to take four writing-intensive courses to graduate and J&PR offers six courses each semester that are university-designated as providing writing-intensive instruction (JOUR 130i, “Writing for Public Audiences,” 255i, “Digital Media Literacy & Civic Engagement,” 260, “Writing for Mass Media,” 321, “Public Affairs Reporting,” 341, “Writing for PR,” and 460, “Ethical Problems in Mass Media). The department also offers four other courses every semester that focus on core writing skills (JOUR 325, “Magazine Writing,” 327, “Media Editing, Proofreading & Entry-Level Layout,” 329, “The Orion,” 445, “Tehama Group Communications.”
Not only do we strive to build writing into every course in the curriculum, we work to help our students understand how their strong content-production skills fit in a fast-evolving technology landscape. Faculty continually revise their courses to enhance basic competencies in information and communication technologies. We also have six courses that are largely dedicated to integration of traditional storytelling across digital presentation platforms (JOUR 255, “Digital Media Literacy & Civic Engagement,” 351, “PR Publications,” 353, “Photojournalism,” 355, “Online Presentation of News & PR,” 451, “Digital Media Innovation,” and 453, “Advanced Photojournalism”). In addition, we have added several digital media courses as special topics, including Social Media Strategy and Participatory Journalism. JOUR 451 began as a special topics course and now is included as an elective in Group B, “Applied & Visual Storytelling.”

Both The Orion and Tehama Group Communications, which respectively are the capstone requirement for the News and PR options, have substantial digital media engagement. The Orion, for example, won several national and regional awards for feature entitled “Down & Out: Homelessness in Chico.” This multiplatform package included a stories and an editorial in the print edition, as well as a photo essay and videos online. And TGC, our student-managed PR agency, produces a wide range of digital content for its clients each semester. This includes strong writing, photography, graphic design and Web work.

The Orion continues to be one of the most-awarded student news organizations in the country, including a 2014 Pacemaker Award from the Associated College Press. That win marked The Orion's 12th Pacemaker. The news organization has been a finalist for the award more than 20 times.

2. Continue faculty and professional development.

J&PR has been fortunate to have generous allocations of funding from the university for professional development. This has included more than $800 per faculty member each year for conference travel, with an additional $3,000 provided to the chair to support faculty research, training in technological innovation and travel. Four faculty members have been to The Poynter Institute for Teachapalooza and the Hands-on Backpack and Mobile Video workshop. The university also provides high-quality opportunities for training in teaching innovation, such as Academy eLearning and a variety of faculty learning communities. Academy eLearning is competitively selected and five J&PR faculty members have completed the intensive three-week summer course in the past five years.

To supplement the limitations of university funding, several faculty members have been competitively selected for fully funded professional development opportunities. These include:
• Two Fellowships for Journalism Educators awarded by The Plank Center for Leadership in Public Relations. These awards placed our PR faculty in professional PR offices for two weeks (Debra Johnson, 2012, APS; Prisca Ngondo, 2013, McDonald’s U.S. corporate headquarters).

• Scripps Howard Journalism Entrepreneurship Institute. (Debra Johnson, 2013).

• Scripps Howard Academic Leadership Academy at Manship School of Communication, Louisiana State University. (Susan Wiesinger, 2013).

• Scripps Howard / AEJMC Social Media Externship Grant. (Susan Wiesinger, 2012, The Oregonian).

• The Poynter Institute, “A New Curriculum for a New Journalism.” (Susan Wiesinger and Mark Plenke, 2011).

3. Continue recruitment to expand the diversity of our students

   • Our primary goals were to continue our recruitment efforts to increase the numbers of under-represented student groups in the program and to meet or exceed the university percentage by 2011-2012. We have narrowly outpaced the university in this area in each of the past three years through a diversity recruitment program that has been in place since 2006. This effort has been strongly supported by the college and university, as well as private donors.

<table>
<thead>
<tr>
<th></th>
<th>J&amp;PR majors</th>
<th>Chico State undergrads</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
<td>%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
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<td>1%</td>
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<tr>
<td>Asian</td>
<td>19</td>
<td>8%</td>
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<tr>
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<td>5%</td>
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<td>Hispanic/Latino</td>
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<td>27%</td>
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<td>3%</td>
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<td>White</td>
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<td>56%</td>
</tr>
<tr>
<td>Total J&amp;PR enrollment</td>
<td>250</td>
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</tbody>
</table>
• J&PR has continued its strong commitment to diversity by integrating components of diversity/cultural/ethnic/gender sensitivity in all core classes. We also offer two stand-alone diversity-focused classes, JOUR 211, “Women, Men & the Media,” and 411, “Race & Diversity in Media.” JOUR 211 is cross-listed as WMST 211 and is part of the university’s General Education Gender & Sexuality Pathway. It routinely fills, drawing up to 85 students each semester.

4. Pursue external funding to augment the often unpredictable state budget

• The department chair has co-authored two large external grant proposals to ensure that diversity recruitment efforts continue and to build relationships and opportunities for research outside the university:
  o $300,000 grant application to Scripps Howard Foundation. This would allow substantial growth in diversity recruitment and retention efforts over the next three years, as well as to establish a $100,000 Scripps Howard Foundation Diversity Endowment to support the partnership in perpetuity. The partnership would fund student scholarships and summer internships, as well as facilitate continued student recruiting and retention efforts. The requested funding builds on the nearly $80,000 donated from corporate and private sources to initiate the program and build it over the past eight years.
  o $200,000 grant application to the FACE (French-American Cultural Exchange) Foundation to create a Global Digital Literacy program that links faculty and students at Chico State with their communication and information counterparts at Université de Haute Alsace in Mulhouse, France. The funding would provide teleconferencing equipment at both universities and fully fund faculty and student exchanges for three years. This grant was not awarded in 2015, but we have been invited to re-apply in February 2016.

5. Expand service to the North State

• Tehama Group Communications, our student-managed PR agency, continues to excel at this effort by providing full-service, low-cost PR work for up to seven organizations every semester. The program also places up to 45 students in supervised PR internships for non-profit organizations in Chico every semester. These internships fulfill the PR option capstone and are actively supervised by the program’s PR professional-in-residence.
3. Describe the unit’s policies and procedures for faculty governance. Provide the Web link 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.

Governance policies and procedures at Chico State fall into three general areas: educational/curriculum, tenure and promotion, and budget control. The department’s budget is negotiated with the dean and based on the number of students who are enrolled in our classes. The department chair, in consultation with faculty, determines how to spend the budget (currently about 96 percent of the budget is spent on faculty salaries). Travel spending and purchases over $500 need approval of the dean.

Curriculum procedures are contained in the university’s Academic Department Manual. Changes in curriculum begin at the department level and are controlled by faculty. They are reviewed at the college level by a committee of faculty and the dean.

Major changes in courses or programs are also reviewed by the faculty senate. New programs need to be reviewed at the state level by the chancellor. Educational policies can be promoted at the department, college, university or state level, depending on the scope and the type of policy. The faculty senate is a key player in proposing, advocating and approving policy changes that affect the whole campus.

The Faculty Personnel Policies and Procedures (FPPP) document outlines the campus policies on tenure and promotion along with sections on ethics, leaves, and student evaluations of teaching. The journalism department Retention, Tenure and Promotion document works with the FPPP to determine the responsibilities of a candidate for RTP and those who review the candidates.

The following is a link to the handbook: www.csuchico.edu/faaf/fppp/index.

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

Typically we meet formally twice a year at the beginning of each semester and use e-mail to consider minor issues during the academic year. Because we are a small faculty, meeting informally in the chair’s office in small groups can also work well.

The faculty met four times in the 2014–2015 academic year.

5. List faculty membership on and responsibilities of the unit’s standing and ad hoc committees. (The list should include the names of faculty serving on each committee.)
Faculty members, acting as a committee of the whole, initiate policy and curriculum changes. Any changes or additions to the curriculum of the department begin with discussions among faculty members and a written proposal prepared for consideration by the appropriate curriculum committees.

The department’s Retention, Promotion and Tenure committee changes each academic year through elections. In 2015–2016, Susan Wiesinger was chair of the committee. Other members included: Aaron Quinn and Janell Bauer. The committee's responsibilities in conducting reviews of faculty members are outlined in the *Faculty Personnel Policies and Procedures* document.

J&PR faculty members also regularly serve on several other university committees:

- a. curriculum, which initiates new courses and review existing curricula;
- b. scholarship, which identifies deserving students for monetary or honorary recognition;
- c. library, which assists the main library in buying relevant materials; and
- d. leaves, which approves sabbaticals and leaves without pay.

Full-time faculty members and committees on which they served in the past academic year are as follows:

- **Aaron Quinn**: Hiring, Personnel, Curriculum, Assessment
- **Janell Bauer**: Hiring, Curriculum, Assessment
- **Matt Blake**: Hiring, Curriculum, Personnel, Library, Elections, Scholarship
- **Susan Wiesinger**: Hiring, Curriculum, Personnel, Leaves, Scholarship
- **Debra Johnson**: Hiring, Curriculum, Scholarship, Internships
- **Mark Plenke**: Hiring, Curriculum, Internships

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

**Matt Blake**

- CSU-Chico Diversity Think Tank, AY 2013–2014
- CME Professional Colleges Representative, General Education Curriculum Advisory Board (CAB), 2013–2014
- CAB Writing Intensive Subcommittee, AY 2013–2014
- CAB Communications Subcommittee, AY 2013–2014
- Commencement Marshall, May 2011 ceremony
- Reviewer; CELT General Education Faculty Learning Committee Proposals. May 2011.
- Facilitator; Ethics, Justice and Social Policy Pathway, Spring 2011
• Member, Upper Division Subcommittee of the Science, Technology and Values Pathway. Spring 2011
• Member, Joint General Education Implementation & Assessment Committee. AY 2010-2011
• Member, GE Elections Subcommittee of GEAC-GEIT. AY 2010—2011
• Proposer, Visual Media (Visual Literacy) Pathway. Chico State GE redesign submission. Fall 2010
• Member, Upper Division Theme Subcommittee of GEAC. AY 2009–2010
• CME Professional Colleges Representative. General Education Advisory Committee (GEAC). 2008-2011
• Member, Outstanding Thesis/Project Committee. 2007–present

AARON QUINN

• University Budget Committee (Fall 2012–present);
• Intellectual Property Committee (Fall 2012–present).
• University Budget Committee (Fall 2012–present). CME College Curriculum committee (Fall 2011–present);
• Student Financial Aid Advisory committee (Fall 2008–present)
• Academic Integrity Committee (Fall 2011–present).

DEBRA JOHNSON

• University Internship Policy Committee (Fall 2012–present)
• Public Relations Message Development, Aim for 4, Provost Belle Wei’s effort to increase graduation rates, Summer 2013
• Faculty table host, Chico State Career Center Professional Etiquette Dinner, Spring 2013
• Faculty participant, Chico State Career Center 4th Annual Professional Networking Social, Fall 2013
• Presenter, Blueprint for Success Conference, hosted by the Cross Cultural Leadership Center
• Presentation titled, “Raising Your Organization’s Awareness Without Breaking the Bank.” Presented September 24, 2011

SUSAN WIESINGER

• New faculty mentor, College of Communication & Education, 205-2016.
• College Retention-Tenure-Promotion Committee co-chair, College of Communication & Education, 2015-2016
• Leaves Committee chair, College of Communication & Education, 2012–2015
• Chairs Council Executive Committee, 2012–2013
• University Writing Committee, 2005–2013
• Presenter, Chair Orientation, August 2012
• Commencement marshal, California State University, Chico, 2008–2011
• Hiring committee, Communication Arts & Science, spring 2008, fall 2010
• Presenter, New Faculty Orientation, August 2007

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

The following procedure for the selection and appointment of department chairs is currently in effect:

• The university requires the department to meet and select a nominating committee of three or more department members. The incumbent chairperson is not eligible for service on this committee. However, since the department’s inception, only one person has come forward to serve when nominations were sought, so no committee has ever been formed. If more than one candidate were to be considered, the committee would review the department chair position description and would consult with the department and the school dean to establish criteria for the selection of candidates.

• The committee then would submit to the department the names of all candidates found acceptable in terms of the established criteria, along with its recommendations. Candidates also may be nominated by a petition signed by at least one-third of the department faculty. The faculty members then elect the chair nominee by secret ballot; the nominee must receive a majority of the votes cast. Only full-time faculty may vote for the chair.

• The results of the balloting are forwarded to the school dean, who forwards the faculty selection together with a recommendation to the provost. Appointment of the department chairs is made by the provost. If the department is unable to select a chair acceptable to the provost by the date 60 days before the expiration of the current term, the incumbent department chair will notify the school dean. In this event, the appointment will be made by provost for a term not to exceed two years.
• Terms are no less than two years and no greater than three years. The department chair serves at the pleasure of the university president. The faculty may initiate an administrative recall action of the department chair by petition to the dean. The petition must be signed by 25 percent of the full-time faculty members serving at or above the rank of instructor or equivalent. Within three weeks of receipt of the petition, the school dean will preside at a duly scheduled meeting of the department faculty to conduct a secret ballot on the matter of administrative recall. The results of the balloting will then be transmitted to the provost for consideration and decision.

The dean of the college conducts continual evaluations of the chair focusing on:

• Fiscal management
• Departmental leadership
• Departmental management (FTES, majors, significant initiatives such as student outcomes assessment, recruiting)
• Departmental representation
• College and university representation, and
• Handling “other duties as assigned”

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

Students with complaints about grades or class experiences are first asked to meet with the faculty member involved with the situation. If that interaction does not resolve the complaint, the student meets with the department chair who informs the student of his or her options. Students may choose to air their complaints to the chair who may, if all agree, moderate a meeting between the student and faculty.

If such a meeting does not take place or does not produce an outcome acceptable to all, the student may meet with a campus Student Judicial Affairs representative who will document the complaint. The representative will work with the chair to attempt a solution acceptable to both student and faculty. If the problem is still not resolved, a hearing may be held, during which witnesses having involvement with the situation may be called to testify before a Judicial Affairs Committee. The finding of this committee is usually final and binding.

Student complaints rarely move past the department chair. When they have, the Student Judicial Affairs staff perform a thorough evaluation of the case, working with faculty and students to resolve the issue.
Faculty members and staff have the right to take their complaints to their unions, which have procedures for filing grievances that are part of a collective bargaining agreement. Here is a link to the CBA: www.calstate.edu/LaborRel/Contracts.HTML/CFA_CONTRACT/2012-2014.

In general the process begins with discussions and may end in a binding arbitration hearing.
Journalism Strategic Plan

Follows in print document.

For electronic edition, see following file on submitted drive:

Part II_Standard 1_Mission_J&PR Strategic Plan.pdf
Journalism Retention Tenure & Promotion guidelines

Follows in print document.

For electronic edition, see following file on submitted drive:

Part II_Standard 1_Mission_J&PR RTP document.pdf
During the visit, the unit should provide the following documents in the workroom: a complete set of syllabi for all courses offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).

1. **Provide an outline of the curriculum required for the major and for each of the unit's specializations.**

   The department requires a four-course core for all majors: introduction to communications, media literacy, writing for mass communications, and ethics. Each option then has a core, one for news and one for public relations. Students then take a series of electives that are balanced among theoretical, skills, and visual comm courses. Courses required in PR are available as electives for news students and vice versa. This has led to a small number of students strategically being able to complete both options while meeting both the 72-unit rule and the department's requirements.

   The planning guides for each option are included at the end of this section in print document and available as files on submitted jump drive:

   - Part II_Standard 2_Curriculum_newsPlanningGuideF15.pdf
   - Part II_Standard 2_Curriculum_newsPlanningGuideF15.pdf

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.**

   Since 2008, the university has been using and perfecting an online degree progress report, which tracks degree requirements for all majors and allows students to easily see what requirements already have been met (green light), what is in progress (yellow light) and what remains to be completed (red light).

   The system has been programmed to assure that no student is approved for graduation unless the student meets the 72-unit rule. Since the online database has been implemented, the department chair has worked closely with programmers to assure that the system works as it should.

   Through mandatory academic advising, faculty have multiple opportunities to review students' degree progress reports with the student sitting nearby. The database has proven to be a valuable tool in helping students graduate in a timely manner while meeting all accreditation and departmental academic requirements.
A formal minor is required to graduate from Chico State J&PR. We emphasize formal, because the university allows students to complete a pathway within the General Education curriculum and declare it as a minor. The pathway minor does not fulfill the J&PR minor requirement.

The program still officially requires that the formal minor be outside of the School of Communication, but we have approved exceptions to that rigid stance for a variety of reasons. First, students often want to learn enhanced video and Web design skills, which are offered in Communication Design. Second, ACEJMC’s removal of the 65-unit Liberal Arts requirement has made it possible for students to have liberal arts minors. And, third, the DPR makes it easy for both students and faculty to track whether an individual has met the 72-unt requirement.

J&PR does not, however, make exceptions to the 72-unit requirement. Students who choose to declare communication-related minors must get the approval of both their adviser and the department chair and are advised that they may need to take additional classes to graduate in order to meet the 72-unit rule.

Following is an example of what the student sees in the online Degree Progress Report regarding the 72-unit requirement:
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 mission is to strike a balance in curriculum that nicely integrates ageless values and professional protocol with emerging technological trends that allow our students to join a workforce that is demanding and difficult to predict.

Professional values and professional behavior are at the core of the department’s approach to teaching. Professionalism is embedded in syllabi, taught both explicitly and implicitly in the classroom, and is exemplified by the actions and expectations of instructors.

Ethical and professional values are central to the entire Ethical Problems in Mass Media course (JOUR 460), which is the program capstone. That said, each of our courses, in varying degrees, have components that stress values such as fairness, balance, ethical decision-making, truthtelling and accuracy. Our courses also promote many other professional values and competencies including numeracy, style and grammar, critical thinking, technological competence, diversity, and understanding of freedom of the press and other imperative legal concepts.

As part of the assessment process, each of ACEJMC's values and competencies have been linked to a course in the curriculum. The matrix is included at the end of this section in print document and available as a file on the submitted jump drive:

Part II_Standard 2_Curriculum_LearningMatrixF15.pdf

The department is adamant in its effort to maintain its high-quality writing program; teaching solid reporting, editing and clear writing is the department’s forte. However, while maintaining this focus, the department has made a deliberate effort to modernize in respect to digital information technologies. Tenure-track faculty have developed and implemented new courses, as well as overhauling existing courses to reflect changes in industry demands.

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

The department has made significant effort to increase curriculum content that builds student digital, technological and multiplatform competencies. In part the effort was spurred by the 2009 accreditation visit, which pointed out the department had a weakness in its offerings in multimedia platforms (note: this was NOT noted as a deficiency). Further pushing the department has been the influx of technology in the professions along with recommendations and critiques from visiting professionals and alumni, including the department's advisory board.

In many ways, the department's approach has constantly evolved and continues to change as does the world that our students will face. Since the last accreditation visit, we have embedded content in classes, offered new classes, and redesigned classes to meet the ever changing demands.
The following lists some of the approaches we have used or are using in fall 2015.

### General Education Requirements

**JOUR 130i: Writing for Public Audiences**

This approved General Education intensive writing course is part of three GE Pathways: Gender & Sexuality Studies; Science, Technology & Values; and Diversity Studies. Through a variety of news-style writing assignments, culminating in an investigative feature story, students focus on information literacy and multiplatform storytelling. They curate and assess information from both mainstream and niche news sources and then share the most compelling and reliable findings with their peers using Web 2.0 platforms, such as Twitter and Storify. The result is an ongoing repository of multimedia content from which they pull to develop the culminating feature project.

**JOUR 255/255i: Digital Media Literacy and Civic Engagement**

This course poses a critical look at changes brought to journalism and society by digital information technologies. An important part of that is consideration of the digital divide, or the idea that there are people left behind by technology through factors that are largely out of their control, such as age, education, location and income. While the first two-thirds of this course applies a critical and cultural approach to digital technologies, the final section has each student build a four-page HTML Web resume using free resources for Web authoring, file transfer and image editing. The goal is to teach students the ground-level best practices associating with file management, online writing, image sizing and compression, copyright and brand development.

### Public Relations

**JOUR 244, Intro to Public Relations**

This PR course emphasizes the importance of digital information technologies and its power as a persuasive and information tool. Students complete a digital media release assignment, as well as practice how to write posts for platforms with limited character use such as Twitter and Facebook.

**JOUR 341, Writing for Public Relations**

Major writing assignments culminate in a multiplatform media kit tailored to the needs of local businesses and nonprofits for which students seek novel approaches to develop brands based on social awareness and change.
Major assignments, such as a feature story and digital news release, address alternative news value. Students curate a wide range of multimedia to tactfully connect with diverse audiences of various learning styles and cultural backgrounds. The digital platform provides for “chunked” content areas, a mix of text combined with: videos, images, audio files, interactive timelines and maps, keyword links, and social media buttons to highlight clients’ service to the community as well as additional news to inform the public.

JOUR 342, Public Relations Research, Measurement & Evaluation
The course engages students in learning about and solving problems via research methods. With a completed research project, students learn how to collect, analyze and interpret data. Students are encouraged to be certified in Google Analytics. This allows them to be proficient in web analytics. In addition, students use various online tools such as Survey Monkey to collect and analyze data.

JOUR 344, Public Relations Strategy
Students create social media strategies for each client and provide best practices on how to use social media to maximize exposure and online engagement via tools such as Hootesuite, software that allows you to integrate your social media accounts onto one platform. Students are also required to offer the clients tools on web metrics so they can track their online presence and engagement.

JOUR 351, Public Relations Publications
This course introduces students to the basic principles of graphic design and the creation of organizational media. It also covers the psychology of color, color theory and basics of typography. Students take a heavy dive into the Adobe Creative Suite to produce:

- Multiplatform advertising campaign with both print and digital ads (InDesign and Photoshop)
- Interactive information graphic gallery (InDesign, Illustrator, Acrobat)
- Print brochure (InDesign, Photoshop, 4-color printing process)
- Multimedia magazine feature spread that is published as a 3-screen SWF or HTML file. This also requires original photography for an interactive photo slideshow and/or videography (InDesign digital publishing tools, Photoshop, Premiere or iMovie, YouTube or Vevo).

JOUR 451, Digital Media Innovation for News & PR
This course focuses on how the technology startup culture is influencing journalism startups and the rapid changes in the digital media space. Students learn how startups are different from traditional companies, what makes for a successful entrepreneur and many of the technologies behind new media options. Specifically, students work with technology in the following ways:
• Design a prototype of a digital media product using wire-framing tools like JustinMind. Or, students can use design tools such as Illustrator, InDesign or Photoshop.
• They become a customer of a news startup that is in early beta or launch phase and test that product throughout the semester. This helps them understand issues relating to usability in interface design, customer service, and how rapidly startups alter their products.
• Students are also required to use startup technology for their business pitch to investors, which forces them to use tools like Haiku Deck in place of old standards like PowerPoint.
• Finally, they must use Adobe Creative Suite tools to design their product logo and supporting marketing materials.

JOUR 398, Social Media Strategy for News & PR

• In this course, students use a range of digital technology across social media channels. The course is housed inside a closed Google+ Community and requires weekly blog posts via WordPress or Tumblr. Across the semester, students:
  • Are required to produce original content to Twitter, LinkedIn, Google + and Instagram.
  • Have optional exercises in Pinterest and Facebook.
  • Track social metrics via channel tools such as Twitter Analytics, and metrics tools such Social Mention, Klout and Topsy.
  • Learn social media management tools like Hootsuite, Buffer and TweetDeck.
  • Produce original photography via their smartphone and mobile image editing tools such as VSCOcam, Layout and PS Express.
  • Shoot original video content via tools such as Vine, FiLMic Pro, Hyperlapse, Periscope and MixBit.
  • Create social information graphics via Picktochart and Venngage.
  • Learn about content aggregation via tools like Storify.
  • Operate social media content under tight deadline pressure via activities like a Twitter Scavenger Hunt and participation in Twitter chats.

JOUR 445, Public Relations Laboratory

This course is focused on internship placements for students in the PR track. Depending on the exact internship, students’ use of technology may include:

• Creating organizational media such as brochures, posters, fliers using Adobe Creative Suite.
• Storyboarding, shooting video footage via Canon DSLRs, and editing the video footage using Adobe Premiere or iMovie.
• Shooting original photography and handling image editing via Photoshop or social media image editing tools.
• Use of media database systems such as Cision or Bolo.
• Build and/or contribute to website development via original coding or via CMS systems like Cascade.
• Producing original content for social media channels (Facebook, Twitter, Instagram, etc.) and managing social media accounts via Hootsuite, TweetDeck or Sprout Social.
• In the job-hunting section of the course students are required to produce a web-based portfolio with a video elevator pitch. Students may use web templates via sites like Weebly and Wix, or they may build their site using HTML and CSS skills.

NEWS OPTION

JOUR 320, Mass Communication Law
This course includes week-long units on Internet law and broadcast regulation.

JOUR 321, Public Affairs Reporting
This course features a unit on using social media to both gather and report news; tweets are required in two assignments; and a social-media compilation (Storify) is one of the required assignments. Mobile video is used in the course, consisting of three units on shooting, scripting and editing video on phones, and three video assignments. Two weeks of the course are devoted to data journalism, including finding data and databases, scraping data, interpreting it and presenting it in both story and infographic form. Additional reading and materials about technology and how to use it are placed on the course BlackBoard Learn website.

JOUR 327, Media Editing, Proofreading, and Entry-level Layout
Video instruction is used to teach InDesign for newspaper pages and to teach computer-based page design. Students are required to produce news pages using pagination software. A similar set of lessons covers designing Web pages using Wix, a web-based site-design program. Photoshop basics is part of both design units. Writing headlines and cutlines with search-engine optimization in mind is part of the headline and cutline units. There is also a unit on editing for online media. Additional reading and materials about technology and how to use it are placed on the course BlackBoard Learn website.

JOUR 329, 330, 331, Multiplatform News Lab
This course set heavily emphasizes The Orion as a digital daily, multimedia news organization that also includes an award-winning weekly newspaper. Course instruction includes weekly critiques and the class Eye on The Orion blog (mplenke.blogspot.com).
We have purchased a subscription to WP101, a WordPress tutorial service, and the adviser provides online folders of materials for photographers, videographers, web editors and designers on the course BlackBoard Learn website. Students also are encouraged to use the system for portfolio development and management.

**JOUR 325, Magazine Writing**

The Magazine Writing curriculum places a significant emphasis on use of digital tools to help students develop a skill set that will almost certainly be needed in the professional world. Examples include the following:

- **Social Media**: During fall 2015, students were required to maintain a professional Twitter account and follow a diverse range of news outlets, writers and bloggers. This was a useful exercise that helped accomplish the following: emphasized the need for professionalism in a public space such as Twitter; encouraged use of social media for exposure to news outlets and news writers themselves. Students were more likely to follow developing stories on a specific topic or in a specific field, and they were more likely to diversify the news outlets they were following in both political and cultural terms; and encouraged the use of social media to promote their own work in a professional environment.

- **Internet use**: Students are required to maintain a WordPress blog and post their stories online. This gives them technical experience in working with a content management system like WordPress, but more importantly, it requires that they take their work seriously and view themselves as practicing professionals. Our emphasis on using a blog as a publication forum helps to discourage the “This is just a class assignment” attitude journalism students sometimes assume in relation to reporting-writing assignments.

- **Multiplatform storytelling**: For many years now, students have been required to produce some multimedia elements in this course. Multimedia elements in the past have included still photos and slideshows, audio recordings published online, graphics and video. A short video is often required as part of the final project, encouraging students to consider in what ways a video might be complementary to a text presentation. Students have recently been encouraged to produce smartphone videos that are then uploaded to a video-sharing service like YouTube. This assignment also encourages students to begin compiling a portfolio of digital work on a platform like YouTube, Vine or Instagram.

**JOUR 355, Online Presentation of News and PR**

This is a course designed to fulfill professional expectations of digital and multimedia competencies.

This is accomplished in the following manner:
• Learning of Web languages from scratch. Using a simple text editor, students initially produce pages and a site using hand-coded HTML, CSS. Understanding of these languages is essential to understanding the functioning of the Web.

• Learning photography and image/graphics software. Using Photoshop, students learn how to create informational graphics, logos and photographs that are optimized for Web delivery. Students are required to take original photographs that are included on their websites.

• Establishing a unique site with a purchased URL and hosting. Using a methodology identical to that used by independent Web contractors, students produce a website that is stored and hosted externally on a server; each domain name reflects the site's content. During this process, students learn FTP and file hosting mechanisms.

• Understanding the function of Content Management Systems. With a fundamental understanding of modern Web languages, students then write and produce content within a WordPress template hosted within their domain. They are encouraged to manipulate the template to fit their desired design choices.

• Producing written content for the Web. Students learn content strategy for the Web, which includes industry norms for story structuring, headline composition and methods of engaging the audience.

• The practice of recording and publishing of audio recording for the Web. Students use smartphone technology to record audio, which is then optimized and published on their website.

• Understanding the embedding of external elements. Beyond material produced in class, students are instructed about how content from external sites, mainly video content and social media feeds, can be embedded within their own sites.

• The production of a group-produced website that serves as the final project. This is either an independent journalistic publication or a client-associated public relations publication, dependent on the group's professional focus.

**JOUR 353, Photojournalism**

This course incorporates numerous forms of modern media technology. The course uses modern tools such as DSLR cameras and Adobe Creative Suite editing software, including Photoshop, Bridge and Lightroom. Students learn about the ethical considerations central to editing images and how to make modern presentations of photo essays in a video slideshow format. Students host their content in either Vimeo or YouTube.
JOUR 453, Advanced Photojournalism

The course requires all of the same competencies and tools as 353, but adds videography, audio capture and video/audio post-production as the primary emphases. As a culminating project, students produce short multimedia documentaries using iMovie and Audacity editing softwares. Beginning in Spring 2016, students will have access to the full Adobe Creative Suite for video and audio editing. Students host their content in either Vimeo or YouTube and distribute their content with the help of Facebook and Twitter with an emphasis on building an audience.

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

The department considers Writing for Mass Media (JOUR 260) to be one of its most important courses. It introduces students to the department’s high expectations and sets a tone of rigor for all students. The expectation is that students will be indoctrinated into the writing skills-intensive nature of the department and be prepared for the rigorous journalism coursework ahead.

To help ensure those objectives, the course uses a common syllabus, text and supplemental readings, and instructors meet informally to discuss class assignments, exams and standards.

Writing for Public Relations (JOUR 341) is a mid-level course, which usually has two and sometimes three sections per semester. It is often taught by one instructor. However, when taught by more than one person, the senior professor is the designated course coordinator. Continual communication exists between the coordinator and the other course instructor. A meeting before the semester establishes a common syllabus. Informal weekly conferences are held to coordinate class materials and to answer questions or handle problems that might develop. Each section has a final project with the same basic content and grading.

Other course with multiple sections are usually taught by the same instructor. When taught by more than one person, the classes are coordinated in much the same way as Writing for Public Relations (see above) and are taught with similar syllabi and common texts.

One change that is on the horizon: J&PR will be making a new tenure-track hire this year as part of a student success initiative funded by the CSU chancellor’s office.

The new hire will teach news skills classes and focus on two key aspects of the CSU student success initiative: Student preparation in English and enhancement of high impact practices that lead to improved student retention.
A key part of that will be the new hire's assignment as writing curriculum coordinator. That will require the person to coordinate the 10 sections of writing-intensive courses that J&PR contributes to Chico State’s general education program each semester, as well as ensuring inter-section consistency among the program’s multi-section writing courses.

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.**

For journalism majors at CSU Chico, internships are a learning experience designed to further develop the many skills used in professional journalism and public relations work.

Students work an average of eight hours per week during the regular semester, and during summer sessions they may work up to full-time for as many as 12 weeks. Students may earn one graded unit for an internship. Internship units may count toward the major. *(Note: because of university funding rules for summer programs, students are currently unable to earn journalism units for summer internships.)*

Employers are given the option of providing a stipend, scholarship or hourly pay. Some do support the student in this fashion, some do not.

The department has been aggressive in seeking and using donations, stipends and partnerships to help students find paying internships. For example, J&PR initiated a partnership with McClatchy newspapers (including The Sacramento Bee) that entails the program providing one-third funding ($1,000) to the news organization’s two-thirds ($2,000). This stipend award has helped our students to secure 10-week paid internships with McClatchy for the past three summers. All stipends provided by the program are funded by generous donations from alumni, including a $10,000 donation-and-corporate-match from a Microsoft employee.

Internships for News and PR option are cultivated, coordinated and supervised by the respective professionals-in-residence. Those faculty members each maintain a comprehensive database listing of placements for students to review. Professional media organizations are placed on the list after providing a specific job description itemizing the responsibilities of the intern and method of supervision.

J&PR has raised visibility of internship opportunities by using the department's Facebook page, which has been actively maintained since 2011. The site has garnered nearly 1,000 "Likes," which is impressive for a program with fewer than 300 students. The site has strong support from current students, alumni and those who seek out our students for internships and jobs.

Before applying for an internship, students must formally request department support of the internship by completing and internship application packet and meeting with the department chair and/or internship coordinator. Requirements for internship approval are:
• All applicants must have a 3.0 GPA in their major (including the core courses). (On occasion, when a student has close to a 3.0 GPA and demonstrates exceptional professional promise, an internship interview may be arranged.)

• Applicants must receive two favorable recommendations from journalism faculty.

• News students must have completed Writing for Mass Media (JOUR 260) and present at least two published stories.

• Public relations students must have completed Writing for Mass Media (JOUR 260) and Writing for Public Relations (JOUR 341).

Once students are assigned to an internship, they must:

• Write a progress report, including work samples, that is sent to the intern coordinator at the end of each week. The report is reviewed by the coordinator who checks for progress and potential problems. Contact is made with the student and supervisor if necessary to troubleshoot a specific problem.

• Be enrolled in 1 unit of Journalism Internship (JOUR 489) during fall or spring semester, or during summer.

Intern supervisors and interns are either visited in person during the semester or, depending on the availability of travel funds, interviewed by telephone. Supervisors are asked about the intern’s performance, reliability, professionalism and contributions. Upon completion of the internship, on-site supervisors participate in the evaluation of interns by completing a questionnaire and providing anecdotal information.

The final progress report written by students reveals their overall satisfaction with the placement and often serves as a guide for subsequent intern assignments. In evaluating intern performance, the faculty coordinator looks for evidence of good writing, initiative, professionalism, reliability and overall contributions to the organization. When all reports are filed and the term’s progress reports are evaluated in total, a letter grade of A through F is assigned.

Internships that take place during fall or spring semesters usually involve placements with local media companies such as the Chico News & Review or in-house communications departments such as Chico Performances. The proximity of those placements allows for frequent informal contact with students and supervisors beyond the required reporting mentioned above. This communication enables closer supervision and adjustment to the internship experience if necessary. When an internship fails to meet minimum expectations it is removed from the program.

Internships are regarded by students as pivotal to future job opportunities and increasing numbers of them are seeking placements. The vast majority of journalism internships are taken during the summer, in part because students recognize the value of The Orion and Tehama Group Communications experiences during the fall and spring semesters.
As would be expected, interns experience varying levels of responsibilities and success based on their own abilities and the challenges provided by the placement. Often students find continuing employment with their internship organization or are able to network for subsequent job interviews.

Every journalism major with a public relations option participates in at least one internship before graduation. The PR intern supervisor works with alumni, the Chico State Career Center and friends of the department to place students in internships throughout the San Francisco Bay Area, Los Angeles and San Diego. Most students do not enroll in these summer internships for course credit due to cost.

Public Relations Laboratory (JOUR 445) students perform work for local and regional clients in fall and spring semesters. Internship placements range from national nonprofits like the American Cancer Society to local nonprofits like Computers for Classrooms, from small businesses like Lulu’s fashion boutique to our regional hospital, Enloe Medical Center. A range of off-campus and on-campus placements are used each semester. Students obtain firsthand experience in a variety of public relations disciplines that would normally not be available in a traditional classroom setting. Assignments generally include media relations and pitching, website or social media development, special event planning and implementation, primary research and strategic communications planning, and organizational media development.

Students who are accepted into Tehama Group Communications, the department’s student-managed public relations agency, have the opportunity to participate in diverse public relations activities, several of which are national in scope.

Most News option students consider The Orion, a nationally acclaimed student news organization, a key component of their educational experience. A majority of news majors choose to work on The Orion for more than one semester, and some stay for four or five semesters. The return rate is an indication of how much they value the experience since only minimal academic credit and compensation is provided.

Faculty members provide weekly teaching in conjunction with the work experience students gain through The Orion, Tehama Group and supervised PR internships. The journalism department faculty think that this combination of work, teaching and critiques provides students with useful skills, growth in critical thinking and leadership, and valuable professional experience.

7. **Attach a copy of the unit’s internship policy. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences.**

The internship policy, intern supervisory evaluation questionnaire and intern self-evaluation follow in print document and are available as files on submitted jump drive:

- Part II_Standard 2_Curriculum_internAppF15.pdf
- Part II_Standard 2_Curriculum_internEvalF15.pdf
- Part II_Standard 2_Curriculum_internSelfEvalF15.pdf
Planning Guides

Follow in print document.

For electronic edition, see following files on submitted drive:

- Part II_Standard 2_Curriculum_newsPlanningGuideF15.pdf
- Part II_Standard 2_Curriculum_newsPlanningGuideF15.pdf
Journalism Student Learning Matrix

Follows in print document.

For electronic edition, see following file on submitted drive:

Part II_Standard 2_Curriculum_LearningMatrixF15.pdf
**Internship Policy & Documentation**

Follow in print document.

For electronic edition, see following files on submitted drive:

- Part II_Standard 2_Curriculum_internAppF15.pdf
- Part II_Standard 2_Curriculum_internEvalF15.pdf
- Part II_Standard 2_Curriculum_internSelfEvalF15.pdf
1. **Complete and attach the following tables:**
   - Table 4, “Area Population”
   - Table 5, “Student Populations”
   - Table 6, “Faculty Populations”
   - Table 7, “Full-time Faculty Recruitment”
   - Table 8, “Part-time/Adjunct Faculty Recruitment”

Tables are included at the end of this section in print document and available as files on submitted jump drive:

   - Part II_Standard 3_Diversity_Tables_4-8_Undergrad.pdf

2. **Attach 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.

   Plan is included at the end of this section.

3. **Describe how the unit assesses its progress toward achieving the plan’s objectives.**

   Chico State J&PR has a very successful journalism diversity recruitment, retention and leadership program in place that has brought us nearly 50 first-generation college students from economically disadvantaged communities over the past nine years.

   Following is an outline of the three key areas of our diversity plan, along with ways we have measured our work toward those goals:
   
   1. Faculty recruitment
• J&PR has conducted four faculty searches, including four tenure-track searches and one national search for a new full-time professional-in-residence for the News option. All searches were advertised extensively, utilizing not only higher-education resources but also listservs for organizations that serve Black, Asian, Hispanic and LGBTQ+ journalists and PR practitioners. Our measurable results of this recruitment include the hiring of one Black female assistant professor, one white female assistant professor and one white male professional-in-residence. (Note: We had three successful searches out of the four. One search failed when a white male candidate accepted another job after committing to Chico State).

2. Student recruitment
• Our success at diversity recruitment is covered extensively in Question 7. We actively track our diversity recruitment efforts and their impact on the diversity of the major. The following graph shows the growth in diversity of the program over the course of the past decade:

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
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<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>19%</td>
</tr>
<tr>
<td>Black/African American</td>
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<td>2%</td>
<td>12%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>24%</td>
<td>11%</td>
<td>13%</td>
<td>18%</td>
<td>27%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>1%</td>
<td>0%</td>
<td>2%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>313</td>
<td>260</td>
<td>231</td>
<td>153</td>
<td>140</td>
</tr>
</tbody>
</table>

| Total J&PR enrollment | 349 | 304 | 292 | 230 | 250 |

3. Student retention and teaching
• It's not enough to get students to Chico State. The faculty members take their role in the retention process seriously. Efforts at retention begin when potential recruits first step foot on campus and is reinforced at numerous points:
  o Hosting a campus visit, during which the students tour department and university facilities, as well as the community.
  o Building relationships by connecting recruits with the department chair and/or faculty members who teach in the option the students are interested in. This starts with the first campus visit.
  o Assisting with funding by encouraging recruits to apply for university and department scholarships.
  o Start-of-semester orientation, where incoming recruits meet all the faculty the week before classes start.
  o Mandatory advising, which requires all J&PR majors to meet with department faculty the week before registration for classes opens each semester.
• A key measurement of our success at retention can be found in the graduation rates of our recruits: Of the 45 total recruits since 2008, 32 have graduated with 12 still active in the program and on track for graduation.

4. 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.

Across the journalism curriculum, faculty members are committed to preparing students to communicate effectively in a diverse society. Department policy encourages faculty to embed diversity topics in all courses. This ranges from addressing the roots of bias in reporting to enhancing understanding of multiculturalism and the contributions of women and minorities.

**CORE COURSES**

**JOUR 244, Introduction To Public Relations**

In Introduction to Public Relations students learn about history, theory and practice. Emphasis is placed on the idea that public relations is a powerful persuasion process, one that must be used carefully and honestly and what role stereotypes play in creating images and changing behavior. Discussions focus on stereotypes and how those designing public relations messages need to recognize the difference between negative assumptions about, and accurate representation of, women and minorities.

Recognizing the need to establish and increase student awareness about all forms of diversity, faculty teaching the introductory public relations class include a diversity exercise that requires students to create an actual strategy to increase tolerance and understanding between the CSU, Chico community and minority students who come here for their education. This exercise helps students to expand their respective perspectives about diversity in society in general and in the workplace in particular. For example, all too often students only see diversity in terms of ethnicity. Through media examples, class discussions also address gender issues, sexual orientation, age discrimination and physical disabilities.

**JOUR 255/255i, Digital Media Literacy & Civic Engagement**

Media Literacy & Civic Engagement poses a critical look at changes brought to journalism and society by digital information technologies. An important part of that is consideration of the digital divide, or the idea that there are people left behind by technology through factors that are largely out of their control, such as age, education, location and income.
Students are introduced to the concept of the digital divide and then asked to consider its effects on those living in the United States. They also are encouraged to think about the influence of factors such as race, ethnicity, gender and sexual orientation in terms of the adoption and use of technology. They also must address these issues both in a media log and in an essay assignment that relates to change and communities.

**JOUR 460, Ethical Problems In Mass Media**

The Ethical Problems in Mass Media class is natural place for examining the important issues raised by a diverse culture. It is difficult to imagine that an adequate course in media ethics would ignore lessons in multiculturalism.

Simply to cover moral reasoning, an instructor must cover Rawls’ Theory of Justice, a most compelling theory for the discussion of gender and diversity representation by and within the media.

The course text provides a basis for both written work and oral discussion. Students must address, for example, specific social justice and social responsibility topics by writing one-page papers on hypothetical cases and each, in a team, research and present an actual ethical situation assigned by the instructor.

Students are also exposed to multiculturalism through conflict reporting both domestic and abroad. For example, in a lesson on photojournalism ethics that focuses on the Boston Marathon bombings, students not only concentrate on making conscientious decisions regarding the publication of graphic pictures and videos, but they must also consider matters of cultural sensitivity when it comes to visual depictions of what a "terrorist" is.

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**GENERAL EDUCATION COURSES**

**JOUR 130i, Writing For Public Audiences**

The Writing for Public Audiences is an intensive writing course, an approved GE, and is part of the Gender & Sexuality and Diversity university pathways. Through a semester-long project—a multi-module investigative feature story—students critically analyze a wide range of social and civic issues surrounding pathway topics.

Recent topics include policy changes affecting LGBT communities, the perceived disparity in the gender-wage gap, and how the digital divide continues to affect minority populations, e.g., disadvantages rooted in barriers of language/comprehension in obtaining information on government websites. Each step in the project requires students to consider how such diversity issues have changed over time as well as rapid strides in social change and awareness as a result of Web 2.0. Students are encouraged to make connections to their own lives while gaining a breadth of knowledge to apply in future courses.
JOUR 210, Popular Culture, Mass Media and American Values

Popular Culture, Mass Media and American Values satisfies the U.S. Diversity Requirement in Chico State’s General Education program, which requires that it address “basic concepts of intergroup and intercultural relations, such as racism, ethnocentrism, the impact of cultures on each other, perception, and the intersection of differing value systems.”

Among the subject matter that fulfills this requirement is the examination of the following:

1. cultural forms that reflect socioeconomic and racial identity,
2. methods of religious expressions in mass culture,
3. subcultures and their relations to mainstream culture, and,
4. the methods of cultural “consumption” by different groups. This is accomplished, in part, by assignments that require students to:
   a.) React to results from the Implicit Association Test (IAT), which attempts to discover subconscious group biases;
   b.) Reflect on the culture industry's demographic segmentation and programming choices;
   c.) Understand the development of popular culture that includes contributions from traditionally underrepresented groups.

JOUR 211, Women, Men and the Media

In Women, Men and the Media, the entire course deals with gender issues and the media. Some topics that are discussed at length include: gender/race and stereotypes, gender/race and media careers, the gender gap, sexual harassment, and the portrayal of gender/race in books, on television, in movies, and in music.

Current news examples that highlight the topic under review are brought to class by the instructor to spark class discussion. This course involves extensive – and often very enthusiastic – class discussion of issues relating to bias and discrimination, their cultural roots and media portrayals.

JOUR 211 is included in the Gender & Sexuality Pathway.
ELECTIVE COURSES

JOUR 101, Introduction To Communication
Introduction to Communication explores converging communication media and the potential for message homogenization. Students learn about radio industry movements toward reduced local programming and news coverage, as well as the downsizing of newspaper staffs, the resulting challenges of fewer reporters for coverage of diverse communities, and the potential for ignoring significant cultural issues.

Students also explore the role of the Internet in reinforcing individual interests and beliefs, particularly in terms of screening one’s self from alternative and diverse viewpoints.

JOUR 411, Race and Diversity In The Media
Race and Diversity in Media is an elective for both public relations and news-editorial students. The course introduces students to the social constructions of ethnicity and how they are involved in the production, distribution and consumption of the U.S. mass media.

Critical analysis and discussion are used to probe media and race issues, as well as to analyze racial portrayals in the media historically and in contemporary practice. Students learn to identify problem areas as well as suggest strategies for change.

Within the media portrayal context, this course is intended to teach students how to recognize the ways in which race intersects with other group identifications: gender, class, ethnicity, sexual orientation, religion, disability, age, etc.

Learning outcomes for students include the ability to:

4. understand the relationships among diversity, justice and power;
5. discuss race and diversity matters with others in relation to personal experience;
6. identify how cultural and social privilege can influence the media;
7. challenge various assumptions about the difficulties in reaching diverse audiences; and,
8. adapt professional practices and personal views to fit the needs of a diverse population.

JOUR 451, Digital Media Innovation for News & PR
One segment of this course examines who is shaking up digital media in the journalism space. Inevitably students discover that the big names—Vox, Politico, Circa, BuzzFeed, Business Insider—are all dominated by white males from top management through bottom line staff.

Students spend time reviewing media startups that are not dominated by white males, including: Jezebel, Re/code, Borderzine, NewsOne. Discussion also focuses on the voice perspectives these outlets bring to their communities, variations in funding streams and public awareness.
JOUR 498, Social Media Strategy For News & PR

In this course, students select a beat to focus on throughout the semester. The two times this course has been offered, students have selected LGBTQ lifestyles as their beat. These students present work to the class that covers various aspects of social media including:

- LGBTQ usage rates by social channel
- Tone and voice for gay friendly audiences
- Companies that include LGBTQ consumers as important publics in their social channels
- Economic impact of these audiences for companies

PR Courses

JOUR 341, Writing For Public Relations

Writing for Public Relations requires students to explore characteristics of diversity inherent in society’s widening socioeconomic gap as well as the increase of minority populations, specifically, limitations on access, comprehension, and connection with content. Likewise, students are encouraged to research public needs and interest in an increasingly open dialogue on issues of gender and sexuality.

Major writing assignments culminate in a multiplatform media kit tailored to the needs of local businesses and nonprofits for which students seek novel approaches to develop brands based on social awareness and change.

Here are two recent examples:

- **Client: Pochino Press**
  
  **Topic:** The ways in which digital information technologies can unite parents struggling to preserve traditional Hispanic culture and values with children immersed in the American school system.

- **Client: Womens’ Health Specialists**
  
  **Topic:** How more women are becoming “speculum savvy” as the U.S. healthcare declines. From body acceptance to breaking boundaries on taboo topics, this media kit encourages women to become self-advocates for cervical health.

JOUR 342, Public Relations Research

Public Relations Research engages students in learning about and solving problems via research methods. With a completed research project, students learn how to collect, analyze and interpret data. Students provide PR recommendations for a campaign to solve the issue and making a positive change.
The impact of culture and diversity is considered. For example, in the spring 2015 semester, one student group did research on why there’s such a gender gap in the PR major. The students provided PR-based solutions on how the J&PR department can recruit more men into the major so as to have a more balanced and diverse student body in the department.

**JOUR 344, Public Relations Strategy**

Diversity is covered in Public Relations Strategy through hands-on work with real clients. Each semester has at least one course segment dedicated to defining target audiences for a client. Exactly how diversity in audiences is covered depends on the exact client account for that semester.

Some examples include:

- **Spring 2015 Fraternity and Sorority Affairs client**
  Students working on behalf of this client were required to analyze the organization’s current communication tools.
  Diversity for this client focused on the organization’s recruitment efforts of students from various racial, ethnic and socioeconomic backgrounds. The student teams developed communication strategies that would reach out to these publics on the Chico State campus.

- **Spring 2013 Cubanabooks client**
  One segment of the campaign for this client involved ensuring that Chico State students and the City of Chico residents had awareness, acceptance and action with the literature offered by Cubanabooks. Research showed most people had misconceptions about Cuba and Cubans.
  To increase understanding about Cuban literature and culture, the student teams created action strategies to target Chico State students and Chico residents through creating a social media presence, hosting events such as poetry slams, Cuban food cooking demonstrations, and involvement in community events such as the Farmer’s Market.

**JOUR 351, Public Relations Publications**

In PR Publications students are required to produce one publication specifically targeting an ethnic, LGBTQ or another diverse audience of their choice. The publications may be an ad campaign, brochure, information graphic gallery or multimedia magazine spread. In each assignment students are required to conduct research on how their audience is affected by a specific communication challenge. Previous communication challenges have included:

- Corporate support for LGBTQ rights
- Educational options for low-income populations
- The diversity tipping point in the U.S.
Each publication requires the student to analyze how the use of color, photography/illustration and language may impact the target audience. In addition, the assignments require a market and message statement outlining background research on the issue, demographics data on the target audience, message analysis, measurable objectives and creative rationale.

**JOUR 445, Public Relations Laboratory**

In Tehama Group Communications, diversity is covered through hands-on work for client accounts on campus and off. Previous clients have included:

- **Chico State Office of Diversity & Inclusion**: Staff create the campus-wide diversity newsletter, Building Bridges each semester. Story topics range from military veterans on campus to disabled student services, university efforts to recruit a more diverse student body to the campus experiences of Hmong students at Chico State.

- **Alzheimer’s Associations**: Staff helped raise awareness for its annual fundraiser

- **Caminar, Little Red Hen and California Vocations**: These are local nonprofits supporting work and educational opportunities for adults and children with disabilities. Projects included creating organizational media and news media outreach.

In the job-hunting portion of this course, discussions of diversity tend to focus on gender differences and gender bias in the workplace. For example, students are required to conduct research on salary relating to positions they seek in specific industries, geographic locations and types of organizations.

This discussion always brings in the issue of women being paid less than men for comparable work. Other discussion points in the gender area examines the ratio of men to women who hold top leadership positions in PR agencies, specific industries that tend to be dominated by one gender more than another, etc.

**NEWS COURSES**

**JOUR 321, Public Affairs Reporting**

In Public Affairs Reporting, students engage in separate classroom discussions about diversity in sourcing stories and when and why it’s appropriate to identify a person’s race, ethnicity, religion or sexual identity in news and feature stories.

**JOUR 327, Media Editing, Proofreading & Entry-Level Layout**

In Media Editing, lectures and exercises introduce editing best practices about the use language and images that may reflect ageism, sexism, racism and other cultural sensitivities. In the exercises, for example, students are asked to identify problem descriptions and edit or replace them with appropriate alternatives. The lectures emphasize the changing audience for journalism in terms of demographic shifts in the United States and California and the need for majority practitioners to put themselves in the place of readers from other groups and understand non-majority perspectives.
**Multiplatform News Laboratory**

Student editors and writers for The Orion (JOUR 329, 330 and 331) are well aware of the need to cover diversity and to include diverse sources. Over the past several years, scores of stories have been published that dealt with diversity and race. During interviews for editor-in-chief, student candidates are asked about their diversity plans. Guest speakers in the weekly critique meeting are often female and/or minority journalists who discuss gender and diversity issues. The Orion critique, which is written by the faculty adviser, often focuses on writing that may have inadvertently displayed cultural or gender bias.

The Orion Stylebook’s section on racial and ethnic identity was updated in January 2014 to incorporate a detailed section about diversity from *The Los Angeles Times Stylebook*. Here is an excerpt from the Orion Stylebook entry:

"Identification of a person as a member of any population group should be limited to those cases when that membership is essential for the reader’s complete understanding of the story; it should be done with great care so as not to perpetuate negative group stereotyping. When identifiers are used, it is important that the correct one be used...Mention the racial and ethnic background of people only when it is relevant to the story. When racial and ethnic identification is relevant, such identification requires sensitivity."

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

This is a new question for the self-study and it is a an obvious weakness in our program. It is an area we already have begun to address and improve.

Global cultures are addressed primarily in four courses:

**JOUR 255/255i, Digital Media Literacy & Civic Values**

The course has a unit on the global digital divide that engages technology use in other countries and what factors make it different from the U.S. Students also are asked to consider the influence of local culture and globalization in technology adoption patterns. Students also learn about programs aimed at bridging the global divide, such as One Laptop Per Child, and also about the ecological costs of technology use on a planet where everything is connected. That includes discussion of electricity needs to power technology, as well as what happens to electronic devices that are discarded for "recycling" in the U.S. (Many are shipped to China and India, where the very poor scavenge them for metals.)

**JOUR 313, International Communication**

This course deals extensively with global communication, particularly social justice issues arising from the concentration of global media corporations. Students work intensively with UNESCO documents such as the MacBride Report which details the significant effects that limited mass communication has on Third and Fourth World countries. This course is generally offered once each year in the spring.
JOUR 424, Public Opinion & Propaganda
This course is a natural fit and includes discussion of the divisiveness of religious differences and their capacity to disrupt civilized discourse across the globe.

JOUR 460, Ethical Problems in Mass Media
Students work with ethics codes from numerous parts of the world to examine similarities and differences in journalistic standards and conduct.

6. 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.

All faculty at Chico State are required to take both sexual harassment and sexual violence prevention training in online courses. These courses typically must be taken every two years, but new modules were required for the past two academic years.

The department takes seriously its responsibility to accommodate the needs of students with disabilities, and faculty work with the university’s Accessibility Resource Center to ensure that disabled students’ needs are legally accommodated.

The mission of ARC at the university is to increase access and retention for students with permanent and temporary disabilities by ensuring equitable treatment in all aspects of campus life. Students must self-identify with ARC, which then contacts faculty with a recommended accommodation.

7. 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.

There are nearly 15 million Latinos in California and they comprise more than 38 percent of the state population. That’s a number larger than the entire populations of all but four states. Chico State has a Latino student population of just over 25 percent.

While student representation of Latinos exceeds that of the surrounding area (about 15 percent), the university’s level of diversity clearly is not reflective of California as a whole.

During our 2006 re-accreditation with ACEJMC, our site visit team chided Chico State J&PR for its lack of diversity in a state that is among the most diverse in the nation. Faculty member Dave Waddell took up that challenge and began a recruitment program – reaching out to Hispanic-serving community colleges in Southern California.

In 2006 the department partnered with MediaNews Group, which then owned many of the newspapers in this area, to formalize a diversity recruitment and retention program. The $59,000 from MediaNews Group was spent in three ways:
1. To fund recruiting / pipeline-building trips to high schools and community colleges throughout the state (the smallest allocation).
2. To provide scholarships to help ensure that the students he recruited could afford to stay at Chico State, and
3. To provide stipends that allowed for paid summer internships.

The funding lasted four years and since has been supplemented by $20,000 in one-time assistance from private donors, as well as funding and support from the department, college and university.

Impact

Part of the early success with student retention was largely the result of a “high-touch” system of advising recruits (most of whom are the first in their families to attend college), as well as a one-unit service and leadership course, “Journalism and Community Service.” This initiative partnered recruits and student leaders, with the express goal of developing peer mentoring programs and philanthropy projects. It also led to some pretty great friendships and a support network that further links participating students to Chico State.

Since its inception, Chico State’s J&PR diversity recruitment program has literally changed the face of the program.

In fall 2006 roughly 9 percent of our journalism majors reported their ethnicity as Asian, African American or Hispanic. In spring 2015, some 44 percent of our students self-identified as members of those three ethnicities. That’s an increase of nearly 400 percent, which can be largely attributed to eight years of active recruitment by one faculty member from one of the university’s smallest departments in challenging budget times.

This successful recruitment effort ensures that our students gain appreciation for diverse perspectives, which will help them succeed in highly competitive communication jobs upon graduation from Chico State.

The department’s diversity initiative is based on developing and maintaining positive, long-term relationships, which can only be done if students from partner high schools and community colleges have successful experiences once they enroll at the university. We have viewed graduation with a four-year degree to be the primary indicator of success, as it reflects commitment not only to recruitment, but to retention.

The greatest success of our recruitment program is a strong pipeline-school relationship with Southwestern College, located south of San Diego near the Mexican border—600 miles from Chico. All 23 journalism recruits from Southwestern have either graduated or are progressing toward graduation. Most of these students are Latinos from economically poor homes in which the parents lack four-year degrees.
Diversity Recruitment and Retention Data

- Some 45 Journalism and PR student recruits were admitted to Chico State between 2008 and 2015.
- Roughly 91 percent of the recruits are from under-represented minority groups (Asian 7%, Black 13%, Hispanic 60%, two or more ethnicities/races 11%).
- Of the 45 total recruits, 32 have graduated with 12 still active in the program and on track for graduation. That’s a retention rate of roughly 98%.
- Five incoming recruits for fall 2015.
- Transfer recruitment pipeline schools:
  - Southwestern College, Chula Vista, Calif. (23 students)
  - Contra Costa College (1)
  - Los Angeles City College (3)
  - Modesto Junior College (2)
  - East Los Angeles College (3)
  - Bakersfield College (5)
- High school recruitment: Antioch (1), Fresno (2), Oakland (5)
Future plans

J&PR has taken a three-pronged approach to ensuring this program's success into the future, particularly following the impending retirement of wonder recruiter Dave Waddell.

1. Hiring: J&PR will be making a new tenure-track hire this year as part of a student success initiative funded by the CSU chancellor’s office. The new hire will teach news skills classes and be the program's new diversity recruitment director.

2. Grantwork: J&PR is seeking $300,000 in external funding to endow the recruitment program. A formal request has been made of a major foundation and we currently are on our second round of discussion.

3. University support: Our program recruitment efforts have been financially supported by both the college and university. There is a strong desire for this exemplary program to be expanded. Dave Waddell, the initiative's founding director, has assigned time in the spring to work on formalizing the program hand-off and helping with the new hire noted above. That one-course release is funded by the provost's office.

And, finally, a key future plan involves an update of our attached diversity action plan. The formal plan has not been updated since 2009, which is an oversight. Chico State's diversity plan was updated in December 2010 and provides a strong overview of the university's commitment to an inclusive learning community. That plan is attached at the end of this section in the print document and available as a file on submitted jump drive:


MINORITY STUDENTS RECRUITED*

Southwestern College

Bakersfield College
Erik Aguilar

Oakland High Schools
Unity: Julie Ortega
Oakland Tech: Tasha Clark
Fremont: Jamari Caldwell, Brittany Sneed, Ronald Johnson, Amber Moore

Modesto Junior College
Angela Perez

East Los Angeles College
Joserolando Bravo

Fresno High School
San Joaquin Memorial: Quinn Western
Bullard: DeJanee Morris

Antioch High School
Yzel Romo

Contra Costa College
Dariush Azmoudeh

Los Angeles City College
Tercius Bufete, Rocio Maya

8. **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.**

Any student admitted to the university may enroll in our major with no additional requirements.

9. **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.**

Although the department is pleased with its increased enrollment of minorities, mere recruitment of minority students is not adequate.

The journalism department’s mandatory advising program requires students to meet with their advisers when they declare journalism as a major, and they must meet with their advisers each semester until they graduate. Such attention often can allow students to develop close relationships with faculty members as they assure students are making adequate academic progress. In that informal but highly effective retention effort, faculty members have helped and guided numerous minority students toward internships, scholarships, graduation and employment.
Among the efforts of the department to retain minority students:

- The department uses scholarship money to help those students who are in financial need. We also encourage minority students to apply for national and regional scholarships. During the past six years, numerous minority and female students have won competitive scholarships/internships from a variety of programs, including:
  - Online News Association’s Student News room: 2013, Tercius Bufete, Atlanta, Ga.; 2014, Quinn Western, Chicago; 2015, Ernesto Rivera, Los Angeles.
  - ProPublica’s Emerging Reporters Program: 2015, Gabriel Sandoval.

- The department has an active and successful internship program that has provided minorities with the training and professional experiences they need to succeed.

- Courses in the curriculum have expanded since 1996 to address minority issues and points of view. The department has instituted a policy that asks all instructors of all courses to document those efforts.

- In seeking guest speakers and visiting professionals, the faculty has sought women and minorities to fill those roles.

10. Describe the unit's efforts to recruit women and minority faculty and professional staff (as presented in Table 7, “Full-time Faculty Recruitment”).

In 2012, the department successfully recruited and hired a minority woman as an assistant professor. Unfortunately, the minority hire left in 2015 to be closer to the father of her child and her mother, who live in Texas.

In 2014, we hired a woman as an assistant professor. We also increased the hours of a minority part-time teacher (female, white/Pacific Islander/Asian) so she could become a full-time instructor.

The department needs to sell its advantages when it recruits minority faculty. Although current law in California restricts the department’s ability to give preferential treatment to minority candidates, the majority of faculty understand that they have a professional and educational responsibility to have a diverse faculty.
To that end and within the limits of state law, the faculty will continue to view minority candidates as possessing positive attributes, including but not limited to: sex, race, class, age and ability that the department seeks in a faculty member.

The department will use strategies to expand the pool of applicants by actively seeking minorities. Providing that the department has no budgetary restrictions placed on recruitment efforts, it will seek minority candidates by:

- Sending announcements to all U.S. journalism and mass communication schools. Those announcements can be followed with phone calls to faculty at locations likely to produce minority candidates who meet the requirements.
- Advertising in minority publications and job hot lines including NABJ Journal, a monthly publication of the National Association of Black Journalists; Noticias newsletter and weekly job bank phone line of the National Association of Hispanic Journalists; a weekly job newsletter published by the Asian American Journalists Association that is sent to its membership; and Medium Rare, a quarterly newsletter of the Native American Journalists Association.
- Public relations specific outlets include the National Black Public Relations Society, the Hispanic Public Relations Association and the diversity groups within the Public Relations Society of America and the International Association of Business Communicators.
- Targeting potential minority candidates and contacting them directly by phone and letter.

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

To help full-time tenure-track faculty earn tenure, new faculty hires received a one-class reduction in teaching load, so they can work on class development and research. Both of our recent tenure-track hires were females and one was a minority. Both of these faculty members gave birth while teaching for J&PR and were supported with family leave and extensions to the tenure review process.

J&PR has had two female department chairs: Katie Milo, who was chair from 1994 to 2005, and Susan Wiesinger, who has been chair since 2011. Dr. Milo is a founding member of the department and co-creator of Tehama Group Communications. She was promoted to vice provost for research for Chico State in 2006. She now has retired and been awarded professor emerita status by the university president. Dr. Wiesinger, who was hired as an assistant professor in 2005, is the author of two books and received early promotion to full professor in 2015.
12. 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.

Part-time faculty members are hired from the university's pool of qualified teaching candidates and always are residents of the surrounding area. Due to Chico's location and the size of the community, this pool has been extremely limited. We often recruit lecturers who are working full-time in other jobs, which means they rarely teach more than one or two classes a semester. Our pool of lecturers for fall 2015 included five white males, two white females and a mixed-race female.

We do have two full-time lecturers on faculty: The professionals-in-residence for the News and PR options. Each was hired following a national search that followed the university's best practices for recruiting diverse faculty. One is male and the other female. Both are white.

13. 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.

A great strength of the program is the large number of guest speakers that attend classes and participate in weekly critique sessions for The Orion. Many, if not most, of the guest speakers are alumni who have both a strong understanding of the program and diverse perspectives from their professional work.

The following people have been guest speakers within the past three years:

- Maria Elena Llana, Cuban journalist and writer, who was keynote speaker for the Gender and Sexual Equity Center’s annual conference in fall 2015. The department contributed $200 to her honorarium.
- Alexandra Manzano, Social Media Editor for The Oregonian (now Deputy Social Media Editor for Los Angeles Times). Manzano’s visit was funded by Scripps/AEJMC Social Media Externship Grant.
- Pedro Quintana, Action News
- Melody Gutierrez, The Sacramento Bee and San Francisco Chronicle
- Sara Ortega, FleishmanHillard
- Sarah Alvarez, Bite PR
- Brittany Hopkins, Superfish (also an Advisory Board member)
- Michael Beadle, Ubisoft
- Brittany Comas and Ally Dukkers, The Hunt
- Emmalee Kremer, The Hatch Agency
- Phillip Reese, The Sacramento Bee
• Veronica Richardson, Mindshare PR
• Jillian Luchsinger, ECHO Marketing
• Megan Hoffman, Build.com
• Dan O’Mahony and John Riggin, InkHouse Media
• Kris Caputo and Kim Bedwell, Fleishman Hillard
• Julianna Young and Kayla Wilkinson, InkHouse Media
• Jessica Abercrombie, Wieden+Kennedy NYC
• Emilie Johnson, SutherlandGold PR NYC
• Becca Seylar, SynMedia
• Mark Sorenson, Social High Rise
• David Little, Chico Enterprise-Record
• Kristina Richamann, Vantage PR
• Ian Twamley, Walt & Co
• Danielle Earl-Salvato, Kulesa-Faul
• Cherri Spriggs Hernandez, FSB Core Strategies
• Devin Davis, Bite PR
• Jessica Miley, Half-A-Bubble Out
• Ashley Hauger, Glass Agency
• Zuri Berry, WFXT Boston and Boston Globe
• Sarah Koniniec, Sterling Communication
• Colby Smith, Melton Design Group
• Matt Kiser, Business Insider
Following:

The unit's written plan for achieving an inclusive program, a diverse faculty and student population, and a supportive climate for working and learning, as required in question 2.
CSU Chico, Department of Journalism & Public Relations

AN ACTION PLAN FOR RECRUITMENT OF FACULTY & RECRUITMENT, RETENTION AND TEACHING OF MINORITY AND WOMEN STUDENTS

Revised Fall 2009

I. Faculty Recruitment

Although the pool of minority faculty is small and the competition strong, the faculty believe that the campus and location should be attractive to many minority candidates who are seeking a high quality of life. Chico has clean air, excellent recreational opportunities and a diverse city with low crime. Housing costs are low when compared with other campuses in the CSU system, which has a systemwide salary structure. On the downside, unlike some journalism programs, the department cannot offer tenure track positions to candidates without a doctorate.

The department needs to sell its advantages when it recruits minority faculty. The department will use strategies to expand the pool of applicants by actively seeking minorities. Providing that the department has no budgetary restrictions placed on recruitment efforts, it will seek minority candidates by:

a. Sending announcements to all U.S. journalism and mass communication schools. Those announcements can be followed with phone calls to faculty at locations likely to produce minority candidates who meet the requirements.

b. Advertising in minority publications and job hot lines including NABJ Journal, a monthly publication of the National Association of Black Journalists; Noticias newsletter and weekly job bank phone line of the National Association of Hispanic Journalists; a weekly job newsletter published by the Asian American Journalists Association that is sent to its membership; and Medium Rare, a quarterly newsletter of the Native American Journalists Association.

c. Public relations specific outlets include the National Black Public Relations Society, the Hispanic Public Relations Association and the diversity groups within the Public Relations Society of America and the International Association of Business Communicators.

d. Targeting potential minority candidates and contacting them directly by phone and letter.
e. Although current law in California restricts the department's ability to give preferential treatment to minority candidates, the majority of faculty understand that they have a professional and educational responsibility to have a diverse faculty. To that end and within the limits of state law, the faculty will continue to view minority candidates as possessing positive attributes, including but not limited to: sex, race, class, age and ability that the department seeks in a faculty member.

II. Student Recruitment

CSU, Chico is one of the few universities in the system in which a majority of students come from places outside the geographical area that the university is primarily charged with serving. In general, the student body is composed of affluent white students from Northern California. This has been true for historical reasons, resulting in a campus unlike others in the system, which overall has a strong minority base, especially in the metropolitan campuses such as CSU, Fullerton, CSU, Sacramento or San Francisco State.

The goal is to assure that the percentage of minority enrollment matches or exceeds that of the university overall. To increase our enrollment of minorities, the plan includes the following:

We will continue to maintain a faculty liaison with the university's outreach programs, which have effectively increased minority recruitment for the institution. The department will:

- Provide recruitment materials to Admission Office recruiters to disperse to high schools that they visit throughout the year.
- Directly contact students who are identified as being interested in careers in journalism.
- As long as grant funding for recruitment continues, the department will provide release time of at least one week a semester for a faculty member to recruit at high schools and community colleges in diverse areas of California.

We will continue to identify and/or help create funding sources for awarding financial aid to qualified students who have financial need or show professional promise. As an example, a diverse group of CSU, Chico journalism students in spring 2009 raised funds to create a scholarship to assist so-called “AB 540 students” majoring in journalism at the university. “AB 540” refers to students who are not U.S. citizens but who have attended a public high school in California for at least three years and are thus eligible to pay regular fees but are ineligible for most state and federal student aid programs.

We will continue to target and invite women and minority alumni professionals to take part in an on-going series of alumni professional forums on campus. It will include class lectures, a drop-in session and a dinner involving professionals and faculty. The professionals will address current media issues and members of the local media will be invited to attend some of these functions.
We will continue to ask targeted alumni to help recruit minority students for our program.

III. Student Retention and Teaching

Mere recruitment of students from underrepresented groups is not adequate. In the past, when achieving greater diversity was perhaps less valued, most of the department's students enjoyed social and economic advantages, so it was not necessary to have a structured system for helping students stay in our programs. Because of limited funding and recent harsh budget cuts in the system, the department will have to be imaginative in meeting the needs of minority students.

One step the department has taken in an effort to build both a peer-assisted support system for minority students, as well as a greater sense of a multicultural community within the department, has been the creation of a class that emphasizes leadership, diversity and community service. That class conducted a fundraising effort in its first semester that created a scholarship for so-called “AB 540 students,” i.e. students who are not U.S. citizens but who attended a California public high school for at least three years. When all is said and done, the goal should be to assure that our graduation rate for the percentage of students from underrepresented groups matches or, better yet, exceeds that of the university overall. Further, the department is committed to preparing students for working in the multicultural society of California and the nation. The plan to achieve the above objectives includes the following:

• The department will use scholarship money to help those students who are in financial need. Faculty will encourage all students to apply for state, regional and national scholarships that they may be qualified for.

• In making decisions about hiring new faculty, the department must give weight to the fact that all students, particularly students from underrepresented groups, would benefit from the presence of a minority who can serve as minority adviser, both on a formal and informal basis.

• The department has an active and successful internship program that has provided minorities with the training and professional experiences they need to succeed.

• Courses in our curriculum need to address minority issues and points of view.

• In seeking guest speakers and visiting professionals, the faculty will aggressively seek women and minorities to fill those roles.
CSU, Chico 2011-2016 Diversity Action Plan

Follows in print document.

For electronic edition, see following file on submitted drive:

Table 4. Area Population
Table 5. Student Populations
Table 6. Faculty Populations
Table 7. Full-Time Faculty Recruitment
Table 8. Part-Time Faculty Recruitment

Follow in print document.

For electronic edition, see following file on submitted drive:

Part II_Standard 3_Diversity_Tables_4-8_Undergrad.pdf
During the visit, the unit should provide the following documents in the workroom:

- Curriculum vitae of each full-time faculty member (full-time faculty refers to those defined as such by the unit.)
- Résumés of adjunct or part-time faculty and of graduate students serving as teachers of record, teaching during the fall 2014 semester.
- Records on faculty promotion and tenure.

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

The department faculty represents a rich mixture of education and experience. All tenured or tenure-track faculty hold doctoral degrees. All tenured or tenure-track faculty have worked full time in professional settings (daily news organizations, corporations, public relations agencies) for a number of years. Many continue to consult and work in their chosen professions.

Among the tenured/tenure track faculty, there is one full professor, two associate professors and one assistant professor. All are white. Two are female; two are male. We will be conducting a search in 2015-2016 to replace a black female assistant professor who moved to Texas to be with family.

We have two, full-time professionals in residence, one in news and one in PR, who have broad professional and teaching experience. Both have master's degrees. One is male, the other female. Both are white.

We also have a full-time female who coordinates our general-education writing-intensive class taught as an alternative to English composition. She has a master's of science in professional writing along with extensive experience in course design, professional writing and editing, and public relations. She is multiracial: white, Asian, and Pacific Islander.

2. Describe how the unit selects full-time and part-time faculty and instructional staff.

Selection of all full-time faculty follows university procedures, which have the following minimum requirements that are outlined in the FFFP and the department manual:
A department hiring committee is formed to evaluate the professional competence of candidates for full-time openings. The department hiring committee is composed of a minimum of three department faculty members elected by and from the probationary and tenured members of the department plus the department chair. The department augments its hiring committee with one faculty member from another department as required by the current dean.

The hiring committee solicits applications from the widest range of eligible people from a variety of institutional sources. Advertising of a position is required. Advertising for probationary positions and full-time temporary positions is on a national level with at least one print publication, reaching a wide circulation that includes organizations that are representative of diverse groups. A minimum of 30 calendar days are required from the time of posting the vacancy and review of applications.

The committee screens available applicants. While it is the responsibility committee to recommend new faculty appointees, it must adhere to the following general procedures and minimal criteria for appointments:

- Evidence of teaching ability – either potential or as based on previous experience
- Scholarly activity and productivity
- Educational or experiential preparation for university teaching, including the terminal degree or its equivalent from an accredited institution
- Potential for, and commitment to, professional activities and growth
- Evidence of the human relations skills necessary to work with students and colleagues
- Disciplinary specialties, skills, and flexibility that coincide with current and future needs of the department.
- Evidence of an ability to communicate effectively orally and in writing
- Compliance with University policies of Affirmative Action/Equal Opportunity Employment

The criteria as determined by the vacancy announcement is the basis of screening. The hiring committee’s documentation must reflect the use of the criteria for all candidates.

The criteria are then used to develop a short-list of candidates who are interviewed by telephone. Typically, the top three candidates are then invited to campus for on-site interviews. No candidate may be hired unless there have been at least three reference checks.
The department then makes a recommendation to the college dean, who then makes a decision. Should the dean disagree with the recommendation, the dean must meet with the department to explain the basis for disagreement. If these differences cannot be resolved at this level, the matter is forwarded to the provost to work with the parties to attempt to achieve mutual agreement. In instances where this is not possible, the appointment decision will normally be sent back to the department and new candidates are sought.

Part-time faculty are chosen from a self-identified pool of applicants. Union rules dictate the following:

- Each applicant is ranked by a committee according to qualifications for each course that the applicant is qualified to teach.
- Once all full-time instructors are assigned to classes, the remaining classes are offered to part-time faculty.
- First choice goes to those who have taught at least six years for the department.
- Second choice goes to those who have taught at least one semester.
- If any courses remain to be assigned, they are offered to those new instructors according to their rankings.

3. **Provide 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.**

**Assistant or Associate Professor of Public Relations**

CSU, Chico is committed to enriching its educational environment and its culture through the diversity of its staff, faculty, students, and administrators. Persons with interest and experience in helping to set and achieve goals relative to diversity and inclusion are especially encouraged to apply.

**The Position:** The Department of Journalism & Public Relations is searching for a tenure track assistant or associate professor to start August 2016. California State University, Chico is seeking faculty who are competent in their field, collaborative with colleagues and staff, and committed to student success. Position is contingent on funding.

**Minimum Qualifications:** An earned doctorate in public relations, journalism, communication, marketing, or closely related area is required for either rank, as is recent professional public relations experience.
Candidates for the assistant professor position must demonstrate potential for teaching excellence, development of a strong research agenda and dedication to department, college, university and community service. ABD candidates may be considered; degree must be completed prior to Aug. 1, 2016. MFA or master’s degree candidates may be considered if degree is accompanied by at least five years of verified work experience in professional journalism/public relations within the past decade.

Candidates for the associate professor rank must be accomplished teachers with consistently strong student evaluations; show evidence of a current, focused research program (competitively selected conference papers, publications, grant work, professional development); and offer a recent history of service at the department, college and/or university levels.

**Preferred Qualifications:** A team player with the ability and desire to contribute to curriculum development for progressive, growing PR option. Ideal candidate will be a dynamic presence in introductory PR course that introduces students to the major.

Expertise in technology, integrated communication and/or multimedia skills is highly valued, as is a social media presence that models best professional practices. Candidate should be willing to engage in grant work, professional PR consulting, and/or development of sponsored projects. Presentation of competitively selected conference papers with demonstrated potential for publication. Participation in national organizations (such as PRSA and/or AEJMC).

**Responsibilities:** This tenure-track position carries responsibilities in the areas of undergraduate teaching, scholarship and service to the department, university and community. Teaching load is four courses per semester and academic advising is required. Teaching assignments will include writing intensive and social and digital media courses. Candidates should demonstrate potential for excellence in teaching at least two of the following areas: public relations principles, writing, research, and/or strategy; integrated communication; entrepreneurial journalism; social media; multiplatform news writing. Teaching assignments are based upon qualifications of the individual and the needs of the department.

**Full-time Lecturer / Student Media Adviser**

**The Position:** Full-time, professional-in-residence teaching position in the Department of Journalism and Public Relations, College of Communication and Education, California State University, Chico. Beginning date: August 2012. Position is contingent on funding.
As a university that educates students of various ethnic and cultural backgrounds, we value a diverse faculty and staff. Chico welcomes applicants who are knowledgeable about and interested in working within a cross-cultural learning environment. We also welcome those who share a passion and commitment to the University's Strategic Priorities - http://www.csuchico.edu/vpaa/wasc/StrategicPrior/.

**Minimum Qualifications:** Earned master’s degree in Journalism or related field. Five years of professional journalism media experience is required, preferably in print and online newspapers.

Must demonstrate potential for leading, advising and inspiring college journalism students. Must also demonstrate potential for teaching in at least two of the following areas: news writing, public affairs reporting, writing proficiency, mass communication law, international communication. At least one of the areas of expertise should be skills based.

**Preferred Qualifications:** University teaching; experience overseeing an organizational budget; experience in advertising sales, business, marketing and/or related teaching experience; grant work; expertise in and ability to teach social media and multimedia skills; involvement in professional associations in journalism and/or college media advising; and ability to publish articles in scholarly, professional and/or trade journals in journalism or a related field. Participation in appropriate national organizations (such as CMA and/or SPJ).

**Responsibilities:** Advising and supervision of the print and online editions of The Orion, Chico State’s award-winning, student-run publication. Management of editorial and business operations of The Orion as a foundation-anchored non-profit organization. Teaching, with assignments based upon the qualifications of the individual and the needs of the department, and academic advising. Professional activity, which may include writing, editing, communication consulting or research is required, as is service to the department, university, community and profession.

4. **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.**

Procedures for retention, tenure and promotion as well as salary at Chico State are firmly guided by the faculty union's Collective Bargaining Agreement and the university's Faculty Personnel Policies and Procedures manual. Salary increases also are impacted by the CBA, with the union negotiating annual pay increases and cost-of-living increases for all 23 campus of the California University system.

Until tenure-track and tenured faculty achieve promotion to full professor they must be reviewed every year, alternating between periodic and performance reviews.
Periodic reviews are aimed at improvement and are conducted by the department personnel committee and college dean. Performance reviews directly impact retention, tenure and promotion and are conducted by the department personnel committee, college personnel committee, college dean and university provost.

All reviews are informed by the department's RTP document (included at end of Standard 1. Mission, Governance and Administration), which puts substantial emphasis on the importance of teaching: “Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion for teaching faculty.”

Teaching effectiveness is evaluated through comprehensive review of student evaluations of teaching, which must be conducted for every class, every semester; peer evaluations of teaching, which must take place once each year; and syllabi, class schedules, curriculum development and course innovation.

Research on our campus and within the department is divided into two areas: Professional growth and professional achievement. Professional growth requires faculty to engage in work that enhances currency in the discipline. This includes participation in discipline-appropriate conferences and workshops that inform and improve teaching.

Professional achievement relates to faculty contributions to the field's theoretical and practical knowledge base. Publications in peer-reviewed academic journals and competitively-selected conference presentations are the strongest evidence of professional achievement, which is divided into three levels of descending significance. The department's RTP document notes that professional growth is necessary for retention, while high-quality professional achievement is required for tenure and promotion.

Promotion to full professor carries the additional requirement of substantial recognition for teaching or professional growth and achievement at/or beyond the university.

Service is expected at the department, college, university, community and profession levels and is measured in the context of their contributions to the department and university strategic plans. Probationary faculty are encouraged to focus their efforts on teaching, research and department-level service until they are tenured. By that point they should be beginning to build relationships and find shared interests that lead them to university-level service.

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

Faculty are relatively fortunate at Chico State to work in an environment where professional development is highly valued and frequently offered. Faculty members have taken advantage of numerous university offerings that include a range of faculty learning communities.
A notable example is Academy eLearning, which has been presented each summer for the past seven years. Faculty members are competitively selected for attendance in the three-week summer workshop that is recognized for its intensity and attention to classroom innovation. Compensation for attendance has ranged from new technology (iPads) to professional development funding to stipends ($1,500). Five J&PR faculty members have attended Academy eLearning and it has contributed to the design (JOUR 130i) and re-design (JOUR 341 & 329) of various courses.

J&PR faculty also have taken advantage of a range of prestigious national programs to improve their teaching and integrate their research into the classroom. These have included:

- Scripps Howard Journalism Entrepreneurship Institute
- Plank Center for Leadership in Public Relations Fellowship for Educators
- Scripps Howard Academic Leadership Academy, Manship School of Mass Communication at Louisiana State University
- AEJMC-Scripps Social Media Fellowship
- AEJMC courses, such as “Media Entrepreneurship Mindset”
- Edelman Academic Summit
- The Poynter Institute
  - Teachapalooza
  - Hands-On Backpack and Mobile Video Workshop for Educators
  - Various NewsU courses
6. **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.**

The normal workload of a full-time faculty member is four classes a semester and advising/committee/service assignments. Workload guidelines are established by the Collective Bargaining Agreement and campus Faculty Personnel, Policies and Procedure document.

When the teaching schedule is prepared, the chair solicits preferences from faculty. Student demand, resources and faculty preparation influence the assignment of teaching responsibilities.

Some faculty have assigned time away from the traditional classroom setting to fulfill the obligations of their employment (e.g., working on the accreditation report, advising the student-run campus news organization or the student-managed public relations agency).

New faculty members are often provided one class of assigned time for one to two years to develop curriculum and conduct research. Occasionally, depending on availability of funds, faculty are given assigned time to re-work a class curriculum or pursue a research project. The department chair makes these decisions in consultation with the faculty and the dean. Workload is monitored and the results of assigned time are assessed by the university.

7. **Demonstrate that full-time faculty 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.**

The department's full-time faculty teach the majority of required and core courses, which we define as:

**Major core**
- JOUR 101, Intro to Communication
- JOUR 255, Digital Media Literacy & Civic Engagement
- JOUR 260, Writing for Mass Media
- JOUR 460, Ethical Problems in Mass Media

**News option core**
- JOUR 320, Mass Communication Law
- JOUR 321, Public Affairs Reporting
- JOUR 327, Media Editing, Proofreading & Entry-level Layout
- JOUR 329, News Laboratory
**PR option core**

- JOUR 244, Intro to Public Relations
- JOUR 341, Writing for PR
- JOUR 342, PR Research, Measurement & Evaluation
- JOUR 344, PR Strategy
- JOUR 445, PR Laboratory

We taught 92 of these courses in the three academic years preceding this review (2012-2013, 2013-2014, 2014-2015), with full-time faculty teaching 68, or roughly 74%, of the classes.

It is important to note, however, that three of the part-time instructors were retired full-time faculty with extensive teaching and professional experience. Two are professors emeriti who had rights to teach as part of an early retirement program and the third is our retired News option professional-in-residence. Those three taught all but two of the courses staffed with part-time instructors.

8. **Percentage of core and required courses taught by full-time faculty (not including retired full-time faculty who were teaching part-time):**

- 2014-15 school year: 74%
- 2013-14 school year: 71%
- 2012-13 school year: 65%

9. **Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.**

Probationary faculty are visited at least once each academic year by two members of the RTP committee, who evaluate their teaching. Once a faculty member is tenured, they no longer receive peer reviews of their teaching until the year they seek promotion to full professor.

Full-time non-tenure track faculty are reviewed every year until they have taught for six years, when they switch to biannual reviews. Part-time faculty must be reviewed at least once each academic year, unless the faculty member has been employed for more than six years; they then switch to being reviewed at least once every three years.

All peer reviews become part of the faculty members permanent employment file. As such, the reviews are a key part of the retention, tenure and promotion process as indicators of teaching excellence.

Peer teaching report follows this section in print document. For electronic edition, see following file on submitted drive:

- Part II_Standard 4_Faculty_PeerTeachingReportForm.pdf
Student evaluations of teaching are conducted for all faculty in each class every semester. As with peer reviews, the student evaluations become a part of a faculty member's employment file and are used as evidence for decisions regarding retention, promotion and tenure.

A copy of the report generated by administration of the university's designated student evaluation form follows this section in print document. Faculty member's name has been redacted. For electronic edition, see following file on submitted drive:

    Part II_Standard 4_Faculty_SETForm.pdf

10. List 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.

**Matt Blake, Associate Professor, Tenured**

(Oct. 2011) "Transitioning to HTML5 in Online Journalism Instruction" at the Journalism Interactive Conference in College Park, MD

(Spring to Summer 2011) Compass Project external grant: GE Redevelopment and Redesign; Value: $1,000

(Fall 2010) GE Curriculum Development Faculty Learning Community: Visual Media Pathway; Value: $500

(Spring 2010) GE Programmatic Assessment Faculty Learning Community; Value: $500
MARIA DECASTRO, FULL-TIME LECTURER, JOUR 130 WRITING COORDINATOR

(Summer, Fall 2012) Workshop participant, Academy of e-Learning at CSU, Chico, Cohort IV; Value: $3,000

• This three-week workshop featured intensive training in using modern education technology for a range of pedagogical uses including classroom teaching, hybrid online/in-person courses and fully online courses.

(Spring to Summer 2014) Academy e-Learning at CSU, Chico, Cohort VI presenter and workshop leader

• This invitational speaking opportunity included a presentation to inform participants on practices and experiences regarding “High Impact Practices” in writing intensive courses.

• Activities led and materials provided throughout the workshop engagement focused on techniques/tools for writing students to thrive in a digital era, practices for online collaboration and engagement, and tips to encourage students to incorporate news value into writing.

(Fall 2013 to Spring 2014) Textbook Alternative Program (TAP)

• This program is intended for faculty to redesign course materials as well as to research/employ low-cost learning solutions and free web-based content to eliminate costly textbooks.

• Faculty members learn ethical practices of using web-based content, changing copyright laws, and the nuisances of choosing among open-source materials.

• Solution presented at CELT 2013.

(Spring 2014) Faculty mentor volunteer, Offices of Academic Affairs and Student Affairs

• Faculty mentors work closely with an upper-level student to design and engage in six to ten activities with the student's dormitory.

• Activities are designed to introduce freshman to a CSU Chico faculty member’s view of life at the university, with an emphasis on how to thrive in GE courses and degree programs.

(Summer 2015) Department representative, New Student Orientation
**DEBRA JOHNSON**, PROFESSIONAL-IN-RESIDENCE, ADVISER TO TEHAMA GROUP COMMUNICATIONS

- (Aug. 2015) AEJMC Media Entrepreneurship Mindset, participant
- (June 2014) Teachapalooza at the Poynter Institute for Media Studies, participant
- (June 2014) Hands-On Backpack and Mobile Video Workshop for Educators at the Poynter Institute for Media Studies, participant
- (Jan. 2013) Fellowship with Scripps Howard Journalism Entrepreneurship Institute
- (2012) Plank Center for Leadership in Public Relations Fellowship for Educators
- (April 2013) Integrating Social Media Into the Classroom, PRSA Webinar participant
- (May 2013) How to Create a Social Media Plan, PRSA Webinar participant

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**LESLIE LAYTON**, PART-TIME LECTURER

(2013) NAM Fellowship on Energy and the Environment
(2012) NAM Ethnic Media Awards (Runner-up for “Outstanding Hyperlocal Report/ Feature”)
(2010) John Swett Award for Media Excellence for reporting on charter schools

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**PRISCA NGONDO**, ASSISTANT PROFESSOR, TENURED

(Fall 2014) Diversity Certificate Program, Office of Diversity and Inclusion at CSU, Chico
  - The Diversity Certificate Program is designed to help participants develop the necessary tools and resources to better serve the diverse members of the university and community.

(May 2014) Civic Learning Institute, Office of Civic Engagement at CSU, Chico
  - A two-day institute focused on the study of civic learning, civic education, and developing coursework that aims to connect students’ academic and civic lives.
(June 2014) Faculty Learning Community, Office of Civic Engagement at CSU, Chico

- A two-day intensive workshop focused on re-designing syllabi by incorporating civic engagement pedagogy. Participants are expected to attend/participate a CELT panel on Civic Engagement and provide a final reflection on the FLC.

(Summer 2013) Plank Center for Leadership in Public Relations Fellowship, McDonald’s Corporation in Oak Brook, IL

- The fellowship program is designed to expose professors to the current day-to-day operations of the public relations function in order to create an exchange of information and ideas that will enhance the professional development of both the educators and the practitioner-sponsors.

- Key beneficiaries are public relations students. They can be ensured their professors are knowledgeable in the current practices and issues facing practitioners and that practitioners have a greater appreciation for the value of theory and research of their classrooms in today’s public relations work.

(Fall 2010 to Spring 2011) Teaching Effectiveness and Career Enhancement (TEACH) Fellowship, Teaching Learning and Technology Center at Texas Tech University; Value: $1,000

- The TEACH Program is a university-wide competition that selects 20 doctoral students and assists them in further developing teaching skills and exploring faculty roles.

- Program activities include one-on-one consultation, instructor videotaping, comprehensive class feedback, peer observations, project work with a faculty mentor, workshop attendance, and the development of a professional teaching portfolio.

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MARK PENKE, PROFESSIONAL-IN-RESIDENCE, ADVISER TO THE ORION

(Summer 2015) Academy e-Learning at CSU, Chico

- This three-week workshop featured intensive training in using modern education technology for a range of pedagogical uses including classroom teaching, hybrid online/in-person courses and fully online courses.

(Spring to Fall 2015) Faculty Learning Community at CSU, Chico

- Engagement to assess the CSU, Chico Communication Studies Master of Arts program.

(Fall 2013) “Data-Driven Journalism: The Basics” at the massive open online course (MOOC), Knight Center for Journalism in the Americas
(2010 to 2014) Various webinars on online news and news presentation, NewsU at the Poynter Institute:

(Jan. 20, 2014) Online Media Law: The Basics for Bloggers and Other Publishers, self-directed course

(Jan. 5, 2014) Changing Workflow to Create a Mobile First Newsroom, webinar


(Jan. 4, 2014) Cleaning Your Copy: Grammar, Style and More, self-directed course

(Nov. 12, 2013) Functional Web Design for Today’s News Audiences, self-directed course


(Feb. 24, 2013) Introduction to Reporting: Beat Basics, self-directed course

(Dec. 17, 2012) The Interview, self-directed course


(Oct. 28, 2012) Coaching Tomorrow's Journalists, self-directed course

(March 6, 2012) Open APIs in Action: Your Website and Your Content, webinar

(March 6, 2012) 100 Ideas to Make Your Journalism Better, webinar

(Feb. 9, 2012) Six Traits of Successful Entrepreneurial Journalists, webinar

(Oct. 7, 2011) Writing Successful Profiles, webinar

(March 30, 2011) HTML5 Essentials for Content Creators, webinar

(March 29, 2011) Programming for Non-Geeks: Essential HTML, webinar

(Jan. 26, 2011) Secrets of Successful News Startups, webinar

(Dec. 1, 2010) The Be a Reporter Game, self-directed course


(May 27, 2010) Developing a Mobile Site: Tips and Techniques, webinar


(Jan. 24, 2010) Get Me Rewrite: The Craft of Revision, self-directed course
(Jan. 24, 2010) Understanding Video Compression for Journalists, webinar
(Jan. 24, 2010) 10 Things You Can Do For Free on Your Website, webinar
(May 18–19, 2012) Revenue Camp for Journalism Entrepreneurs, residential professional workshop at the Poynter Institute for Media Studies in St. Petersburg, FL

Aaron Quinn, Associate Professor, Tenured
(Fall 2014) Sabbatical fieldwork using modern DSLR video and audio capture
  o Aimed in equal parts towards creating a documentary for potential publication and for developing and renewing photographic skills to bring back to the classroom.
(June 2013) Teachapalooza at the Poynter Institute for Media Studies
  o A four-day workshop among leading journalism educators and top national journalists to discuss and share modern pedagogical practices for educating journalism students.
(Summer to Fall 2012) Workshop participant, Academy of e-Learning at CSU, Chico, Cohort IV; Value: $3,000
  o This three-week workshop featured intensive training in using modern education technology for a range of pedagogical uses including classroom teaching, hybrid online/in-person courses and fully online courses.

Susan Wiesinger, Department Chair, Professor, Tenured
(2013) Fellow with Scripps Howard Academic Leadership Academy, Manship School of Mass Communication at Louisiana State University
  o Competitively selected for work with a cohort of 15 fellows on academic management of journalism programs and leadership development. All expenses paid by Scripps Howard Foundation.
(2012) AEJMC-Scripps Social Media Fellowship
  o Spent two weeks working with the social media team of The Oregonian in Portland, OR, with the news organization’s social media coordinator working with J&PR students at Chico State for a week in Spring 2013. Competitively selected; one of six externships awarded to scholars nationwide.
(2013 to 2014) Chico State Chair’s Leadership Initiative, first cohort
(2013 to 2014) Honor Code Development Process Committee chair, CSU, Chico
This initiative preceded the “Possibilities Conversations” connected to the Academic Plan and included focus group meetings with students and campus academic/administrative leaders.

(Summer 2011) Academy e-Learning at CSU, Chico, third cohort
- Participated as member of two-person team charged with the planning of a new GE A2 Foundation Course, JOUR 130i, “Writing for Public Audiences.”

(2010 to 2011) Faculty Learning and Practice Community on Diversity, CSU, Chico
- (Jan. 2011) “A New Curriculum for a New Journalism” at the Poynter Institute
  - Participation was competitively selected from a nationwide pool of educators.

(2015 to 2016) Visiting scholar, Department of Information-Communication Sciences at Université de Haute-Alsace
- Grant for 14- to 28-day stay in Mulhouse, France, during the academic year, working with the Department of Information-Communication Sciences. Funded by French government initiative (concertation nationale sur le numérique Pour l'éducation).
J&PR Peer Review Teaching Report

Follows in print document.

For electronic edition, see following file on submitted drive:

Part II_Standard 4_Faculty_PeerTeachingReportForm.pdf
J&PR Student Evaluation of Teaching Report

Follows in print document.

For electronic edition, see following file on submitted drive:

Part II_Standard 4_Faculty_SETForm.pdf
Part II, Standard 5

**SCHOLARSHIP: RESEARCH, CREATIVE & PROFESSIONAL ACTIVITY**

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

   The department’s RTP Evaluation Criteria document is attached and is the most relevant document regarding the unit’s evaluation of faculty. The Chico State department of journalism requires its faculty to teach four courses each semester and therefore puts great emphasis on quality of instruction. Nevertheless, faculty are expected to excel in areas of professional growth and achievement, areas that include, but are not limited to, scholarship, research and professional activity.

   Professional growth requires that faculty maintain an active presence in their areas of expertise or designated discipline. Most often, this is accomplished through conference participation at organizations within the member’s discipline. This may take the form of several roles at a conference: as a presenter of research, as a referee or judge of research, or as a panel member or critic of submitted research papers. Workshops to help hone faculty members’ skills also are considered professional growth.

   Professional achievement is the demonstration of “tangible” examples of expertise. Most frequently this category is measured through publication, whether in peer-reviewed academic journals or journalism publications in local, state, national or international general circulation news organizations or trade publications. In addition, academic publications include refereed conference presentations, books and book chapters, and reviews of publications, including textbooks. Consultation for government and non-governmental organizations is considered professional achievement, as are awarded grants and contracts. Lastly, recognized creative works may be considered professional achievement.

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).**

   The faculty whose work is included in this section are the 5 full-time tenure-track faculty who are expected to engage in scholarly activity. The full professor and two associate professors have been employed with the department for the past six years.
One assistant professor was employed in the department from 2011 to 2015 and received substantial department support to pursue scholarly activities. The other assistant professor began work with us in fall 2014. In her case, we have counted those activities that she will be able to use as evidence of scholarly achievement when she applies for tenure (anything published or accomplished since August 2014).

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 occurring within the unit during the six-year review 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.
<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>Total from Unit*</th>
<th>Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full Professors (1)</td>
</tr>
<tr>
<td>Awards and Honors</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Grants Received External</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Scholarly Books, Sole- or Co-authored</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Textbooks, Sole- or Co-authored</td>
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<tr>
<td>Books Edited</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Monographs</td>
<td></td>
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</tr>
<tr>
<td>articles in Refereed Journals/Proceedings</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Refereed Conference Papers</td>
<td>11</td>
<td>1</td>
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<tr>
<td>Invited Academic Papers</td>
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<tr>
<td>Encyclopedia Entries</td>
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<tr>
<td>Book Reviews</td>
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<tr>
<td>Articles in Non-refereed Publications</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Juried Creative Works</td>
<td></td>
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<tr>
<td>Non-juried Creative Works</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Other (specified)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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 the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (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 will be reported in Standard 8.)

**Janell Bauer**

*Peer-Reviewed Publications*


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**Matt Blake**

*Peer-Reviewed Publications*


*Juried Presentations*


*Non-Juried Presentations*

(Oct. 2011). “Transitioning to HTML5 in Online Journalism Education.” Presented at the Journalism Interactive Conference in College Park, MD.
“Charles Bukowski: The Dirty Old Man of the Underground Press.” Presented at California State University, Chico's College of Communication and Education (CME) Faculty Research Colloquium in Chico, CA.

**Internal Grant**

(Fall 2011). Faculty Development Grant: Awarded 0.2 release time for research.

**Honors**

(2010). Top Faculty Paper Award (third place) in the Cultural and Critical Studies Division at the AEJMC national convention in Denver, CO.

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**PRISCA NGONDO**

**Peer-Reviewed Publications**


**Peer-Reviewed Conference Proceedings**


**Juried Conference Papers and Presentations**


Non-Juried Presentations

(Nov. 2013). “To Snack or Not to Snack? A closer look at how impulsivity and planned behavior affect food choices.” Presented at CSU Chico's CME Faculty Colloquium Series in Chico, CA.

(July 2013). “Public Relations Strategy.” Guest lectured at Hamburger University, McDonald’s Corporation in Oak Brook, IL.

(July 2013). “Public Relations Writing.” Guest lectured at Hamburger University, McDonald’s Corporation in Oak Brook, IL.

Honors


(Summer 2013). Fellowship with the Plank Center for Leadership in Public Relations at McDonald’s Corporation in Oak Brook, IL.

The fellowship program is designed to expose professors to the current day-to-day operations of the public relations function, create an exchange of information and ideas that will enhance the professional development of both the educators and the practitioner-sponsors. Key beneficiaries are public relations students. They can be ensured their professors are knowledgeable in the current practices and issues facing practitioners and that practitioners have a greater appreciation for the value of theory and research of their classrooms in today’s public relations work.

AARON QUINN

Books


Peer-Reviewed Publications

Quinn, A. (Under revision, conditionally accepted). Co-Regulation in U.S. Journalism. Journal of Media Ethics

Book Chapters


Book Review

**Trade Publications**


**Juried Research Presentations and Panels**


(March 2013). “Governance and Accountability in Journalism.” Presented at the Association for Applied and Professional Ethics annual conference in San Antonio, TX.

(April 2012). “The Professional Brain: Hardwired or Free to Roam?” Presented at the International Organization of Social Science Research annual conference in Atlantic City, NJ.

(March 2012). *Media, Markets, and Morals*. Presented in “Author Meets Critics” at the Association for Applied and Professional Ethics annual conference in Cincinnati, OH.

**Honors**

(2010–2011). Recipient of the Professional Achievement Award at California State University, Chico.

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**SUSAN WIESINGER**

**Books**


**Peer-Reviewed Publications**

**Juried Presentation**


**Non-Juried Works**

(2011). Remembering Hanno Hardt: Two colleagues reflect on Hardt’s important influences. C&CS News, fall/winter 2011, p. 11. Published by the Cultural and Critical Studies Division, AEJMC.

(2013) “Scripps Howard Social Media Grants: Learning from the pros and bringing it back to the classroom.” Discussant for flagship panel of AEJMC-Scripps Howard social media externship grant program recipients at AEJMC annual convention in Washington, D.C.


(2010) “Brainstorming: Teaching Students to Think Critically and Creatively.” Discussant for the Cultural and Critical Studies Division and Religious Studies Interest Group at the AEJMC annual convention in Denver, CO.

(2010) “Hiding below the news: Implications of readers anonymous comments.” Discussant for the Newspaper Division at the AEJMC annual convention in Denver, CO.

(2010) “Narrative and counter-narratives of race, gender and culture.” Discussant for the Cultural and Critical Studies Division at the AEJMC annual convention in Denver, CO.

**Honors**

(2014–2015) Recipient of the Professional Achievement Award at California State University, Chico.

**External Grants**

(2013) Fellowship for the Scripps Howard Academic Leadership Academy at Louisiana State University's Manship School of Mass Communication. Competitively selected for work with a cohort of 15 fellows on academic management of journalism programs and leadership development. All expenses paid by Scripps Howard Foundation.

(2012) Social media externship for AEJMC and the Scripps Howard Foundation. Spent two weeks working with the social media team of The Oregonian in Portland, Ore., with the news organization’s social media coordinator working with J&PR students at CSU Chico for a week in spring 2013. Competitively selected; one of six externships awarded to scholars nationwide.
5. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc.

Full-time faculty are eligible for sabbatical leave following each six-year period without sabbatical leave. Sabbatical leave is granted by the leaves committee within the College of Communication and Education, which is granted a number of leaves by the university and approved by the provost. With careful planning and budgeting, sabbaticals have been able to be taken by journalism faculty members whenever they have been approved by the leaves committee.

Sabbatical leaves are may be awarded at full and half salary, however budgetary constraints are considered when decisions about sabbatical leaves are made. Full-time faculty may apply for a leave of absence without pay for up to two years.

Faculty must provide a written report of sabbatical activities within one semester of completing the leave. Leaves without pay may be for personal or professional reasons. Professional leaves allow faculty to continue to accrue service credit.

6. List faculty who have taken sabbaticals or leaves during the past six years.

Aaron Quinn, fall 2014 sabbatical
Matt Blake, currently on sabbatical for 2015–2016 academic year.

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

J&PR tenure-track faculty receive annual professional development funding from the provost’s office in the amount of $600 to $800 per person. Faculty members may use this money for conference travel or for special equipment needed for research.

For the past two years, the chair has received additional funding in the amount of $3,000 per academic year, which has been used to support scholarship and research for the chair and supplemental allocations to faculty. This largely has been used to fund travel and research for our two full-time professionals-in-residence, who do not receive annual allocations from the provost but are actively engaged in professional growth and achievement.

Our newest tenure-track faculty member, who started in fall 2014, received a reduced course load for the first two years (3-3) and $1,200 in start-up funding the first year. She also received $1,600 in development funds for travel, equipment, research materials and supplies for the first two years.
The university offers at least two opportunities each year for faculty to apply for internal research grants of up to $6,000 each. Three faculty members have been awarded these grants in the past six years.

Development funding for travel, equipment and research may be supplemented by the dean of the College of Communication and Education and other university offices, depending on the specific nature of the travel, scholarship or creative activity. For example, the university and college both have contributed $2,000 per semester for the past few years to help fund diversity recruitment travel and research by our diversity initiative director.

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

   • Matthew Blake
   • Debra Johnson
   • Mark Plenke
   • Aaron Quinn
   • Susan Wiesinger
Part II, Standard 6

**STUDENT SERVICES**

During the visit, the unit will make the following documents accessible to the team:
- Advising records
- Other files related to student services

1. **Complete and attach Table 9, “Student Aid.”**

Table 9 follows this section in print document. For electronic edition, see following file on submitted drive:

   Part II_Standard 6_Student Services_Table 9 Undergrad.pdf

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 advising guides, manuals, newsletters or other internal communication with students.**

   Upon initial acceptance to CSU, Chico students are sent general education requirements and other materials necessary to begin their program.

   New-student orientation sessions are held each summer though the campus advising program. Journalism faculty members attend parts of those sessions to provide new majors program materials such as the option-based advising guide and list of approved minors. Individual advising occurs and students are helped with building their fall schedules.

   If students are to matriculate midyear, they often visit campus for a tour and meeting with the department chair. On the Friday before classes begin each semester, the department holds a mandatory orientation for new majors, during which students are introduced to faculty, the program and graduation requirements.

   The academic catalog, journalism degree requirements and four-year course plans are available online at the campus website and through the department home page. Students are encouraged to use this information, it is complete, easy to understand, and easily accessible.

   The department recognizes the benefits of a mandatory advising program to journalism students, which include better understanding of degree requirements, timely movement through the program and closer relationships between students and faculty. Because a large number of journalism students enter Chico as transfer students, effective advising is necessary at both entry and throughout their program.
The faculty has made a commitment to invest the hours necessary to make advising a strong component of the program. This is a particularly noteworthy because advising involves 40-60 advisees per faculty member. While full-time faculty members are required to have four office hours per week for student meetings, most often are available outside their posted hours and respond to e-mail inquiries throughout the week, into the weekend, over semester breaks and during summer.

Each spring the academic advising cycle begins anew. Students are notified by e-mail, in class and through fliers of the dates for the department mandatory advising week. This week is set in advance of the opening of the campuswide registration. The student Web portal provides easy and complete access to course schedules.

Students sign up for appointments with their advisers. Most arrive at their appointment with their program for the next year already prepared for approval. Some students choose to ask questions about their plans and then return a second time for their adviser’s signature.

Students turn their approved schedules into the department office and register by computer. A “hold” or block is placed by the department on the computer registration file of those students who do not see their advisers during the designated week. In order to remove the hold, students must see their advisers and submit an approved program form to the office. Within 24 hours the hold is removed and the student may request courses. The chair is available over the summer to assist students who do not register by the close of the academic year.

While a few students may complain that the visits are not necessary, this mandatory process has produced uniform compliance with accreditation requirements. In informal meetings with the chair and faculty, the vast majority of students indicate they appreciate the time given to them by their advisers and that they feel more confident they are meeting the various requirements of the major.

The department administrative coordinator does a great deal of informal advising as students drop into the office with questions. Her thorough knowledge of the program solves many problems for students needing immediate attention.

New and undeclared students work with the campuswide advising office that provides counseling on general education requirements and reciprocity with other institutions and states. During the academic year, new journalism students meet first with the department chair and the accreditation assistant to evaluate previous coursework.

They then are assigned an individual faculty adviser in their selected option. Students work with their adviser throughout their time at Chico, but may request assignment to a different adviser if they so choose. Over the past several years the department has worked closely with the campus advising office to support students who are having academic or personal problems.

Faculty advisers have access from their office computers to the academic records of students. Through the Web-based campus portal students have access to a degree audit listing all previous coursework and easy to read icons that track their progress to a degree.
This electronic Degree Progress Report is a key to students meeting all requirements, especially the 72-unit rule. This system allows students and advisers to complete graduation checks in real time. Further, the department provides online advising forms that include the following: Degree plans, planning guides, self-advising tips and graduation forms.

The J&PR Advising Guide for Faculty follows this section in print document. For electronic edition, see following file on submitted drive:

Part II_Standard 6_Student Services_Advising basics for J&PR faculty.pdf

3. **Describe availability and accessibility of faculty to students.**

The department may have the most accessible faculty on campus in part due to our mandatory advising program, which requires every student to see an adviser every semester. Campus rules require that faculty keep four office hours per week, and most of the faculty exceed that number.

The professionals-in-residence who advise the student news organization and the in-house PR agency are required to be accessible beyond the minimum. The Orion adviser meets with each staff member. The TGC adviser has weekend training session and spends extensive time meeting with her management team.

Junior faculty members often are warned not to be “too” accessible because they need to save time for research and class preparation. Heavy teaching loads, mandatory advising, committee work and research pressure require a delicate balance.

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 Orion and Tehama Group Communications are an integral part of the department and its curriculum. First, the faculty members are committed to providing students with opportunities to build a professional portfolio. This means all of our students experience at least one “real world” job.

Whether on the student news organization, at TGC or at an internship, students are challenged to put their classroom experiences into practice. On The Orion, this is supplemented by the weekly critique and a steady flow of guest speakers who engage the rookie journalists in discussions about ethics, practice, theory and improvement.
Students in the PR option have the opportunity to network with different PR professionals nearly every week in the mandatory job-hunting class (traditionally offered at 8 a.m. Mondays). The students also are given the opportunity to visit PR agencies each semester through alumni-hosted site visits. The professional-in-residence works with alumni of the program to set up agency visits in the San Francisco Bay Area and Sacramento. While the number of students allowed to participate in each trip is limited to agency space constraints, the students have found the visits to be an enormous benefit to career planning.

During the agency site visits the students are exposed to professional agency environments and have the opportunity to meet PR professionals at all levels of the agency. Past agency visits have included: Porter Novelli and Schwartz Communications in San Francisco, Edelman PR in Sacramento, and Voce Communications in Palo Alto. PR students additionally have taken self-funded, program-organized spring break site visit trips to Portland, Los Angeles and New York, with an upcoming trip to New York planned for spring break 2016.

In the past J&PR students have had the opportunity to participate in two student chapters of two national organizations: Society for Professional Journalists and the International Association of Business Communicators. While we do have a current student chapter for SPJ, it has largely de-coupled from the national organization. This group generally puts on at least one panel and one résumé workshop a year, along with periodic meetings and movie nights. IABC has been inactive for several years as we work toward a Public Relations Student Society of America chapter.

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 department maintains a mandatory advising program that overlaps with academic and career counseling.

Many courses within the curriculum devote time to career opportunities and paths. From introductory courses such as Writing for Mass Media (JOUR 260) and Introduction to Public Relations (JOUR 244) to advanced courses such as Ethical Problems in Mass Media (JOUR 460), professional responsibilities and settings are discussed.

A key part of the lab capstone for both the News and PR options is career counseling and internship placement. Both professionals-in-residence are charged with building and maintaining relationships with regional news organizations and PR practitioners that result in internship and job placement for our students.

The department has not formally tracked graduate placement, although we do recognize it would be desirable to do so. The lack of tracking is largely a result of how short-staffed we have been due to the high turnover in faculty due to retirement in the past five years.
Students in the News option must work at least one semester on The Orion, Chico State's student-run news organization and are strongly encouraged to secure at least one external internship. The professional-in-residence for the News option has built a strong partnership with McClatchy newspapers that has resulted in 11 internships at The Sacramento Bee and two at The Fresno Bee in the past three years. J&PR's news adviser also has been extremely successful at helping students secure external funding that makes internships possible, working closely with organizations that provide annual funding for our students such as the California Newspaper Publishers Association, Scripps Howard Foundation and Dow Jones News Fund.

Every student in the PR option must complete a supervised internship (JOUR 445) to graduate. This internship comes at the end of the sequence of classes in the option that includes Intro to PR, Writing for PR, PR Research and PR Strategy. Students may either work for Tehama Group Communications, our student-managed PR agency, or accept an onsite internship for a business or non-profit organization in Butte County. A one-unit course that corresponds with the PR lab capstone is entirely built around job hunting skills and features frequent alumni guest speakers who are professional PR practitioners. PR option students are strongly encouraged to take at least one other internship before or immediately following graduation. The majority of the internships secured by our PR option students are paid and most are in the Bay Area.

A great deal of career counseling takes place during individual meetings between faculty and students. The high visibility of and access to faculty allow for frequent contact between students and their instructors, which helps faculty learn the goals, career interests and strengths of students. This in turn allows faculty to better guide students in their course and career choices.

The university student services center houses academic counselors and a career center. The office provides advising, career assessment tools, internet job searches and placement, and tips on job hunting and networking skills. About 96 percent of students visit the Career Center to take advantage of services related to career planning and internship/career searches. Employer survey data reveals that 83 percent of all employers participating in the on-campus interviewing program rated the Career Center as “outstanding” or “above average.”

Chico State was one of the highest ranked universities in a CSU-wide assessment, the CSU Quality Improvement Program survey, which measured student satisfaction. Chico State ranked extremely well in 13 of the significant criteria, including

- Overall quality of service from staff.
- Assistance in finding potential employment after graduation.
- Career counseling and advisement.
- Career days and job fairs.
6. **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.

We have no direct measures that assess the effectiveness of advising and counseling services. The annual alumni survey, conducted each spring by the department's assessment coordinator, shows that about 86% of alumni agree or strongly agree that faculty were helpful in providing career advice. Open-ended comments from the surveys strongly support the high quality of advising.

We are a small department. Faculty members have many opportunities to interact with students in and out of the classroom.

- Mandatory advising assures that all students receive up-to-date information about policies and requirements twice a year. We rarely find that any student fails to meet requirements and does not know his or her shortcomings.

- Weekly meetings of The Orion staff provide a captive audience for career advice and opportunities to meet with guest speakers who provide up-to-date industry information. In a similar way, the adviser for Tehama Group Communications and for PR offsite internships is in constant contact with her students and provides a constant flow of guest speakers.

- Offices for both The Orion and Tehama Group Communications provide a social setting that encourages students and the advisers to share and news about activities and to discuss requirements and policies.

- Graduation planning requires that students fill out a major plan and review it with their advisers about one year before graduation. This process forces students to confront and master graduation requirements.

- The university requires all students to use Wildcat email (powered by Google’s Gmail), a system that the department often uses to send notices and reminders to students. For example, notices of mandatory advising are sent twice a year.

7. **Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis.**

Timely graduation is a strong priority of the entire CSU system and is heavily emphasized at Chico State. J&PR typically has one of the highest four-year graduation rates at the university, largely due to hands-on, mandatory advising. Students have to be motivated to be delayed.
Data collection is facilitated through the university database and reports are run at least once each semester by the chair. Those reports are used to update the program's ACEJMC required accountability data, as well as to compare enrollment, retention and graduation rates to the college, university and previous years within the program.

The graph below demonstrates enrollment trends that are evident from this continual data analysis. It shows a trend of relatively stable enrollment in the News option, substantial increases in enrollment for the PR option and a heavy uptick in journalism minors. This data is used to help allocate resources and plan course offerings each semester.

8. Provide the Web link where the unit shares its most recent retention and graduation data with the public.

   www.csuchico.edu/jour/academic_program/accountability
Table 9. Student Aid

Follows in print document.

For electronic edition, see following file on submitted drive:

    Part II_Standard 6_Student Services_Table 9 Undergrad.pdf
J&PR Advising Guide for Faculty

Follows in print document.

For electronic edition, see following file on submitted drive:

Part II_Standard 6_Student Services_Advising basics for J&PR faculty.pdf
1. **Complete and attach Table 10, “Budget.” If necessary, provide a supplementary explanation.**

   Table 10 follows this section in print document. For electronic edition, see following file on submitted drive:
   
   Part II_Standard 7_Resources_Table 10 Undergrad.pdf

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.**

   Department funding is determined by the dean of the College of Communication and Education based on student enrollment and the budget allocated to the campus by the CSU Board of Trustees. The CME dean (three have served during the past 6 years) has been a strong and consistent supporter of J&PR and its many projects and programs.

   Each year, a baseline budget is established. The department chair then evaluates enrollment targets, student demand for classes, strategic planning goals, faculty development, equipment and laboratory needs, and incidentals to determine how the budget will be spent. The budget is discussed at faculty meetings in order to allow faculty members to have input on those priorities needing funding. Individual requests are solicited whenever a surplus might be available to purchase equipment or other materials.

3. **Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other).**

   The entire CSU system suffered extreme budget cuts across academic years 2009-2010 and 2012-2013, which roughly coincides with the collapse of the global economy. The CSU funding situations did not begin to improve until the 2013-2014 budget, which included increased taxpayer support of education as a result of the passage of California Proposition 30.

   The budget situation in California was noted as a concern in the 2009 site visit report:
“The team believes that the department has been treated fairly, as does the chair; the dean says that she has “protected” journalism. The team’s job is to look at today’s budget, not to predict the future. But it is worthwhile to wave a warning flag because budget uncertainty—caused by late legislative decisions and the state’s dismal financial climate—are a part of the story of this unit: Further cuts probably would mean the loss of two valued full-time lecturers. That loss could well test the viability of the department.”

J&PR took that concern very seriously and this summation was a key reason the faculty decided to increase our visibility and options in the university's General Education program. Prior to the 2013 revamp of Chico State's GE, the department had two courses that counted toward GE requirements, with a combined enrollment each semester of about 150 students. Today the program has five GE courses

4. Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

It is a challenge to supplement the state-funded budget, which largely funds faculty salaries. The program is, however, able to fund raise and seek internal and external grants for various needs and projects.

The program is in the midst of a large-scale alumni fund raiser, 25/25/40. This fund raiser was launched in recognition of the department's 25th anniversary, the 25th anniversary of Tehama Group Communications and the 40th anniversary of The Orion. The fund raiser started in spring of 2015 and will continue through spring of 2016. It is focused on supporting the program by encouraging donations to J&PR's foundation general fund. These dollars are very flexible and may be used to pay for technology upgrades, recruitment travel or student stipends for unpaid or low-paying internships.

J&PR has submitted a formal proposal for a $300,000 diversity partnership grant from a national news organization's foundation. This grant would endow our very successful diversity recruitment initiative.

The program chair co-authored a grant proposal for $200,000 from the FACE Foundation's Partner University Fund. This grant was aimed at creating a partnership with the Department of Information and Communication at Université de Haute-Alsace in Mulhouse, France. While unsuccessful this year, we were encouraged to submit again in 2016. If successful, the grant would allow faculty and student exchange built around a global information literacy initiative. A related grant to start the project was successful and provided $80,000 in funding for the 2015-2016 academic year from an intergovernmental agency that oversees technology initiatives in the Alsace region of France, Germany and Switzerland. That grant allowed the J&PR to travel to France for a two-week teaching and research fellowship in fall 2015.
Additional funding is available at Chico State from the Student Learning Fees fund, which allows programs to submit funding proposals for things like new equipment for research and labs. The program secured $21,000 from this fund last year to replace half the computers in our Mac Lab. That amount was matched by the College of Communication and Education to allow full replacement of all 26 computers in the lab during summer 2014. We received another $28,000 in SLF funding this year to replace the other half of the computers and upgrade to Adobe Creative Cloud. Since we already had replaced all computers in 2014, we replaced half the computers with upgraded iMacs.

Both The Orion and Tehama Group Communication have received funding from the student-administered Instructional-Related Activities fund. The Orion currently is receiving roughly $27,000 per year to help pay for printing of the weekly newspaper and TGC has requested funding to cover stipends to pay student designers who join the PR agency's staff from other departments.

Overall, we think we have been thoughtful regarding expenditure of our resources and resourceful in seeking funding outside the budget.

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

Given the department's size and substantial engagement with Chico State's General Education program, it is perhaps best at this point to compare our resources with other small programs with large GE play, such as Philosophy, Comparative Religion and History. While we have comparable budgetary support in terms of base allocations from our colleges, we are far more visible on the campus due to The Orion and Tehama Group Communications. This visibility benefits us when we seek funding outside our relatively fixed state budget.

6. **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 and devoted to those operations.**

J&PR is housed in Tehama Hall, a $9.5-million, four-story building that opened in April 1992. The College of Communication and Education shares the building with the College of Business. Tehama Hall is 82,000 square feet, which includes college, department and faculty offices, classrooms and laboratories.

Tehama Hall classrooms range in size from 25 to 85 seats and most are “smart” classrooms with computer-assisted equipment to project presentations, Internet information and other teaching resources on large screens.
All faculty members in the journalism department have newer Apple computers and printers in their offices. All computers have Internet and wireless connections and databases, email, presentation, spreadsheet and word-processing software. Several faculty members have additional software (e.g., desktop and web publishing relevant to their particular teaching areas, such as Adobe Creative Suite).

Because it is a relatively new building, Tehama Hall generally meets the facility needs of students, faculty and staff. Equipment is functional and helps the department to accomplish its educational goals and objectives.

J&PR sponsors and coordinates a computer lab (Tehama 312), used for both classroom teaching and open hours during which students may work on assignments. A universitywide course fee helps to pay for lab materials, such as paper and printer cartridges. The laboratory houses 25 Macintosh computers (iMac pros purchased in 2014 and 2015), as well as an instructor's station, laptop-and-projector on a portable cart (for use in one not-so-smart classroom), Apple TV, three laser printers, and one full-color 11x17 laser printer. Software includes Microsoft Office and Adobe Creative Cloud in addition to a variety of utility programs. The computers are linked to the CSU network, which allows access to the Internet, the World Wide Web, all CSU libraries and student email.

Advanced public relations students manage and operate Tehama Group Communications, which is housed in a laboratory-sized office on the third floor of Tehama Hall, next to the department computer laboratory. The facility has been divided into a work area and a boardroom meeting area. The student agency has the following:

- 4 27" iMacs, 1 20-inch iMac, 1 Mac Pro, 1 Macbook Pro laptop
- 1 Wacom Tablet
- 1 HP LaserJet 5100tn printer, 1 HP LaserJet 5550n full-color printer
- 1 HP OfficeJet fax/copier
- 1 Epson PowerLite 1760W projector
- 1 Canon G11 camera, 1 Canon EOS Rebel 70D and 1 Canon EOS Rebel T3i

The Orion, a nationally acclaimed student weekly news organization, is housed in the basement of Plumas Hall, adjacent to the main journalism department building. Orion reporters compose and edit stories, lay out pages and edit photos on 15 19-inch iMacs and one 23-inch iMac. The newsroom has an additional nine computer monitors paired to iMacs. The Orion business department has five additional 20-inch iMacs. Everyone on the staff has access to an Epson flatbed scanner, a networked HP laser printer that can accommodate paper up to 11x17 inches, and a smaller Brother printer.

After two IRA-funded purchases in the past two years, the Orion photo and video staff now has access to:

- 3 Canon EOS DSLR cameras and 2 Nikon D5300 DSLR cameras
• Zoom lenses in several sizes and one fixed 55-mm lens
• A silent wave motor
• Shure microphone
• Two wireless mic systems
• Two tripods

The networked computers are tied together with a Mac Xserve G5 server Mac G5 Xsev server and a 2-terabyte Nas device.

The Plumas instructional photo lab is a state-of-the-art digital imaging classroom with separate areas dedicated to a computer lab, critique area, studio space, a scanning room, and a high-end production area. It is currently equipped with 20 workstations, two photo scanners, one flatbed scanner, 10 photo-quality inkjet printers and one large format inkjet printer and a portable studio lighting kit. It can accommodate 20 students.

7. Evaluate how well faculty, staff, equipment and facilities enable and promote effective scholarship, teaching and learning in a digital, technological, multimedia world. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

J&PR's present needs have been met with hardware and software upgrades made possible through sources outside our state budget in the past two years. Our department computer labs, The Orion and TGC are using state-of-the-art, industry-relevant technologies. Our faculty have everything they need to complete both scholarship and integration of technology into their courses.

But we are very aware that nothing is certain but change. As information communication technologies continue their rapid evolution, we know there will be sudden gaps in the program that we urgently need to fill. We cannot count on state budget allocations to pay anything more of salaries and must continue to apply for grants and cultivate alumni relationships to be able to meet the needs of the future.

Perhaps our greatest need/desire at this point is to purchase a state-of-the-art video teleconferencing system that could be used to bring more professional guest speakers into the classroom, as well as to nurture international partnerships in global information literacy. (It's good to have goals.)
Table 10. Budget

Follows in print document.

For electronic edition, see following file on submitted drive:

Part II_Standard 7_Resources_Table 10 Undergrad.pdf
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.

The department demonstrates its commitment to public service through the faculty’s diverse local, regional and national activities. Public service programs in the department of journalism include:

**Operation of campus media**

The award-winning The Orion, the campus news organization, produced by the laboratory classes JOUR 239 and JOUR 330 and JOUR 331, publishes weekly every Wednesday. The news organization continues its tradition of national excellence and is perhaps the most honored college newspaper in the country. So honored, in fact, that it was named to the Associated Collegiate Press Hall of Fame in 2005 for being a winner of or finalist for the coveted Pacemaker Award some 22 times since 1988. Since the last accreditation visit, The Orion has received numerous state and national awards.

**Operation Of An In-House PR Agency**

The department also operates one of the longest-running, student-managed public relations agencies in the nation, Tehama Group Communications. TGC serves a variety of on-campus, local and national clients. TGC provides pro bono services to local non-profit entities that normally would not have access to public relations expertise in such a small market as Chico. The agency also provides low-cost services to locally owned small businesses. Examples of recent clients include Boys and Girls Clubs of the North Valley, the Chico State Office of Diversity and Inclusion, Chico Area Recreation District, Chico Friends of the Library and the Community Housing Improvement Program.

Public relations students enrolled in the PR Laboratory course (JOUR 445) serve as on-site consultants providing public relations services to a wide range of non-profit organizations and small businesses throughout the north state. Examples of recent internships include Enloe Medical Center, the Gender and Sexual Equity Center, Butte Humane Society, Catalyst Domestic Violence Services, Chico Art Center, Butte Environmental Council, and UC Davis Children's Hospital.

**Judging, Critiques, Presentations**

Faculty members frequently serve as judges for such professional organizations as AEJMC and its divisions and interest groups.
2. List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Please do not refer team members to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 1.

JANELL BAUER

Community Service
Board Member, Kapoks Nonprofit Organization (July 2011–Present).

MATT BLAKE

Professional Service
Judge (Best Poster Presentation), AEJMC Critical & Cultural Studies Division (Aug. 2010).

FORREST HARTMAN

Volunteer Work
Interim Director of Marketing and Community Outreach, State Theatre Arts Guild (Ongoing).

DEBRA JOHNSON

Professional Service
Judge, Sacramento PR Association’s CAPPIE Awards (Feb. 2012).

MARK PLENKE

Community Service
Board member and treasurer, online journalism start-up Up the Road (2014–Present).
Adviser, Butte County Scholastic Journalism Project (2013).
AARON QUINN

**Editing, Peer Reviews, & Editorial Boards**


**Consultancies**

Consultant, Chico’s National Public Radio affiliate KCHO (Ongoing) for development of the station’s conflict of interest policy and code of ethics.

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DAVE WADDELL

**Professional**


Critiqued student writing and gave a presentation on getting and using good quotes at the Journalism Association of Community Colleges’ State Convention in Sacramento, CA (April 11–13, 2013).

Organized and participated in newspaper critiques at the 27th annual National College Journalism Convention in Hollywood, CA (March 3–6, 2011).

Gave a presentation on enhancing relationships between student newspapers’ editorial and advertising departments and conducted individual newspaper critiques at the 89th annual National College Media Convention in Louisville, KY (Oct. 27–31, 2010).

**Community**

Member, Butte County Grand Jury (2012–2013).

SUSAN WIESINGER

Professional

Secretary, AEJMC Cultural and Critical Studies Division (2010–2011).

3. Describe the unit’s contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or onsite, 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 fund-raising.

Since Chico is in a rural area, alumni involvement varies. It is a long drive and long day for those who visit, and they usually get nothing but satisfaction and a dinner with a few students. But we find that alumni are eager to return.

At the department level, a steady stream of alumni come back to campus as guest speakers for classes. News alumni speak at the weekly critique of The Orion. Alumni are also nominated for The Orion and PR Halls of Fame.

Alumni are also members of the J&PR Advisory Board of Professionals, which meets each spring to critique student portfolios and review curriculum. A list of the recent J&PR advisory board members is included at the end of this section in the print document. For electronic edition, see following file on submitted drive:

Part II_Standard 8_Service_AdvisoryBoardS15.pdf

Alumni are also involved in fundraising efforts. Donations from alumni are solicited each fall during a fundraising telephone campaign, through stories in J&PR Wired, and by direct request from faculty.

Faculty in the PR option actively engage alumni in career planning and placement, and to provide advanced training in areas of PR that are not covered at length in course curriculum. These efforts include:
• **Site visits to PR agencies**
  
  Every semester faculty work with alumni to host site visits to PR agencies in the San Francisco Bay Area or Sacramento. The site visits take seven to 15 students to visit the office of a PR agency, meet employees from all levels of the agency, and learn about the clients and industries those agencies serve.

• **Customized internship and job opening services**

  The PR job and intern coordinator offers customized services for alumni from a wide range of organizations seeking to hire PR talent. Faculty work with the organizations on job and internship descriptions, understanding the department’s academic requirements for internship credit, placing job and internship announcements, screening applicants, arranging interview space, and coordinating faculty feedback on applicants. This type of service is often given to alumni at Voce Communications, Breakaway Communications, Edelman Sacramento, Ketchum PR, and Walt & Co, to name a few.

• **Electronic mentoring**

  Through Tehama Group Communications, alumni are becoming more involved with short-term student education and mentoring via e-mail, social media, and video chats.

4. **Describe the unit’s methods for communicating with alumni, such as newsletters or other publications, on paper or online. Provide copies of publications or the online link for communication during the previous academic year.**

Along with an online annual survey of graduates one year out, the department contacts alumni by email when the annual newsletter is placed online. Here is the link to the current newsletter (also linked from the department home page):

[http://www.csuchico.edu/jour/jtimes/fall15/](http://www.csuchico.edu/jour/jtimes/fall15/)

Previous semesters can be found here:

- Fall 2014: [http://www.csuchico.edu/jour/jtimes/fall14/](http://www.csuchico.edu/jour/jtimes/fall14/)
- Fall 2013: [http://www.csuchico.edu/jour/jtimes/fall13/](http://www.csuchico.edu/jour/jtimes/fall13/)
- Fall 2012: [http://www.csuchico.edu/jour/jtimes/fall12/](http://www.csuchico.edu/jour/jtimes/fall12/)
- Fall 2011: [http://www.csuchico.edu/jour/jtimes/fall11/](http://www.csuchico.edu/jour/jtimes/fall11/)
- Fall 2010: [http://www.csuchico.edu/jour/jtimes/fall10/](http://www.csuchico.edu/jour/jtimes/fall10/)

For the last four years, the department also has relied on a Facebook page to keep contact with alumni ([https://www.facebook.com/CSUCjourn](https://www.facebook.com/CSUCjourn)). It has nearly 1,000 likes, the vast majority of which are from alumni and people who hire J&PR students. Along with providing news about the department and university, the page also features numerous alumni updates and job opportunities. Messages are posted almost daily.
LinkedIn ([https://www.linkedin.com/in/csucjourno](https://www.linkedin.com/in/csucjourno)) has also become a valuable tool in maintaining contact with alumni. All students are encouraged to open accounts as part of various class assignments and the department page models what a successful LinkedIn profile should include.

Instagram ([https://www.instagram.com/chicostatejourpr/](https://www.instagram.com/chicostatejourpr/)) also is growing as a way to reach prospective and current students, as well as alumni.

5. Describe the unit’s support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

Two of our faculty members were involved in launching the Butte County Journalism Network, an extra-curricular journalism program aimed at providing journalism experience for high school students in Butte County who don't have or have lost their print newspaper activity in recent years.

Coordinated by Journalism Education Association veteran Steve O'Donoghue and championed by Butte County Schools Superintendent Tim Taylor, the program has provided an opportunity for students to produce one print paper a quarter for the past two years. The paper is distributed free to all participating high schools in the county.

Our role has been to consult with O'Donoghue and the participating high school advisers and teachers, provide space for an initial meeting, and recruit Journalism & PR students to be mentors for the participating students. In the first year, a retired faculty member also served as the publication's copy editor.
J&PR Advisory Board of Professionals

Follows in print document.

For electronic edition, see following file on submitted drive:

Part II_Standard 8_Services_AdvisoryBoardS15.pdf
Executive Summary

As part of an ongoing assessment of the Journalism & PR program, the department collects multiple measures that attempt to assess student learning of our majors. Our data collection began in 1997, and the analysis of the data has become an important part of the department’s continual efforts to improve student learning. Assessment is considered a vital part of the department’s teaching mission.

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 unit’s written plan for assessment of student learning outcomes is at the end of this self-study section.

The department's assessment plan has evolved over time, as outlined below.

**1997–2003**: The first assessment plan was implemented after the department's first accreditation visit. The self-study process inspired the faculty to seek data that would help us understand what we were doing well and what we could improve. An action plan was adopted in 1997. It was simple and remains the core of today's plan:

a. Assessment was assigned to one faculty member whose responsibility would be to collect data and analyze and report results to faculty, who would then discuss curriculum changes based on data. Implemented 1997 to today.

b. Assessment goals were linked to ACEJMC's professional values and competencies and to the department's Mission Statement. Implemented 1997.

c. An annual alumni survey was designed to measure key variables we still use today: alumni job placement and starting salary along with their attitudes toward various skills that faculty emphasized in the program. Implemented 1997 to today.

d. Internship evaluations were upgraded to become an embedded measure of student learning. (All PR students must complete an internships). Implemented 1997 to today.
e. Qualitative feedback by visiting professionals to weekly critiques of the student news organization was used to measure students learning among news students. (All news option students must serve on The Orion at least one semester). Further, The Orion advisor focused on entering national and regional contests so we could judge student performance of basic journalism skills. Implemented 1997 to today

f. An advisory board of professionals was created to provide feedback about curriculum and industry trends. Implemented 1997 to today.

Most amusing department improvement of this era: Alumni surveys reported a lack of technological preparation among our students. The problem was that the department used Macs; the real world used PCs. Our alumni complained that their lack of time on PCs hindered their first-job experience. Our solution was to install a couple of PCs and also to buy software that allowed Macs to also run Windows, a technology that soon became unnecessary.

2004: After the 2003 accreditation process, it became clear that our informal Action Plan needed to become a more formal Assessment Plan with direct measures and SLOs. Further, the University required that the department's assessment coordinator report results annually to a college assessment coordinator. The following changes were added to the original plan:

a. Department Student Learning Objectives and Goals were adopted. Again, the blueprint for the objectives were the ACEJMC competencies. (See Q2 for actual list). Implemented 2004.

b. All syllabi were required to have SLOs that tied to the department's SLOs and goals. Implemented 2005 to today.

c. An SLO matrix was created that linked each of the department's SLOs to individual courses to assure that all learning objectives were being taught. Implemented 2006.

d. Each SLO was to be measured by either a direct or indirect indicator. Implemented 2007 to today.

e. Although not all SLOs were measured annually, a timeline was built so that all SLOs would be measured within a reasonable time frame. Implemented 2007.

f. Results would be discussed by faculty and plans formulated to improve instruction, and the variables would be re-measured to ascertain improvement. Implemented on various dates; first in 2004.

g. The assessment coordinator was to develop an exit exam so all SLOs were measured directly. Ongoing challenge.

2005–today: The SLOs have been slightly modified to reflect changes in ACEJMC, but the assessment plan remains largely unchanged.
a. The first attempt to create a valid and reliable exit exam failed and needed revision. At the same time, the long time assessment coordinator retired and ended his duties in 2012. After three years, the new coordinator left the university for a job in Texas. We are still revising the exit exam and a new assessment coordinator has been selected.

b. In 2010, after we were re-accredited, the department's assessment program was recognized by ACEJMC, which asked permission to use our assessment program as a model for other programs.

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.**

The department's Assessment Plan has two major goals:

1. learning and understanding of the principles of journalism; and
2. the application of those principles.

Based on those goals and national accreditation requirements, we have identified the following student learning objectives. Students who complete the major in journalism should demonstrate:

- Knowledge of interpersonal and mass communication theories and the process and effects of communication.
- Knowledge of the heritage and practice of freedom of expression as guaranteed by the First Amendment.
- An appreciation of the influential role news and public relations plays in a diverse and multicultural society.
- An appreciation of the development and history of news and public relations in a democratic society.
- Knowledge of professional standards and ethical practice of journalism and public relations.
- An ability to communicate with people in an effective manner to accomplish journalistic tasks.
- An ability to perform tasks that require information delivery, e.g., packaging and publishing news and public relations information and being able to work as part of team producing such work.
- An ability to perform tasks that require visual skills.
- An ability to perform tasks that require information gathering, e.g., interviewing, researching.
- Knowledge of transmission of information via current and emerging technologies.
- An ability to perform tasks that require computer literacy.
• An ability to perform tasks that require information processing, e.g., writing, editing their work, and the work of others in an accurate and concise style associated with journalistic and public relations writing.
• Competency in grammar, spelling and Associated Press style.
• An understanding of the use of numbers in applications common to the practice of journalism or public relations.
• An ability to think creatively and independently.

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 the appendices or in the workroom.

As part of an ongoing assessment of the journalism program, the department collects multiple measures that attempt to assess student learning of our majors. Our data collection began in 1997, and the analysis of the data has become an important part of the department’s continual efforts to improve student learning.

The multiple measures used during the past six years include:
• Annual surveys of alumni one year after graduation
• Supervisor evaluations of interns
• Reviews of student writing or portfolios by professionals
• Qualitative feedback from visiting professionals including clients, guest speakers and journalism advisory board professionals
• Student performance in regional and national contests
• Job placement and movement

In 2001, the faculty determined to improve the program based on alumni surveys. After accreditation renewal in 2003, the action plans became part of a six-year plan for improvement. As our assessment program expanded, new problems were identified and curriculum improvements planned. Then, we re-tested to see whether the improvements were effective.

One example of how curriculum improved was measured by the 2012 annual report, which compared 1997–2007 alumni to 2008–2010 alumni. After analyzing nearly a decade of survey results in 2004, the faculty recognized four major weakness that needed to improve: preparing students to work in a diverse environment; preparing students for technological changes in the field; improving student visual skills; and finally preparing students to package and deliver news and public relations messages.
To that end various actions were taken. They included adding a visual skills requirement to the major; hiring a person who specialized in visual communications; adding units on diversity to various key courses; emphasizing digital information technologies in appropriate classes; and focusing on information delivery and client relations in senior-level skill classes.

In 2011–2012, we analyzed the survey data from the previous three years: The changes were effective as the following chart indicates:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Prepared for technology changes</td>
<td>73</td>
<td>81 (+8 points)</td>
</tr>
<tr>
<td>Prepared for diversity</td>
<td>52</td>
<td>66 (+14 points)</td>
</tr>
<tr>
<td>Prepared for visual skills</td>
<td>79</td>
<td>81 (+2 points)</td>
</tr>
<tr>
<td>Prepared to package news or PR info</td>
<td>77</td>
<td>90 (+13 points)</td>
</tr>
</tbody>
</table>

Following is a summary of how our ongoing assessment program has worked to improve instruction in the department since 2010 (complete copies of the annual reports will be available in the working room):

**2010 Annual Report**

For the 2010 annual report, the main methodology was a statistical comparison of key variables in internship evaluation reports completed by intern supervisors (mostly PR professionals). The baseline data is from 72 internship reports from 2004–2007. The comparison group of interest is data from 60 internship reports collected from fall 2008 through spring 2009. The results included open-ended comments from the supervisors along with their Likert scale ranking of the interns' writing abilities.

The 2008–09 interns declined overall in all five writing variables. While only one variable showed a significant decline, the total decline in all five variables is extremely significant. It should be noted, however, that the mean score is still high (ranging from 4.40 to 3.95 on a five-point scale) for each variable.

The open-ended comments from the supervisors were revealing. They noted that some students:

• Needed to work on more compelling leads.
• Had difficulty grasping interesting details.
• Showed inability to use industry language appropriately in stories.
• Should ask more questions of sources before writing.
• Had difficulty recognizing most significant features of a story.
• Wrote stories that did not answer all the reader's questions.
• Needed to work on proof reading.
• Needed to be more careful with spelling and language.
• Needed better sentence structure.

2010 Intern Writing Reports Outcome: Planned Program Improvement Actions

After studying the issue, a subcommittee of the department decided to implement the following changes in a core writing class, JOUR 341, Writing for Public Relations, a multisection course with multiple instructors

• **Do more one-on-one coaching.** Instructors will work several mandatory coaching sessions into the course outline during the semester.

• **Provide more peer editing** opportunities so that students can critique each other and provide more direct feedback to each other regarding the assignment's intentions. Hopefully, the peer editing also can serve as a tool to help students to improve their interviewing skills.

• **Have more student self-evaluation and rewriting.** This will provide students the opportunity to look at their own writing more objectively; assess their own weaknesses, and address assignment revisions more from the viewpoint of their intended audience rather than their own “acceptable” perspective.

• **Develop a grading rubric** that all instructors will use so that course expectations and performance become more consistent across sections.

### 2011 Annual Report

In 2011, news students were tested on their writing. Fourteen news stories from the news section of The Orion were randomly selected to be judged by 13 news professionals, all alumni, who volunteered to review the stories. About 50 professionals were invited to participate.

Story selection was limited because of the time commitment required (at 10 minutes per story, it would take a judge almost 2 ½ hours to complete the task). The stories and rubrics were sent to the judges and collected via Survey Monkey. All stories were written by seniors.

**2011 Results**

The mean scores for each item were nearly identical to the 2007 scores. Almost 90 percent of the 1,688 scores were acceptable or exemplary.

The results of this assessment provide a positive direct measurement of a major learning outcome of the department. They provide support for other measures that we collect and analyze.
Alumni surveys indicate that nearly 100 percent of our graduates report that they agree or strongly agree that they learned to write in a highly professional manner.

Further indirect evidence from national and regional writing contests provides a clear message to faculty: We are doing a great job in meeting our learning outcome goals for professional writing. The overall positive results suggest no need to improve news writing courses at this time.

2012 Annual Report

As part of an ongoing assessment of our program, the department collects data from alumni who graduated the previous year. The purpose of the survey is to assess student learning and its relevance to students once they begin their jobs.

The survey also provides a snapshot of the alumni: where they work, what they earn, what they did while students. This report compared alumni data from 1997–2007 with more recent data from 2008–2010. The goal was to determine whether curriculum changes had been effective.

2012 Results

By comparing the last three years of data to the previous years, we find the results indicate that the department has maintained or increased its effectiveness in key student learning variables. The only noticeable decline was in the teamwork variable for News option graduates, a drop from 95 percent to 83 percent agreeing or strongly agreeing that they learned to work as a team.

Three new variables were added to the survey to reflect student learning outcomes required by national accreditation standards: critical thinking, math skills, and free speech principles. It is noteworthy that only 61 percent of majors (51 percent of News option graduates) reflect adequate math skills, and that free speech understanding is low for PR graduates at 80 percent.

2013 Annual Report

For this report, qualitative analysis was used to compare the key variables in the PR strategy and internship evaluation reports. Data was analyzed for dominant themes pertaining to the SLOs. The results of the evaluation reveal the weaknesses and strengths of our program. Students enjoy and greatly benefit from the hands-on approach of the internship and plan book campaign. Working with real clients gives students realistic expectations of the real world.

2013 Results

Overall, the supervisors were impressed with the interns. Ninety percent of the students received a passing grade on the projects. However, students need to improve on their writing skills and learn how to write for digital platforms. For the plan books, the client was impressed by the students’ dedication and creativity.
2013 Planned Improvements

Instructors for Writing for PR (JOUR 341) and the internship coordinator attended a webinar on how to write digital releases and included this in their syllabi for the fall 2013 semester. Instructors also agreed to increase the amount of Associated Press style exercises and quizzes.

2014 Annual Report

The faculty member charged with completing the 2014-2015 annual report left at the end of spring semester 2015. She did not complete the report, nor did she leave assessment files so someone else could complete the work. This was an oversight on the part of the department chair.

A separate assessment of Tehama Group Communications and the PR capstone internship was undertaken by a new faculty member, however. This extensive review was conducted over the course of academic year 2014-2015 as we prepared to change the faculty adviser for the student-managed PR agency for the first time in 10 years. That assessment report is attached at the end of this section in the print edition. For electronic edition, see following file on submitted drive:

Part II_Standard 9_Assessment_TGC2014-2015.pdf

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

In addition to surveying alums after one year, the department has an professional advisory board whose members have served assessment in the following ways: scoring writing portfolios, reviewing syllabi and curriculum, and interviewing students about their learning. They also have engaged in discussions with faculty about curriculum changes designed to improve student learning based on assessment outcomes. Further, a steady stream of guest speakers critiques and advises the student news organization, The Orion, and the in-house PR agency, Tehama Group Communications. Their indirect feedback and comments are key elements in faculty curriculum decisions.

5. List awards won by the unit’s students in local, regional or national competitions in the past six years.

Student academic and professional awards, 2010-2015

42 total awards

20 national, competitively selected

9 statewide, competitively selected
13 Chico State, competitively selected

Asian American Journalists Association's VOICES Program: 2013, Tercius Bufete.


Dow Jones News Fund internship: 2014, Bill Hall, San Francisco Chronicle, University of Texas, Austin.

Earl Behrens Scholarship, Sacramento Press Club: 2014, Quinn Western.

Google Journalism Fellowship: 2014, Benjamin Mullin.

Jackie Faris-Rees Student Leadership Award: 2015, Aleksander Irvin.

James Foley Memorial Scholarship in International Photojournalism: 2015, Emily Teague.


Online News Association’s Student News room: 2013, Tercius Bufete, Atlanta, Ga.; 2014, Quinn Western, Chicago; 2015, Ernesto Rivera, Los Angeles.

Outstanding Student Leader Award, College of Communication & Education, Chico State: 2011, Megan McCourt; 2012, Sara Nielsen.

ProPublica’s Emerging Reporters Program: 2015, Gabriel Sandoval.

Scripps Howard Roy W. Howard National Collegiate Reporting Competition, Japan: 2010, Jennifer Siino.


Scripps Howard Semester in Washington: 2010, Megan McCourt.

Major awards won by The Orion:

**National Awards**

**Associated Collegiate Press (ACP) National Newspaper Pacemaker**
- Category: General Excellence (Four-year Non-daily Newspaper)

*Note: The Orion was inducted into the Associated Collegiate Press Hall of Fame in 2005 for its record of Pacemaker awards.*

**ACP Best Of Show (Midwinter National College Newspaper Convention)**
- Category: General Excellence (Four-Year Weekly Newspaper)
  - First place: 2010 in Phoenix, AR; 2011 in Los Angeles, CA

**ACP Best Of Show (Annual National College Journalism Convention)**
- Category: General Excellence (Four-year Weekly Newspaper)
  - First place: 2013 in San Francisco, CA; 2014 in San Diego, CA

**Statewide Awards**

**California Newspaper Publishers Association (Better Newspapers Contest)**
- Category: General Excellence (Four-year-college Division)
  - First place: 2013 in San Jose, California;
  - Second place: 2015 in Coronado, California

*Note: The Orion has won this award a total of 12 times, while no other university paper has won the award more than six times.*

**California College Media Association Contest**
- Category: General Excellence, First place: 2013
- Category: Overall Design, Third place: 2013
- Category: Special Section, Third Place: 2013
Individual Awards

California College Media Association (Weekly Newspaper Division)
April 20, 2013 in San Jose, California

Category: Best News Story (non-breaking)
Second place: Quinn Western and Katrina Cameron for “Drinking death, hazing allegations suspend Greek system at Chico State”

Category: Best News Photo
First place: Liam Turner for “Grief”

Category: Best Feature Photo
First place: Kevin Lee for “Yo-Yo”

Category: Best News Page Design
Second place: Jenna Fujitsubo for “Suspended”

Category: Best Headline Portfolio
Third place: Ben Mullin

Category: Best Infographic
First place: Lindsay Smith

Category: Best Infographic
Second place: Lindsay Smith and Katrina Cameron

Category: Best Cartoon
Second place: Liz Coffee

Category: Best Color Ad
First place: Tercius Bufete for “The Orion – Hunters of Truth”

Category: Best B&W Ad
First place: Tercius Bufete for “The Orion – Sex Column”

California College Media Association Banquet
Feb. 28, 2015 in Los Angeles, California

Category: Best Newspaper (Weekly), Third place

Category: Best Overall Newspaper Design (Weekly), Third place
Category: Best News Series (Weekly)
Third place: Mozes Zarate for Creek Curve fatal accident and follow up

Category: Best Newspaper Column (Weekly)
First place: Zachary Phillips for “In the Closet: A Fate Worse Than Death”

Category: Best Sports Story (Weekly)
Second place: Nick Woodard for “Former quarterback catches break as Wildcat outfielder”

Category: Best Sports Photograph (Weekly)
First place: Emily Teague for photo of a Chico State long jumper

Category: Best Photo Series (Weekly)
First place: Emily Teague for "Homelessness in Chico"

Category: Best Newspaper Page/Design Spread
Second place: Arturo Cabrera for “Living Legend”

Category: Best News Video
First place: Eric Walker and Emily Bertolino for “Distressed Downtown: Homelessness in Chico CA”

Category: Best Non-News Video
Honorable mention: Jessica Brown and Courtlynn Cerrito for "Fine Arts class makes metal artwork"

Category: Best Online Ad
Honorable mention: Ernesto Rivera for “Download The Orion’s new app”

6. List by specialty each member of the graduating class of 2012 and those graduates' current jobs. If practical, please give a total number of “unknowns” rather than including them in the list.

<table>
<thead>
<tr>
<th>NAME*</th>
<th>EMPLOYER</th>
<th>TITLE</th>
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<tbody>
<tr>
<td>Alvarez, Sarah Marie</td>
<td>Bite: A Global Marketing Services Agency</td>
<td>Account Executive</td>
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<td>Ash, Tyler Lee</td>
<td>CSUC, Farm</td>
<td>Farmer</td>
</tr>
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<td>Barnes, Kelsey Lee</td>
<td>Nike</td>
<td>GEO Coordinator</td>
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<tr>
<td>Baxley, Lauryn Michelle</td>
<td>Kilpatrick Townsend &amp; Stockton LLP</td>
<td>IP Case Assistant</td>
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<tr>
<td>Bettencourt, Jennifer</td>
<td>Stay-at-home mom</td>
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<tr>
<td>Bischoff, Ashlee Joann</td>
<td>Techtronic Industries Territory Manager / Marketing / Advertising</td>
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<td>Brambila, Isaac Antonio</td>
<td>Tahoe Daily Tribune Reporter</td>
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<td>Callahan, John Michael</td>
<td>Elements Therapeutic Massage / Douglas County School District, Reporter</td>
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<td>Consiglio, Stephanie</td>
<td>Home Junction, Inc. SEO Content Manager</td>
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<td>Corbett, Ryan Patrick</td>
<td>Round Hill Country Club Assistant Golf Pro</td>
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<td>Craig, Michael A.</td>
<td>SeaVenture Resort Human Resources Manager</td>
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<td>Edwards, Rebecca</td>
<td>Voce Communications Client Executive</td>
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<td>Eidbo, Kelsey Kristina</td>
<td>Infinite Spada Senior Account Executive</td>
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<td>Freemon, Meaghan</td>
<td>Toll Brothers New Home Sales Consultant</td>
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<td>Gliozzi, Jacqueline</td>
<td>August Ventures LLC Accounting and Operations</td>
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<td>Grasty, Megan Nicole</td>
<td>Highwire Public Relations Account Executive</td>
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<td>Gray, Alia Teixido</td>
<td>Brooks Running Company Professional Runner</td>
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<td>Henry, Jenna Briann</td>
<td>NSP3 Parks, Playgrounds, Public Works PR &amp; Marketing</td>
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<td>Hilton, Kelsey Patricia</td>
<td>Flashpoint PR Account Executive</td>
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<td>Ashley Furniture Home Stores Sales Associate</td>
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<td>Hoffman, Megan Anne</td>
<td>Build.com Public Relations Specialist</td>
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<td>Jacobs, Amanda Jean</td>
<td>All Stages Marketing Independent Contractor</td>
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<tr>
<td>Jordan, Shannon N</td>
<td>Scatter Creek Reality Broker / Marketing Manager</td>
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<td>Kennedy, Sarah Rose</td>
<td>Frost Miller Group, Inc. Public Relations &amp; Social Media Strategist</td>
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<td>The Hatch Agency Account Executive</td>
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<td>Korman, Chelsey Alene</td>
<td>Formula PR Account Executive</td>
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<td>Lee, Nicole Alycione</td>
<td>Crocker &amp; Crocker Project Coordinator</td>
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<td>The Hatch Agency Assistant Account Executive</td>
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<tr>
<td>Lystrup, Owen David</td>
<td>OpenDNS Desktop Administrator</td>
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<tr>
<td>McEnroe, Damon James</td>
<td>Ross School of Medicine Medical student</td>
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<tr>
<td>McLane, Lauren Megan</td>
<td>Better Homes &amp; Gardens Real Estate Realtor</td>
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<td>Miller, Lindsay Marie</td>
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<td>Assistant Account Executive</td>
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<td>Neves, Adrienne Pamela</td>
<td>Nugget Market, Inc.</td>
<td>Deli Associate</td>
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<tr>
<td>Noriega, Kayla Aurielle</td>
<td>Forever 21</td>
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<tr>
<td>O’Connor, Kelly</td>
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<td>Child Development Professional</td>
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<td>Fleishman- Hillard</td>
<td>Assistant Account Executive</td>
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<td>Calpine</td>
<td>Accounts Payable</td>
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<tr>
<td>Rafael, Christina Marie (Guiterrez)</td>
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<td>Retention &amp; Growth Account Executive</td>
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<td>Reardon, Samantha K</td>
<td>Marketplace Communications &amp; Allenstrategic</td>
<td>Account Executive &amp; Public Relations / Marketing</td>
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<td>Richardson, Jaclyn</td>
<td>Save the Bay</td>
<td>Data and Development Coordinator</td>
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<tr>
<td>Rose, Brooke Rebecca</td>
<td>The Abbi Agency</td>
<td>Account Executive</td>
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<td>Rose, Hannah Mae</td>
<td>The Elmwood Café</td>
<td>Shift Lead / Barista</td>
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<tr>
<td>Ruocco, Julie Ann</td>
<td>Casa de Santa Fe Assisted Living</td>
<td>Caregiver</td>
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<tr>
<td>Rush, Kalyn Leigh</td>
<td>Law Offices of Cheryl Glen Anderson</td>
<td>Administrative Assistant &amp; Billing Clerk</td>
</tr>
<tr>
<td>Sousa, Marc Anthony</td>
<td>Solar City</td>
<td>Inside Energy Consultant</td>
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<tr>
<td>Stivers, Dane William</td>
<td>Officite Medical Websites and Marketing</td>
<td>Health Writer</td>
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<tr>
<td>Tice, Justin Lamarr</td>
<td>Hilton Worldwide</td>
<td>Guest Assistance Specialist</td>
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<tr>
<td>Twamley, Ian T</td>
<td>Walt &amp; Company</td>
<td>Associate</td>
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<tr>
<td>Vachal, Brandy Heather</td>
<td>Student Aid Institute</td>
<td>Account Manager</td>
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<td>Vincent, Hailey Deborah</td>
<td>Weave, Inc.</td>
<td>Sexual Assault Response Team Advocate</td>
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<td>Wilkie, Paul Daniel</td>
<td>Walt &amp; Company</td>
<td>Associate II</td>
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<tr>
<td>Wilkins, Courtney</td>
<td>State of Alaska</td>
<td>Business Analyst</td>
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<tr>
<td>Wilson, Heather Lindsay</td>
<td>Reality Shares, Inc.</td>
<td>Sales Assistant / Internal Client Advisor</td>
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<tr>
<td>Yang, Zong</td>
<td>Butte County Association of Governments</td>
<td>Administrative Assistant</td>
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<td>News Option</td>
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<td>Ball, Brandon Alan</td>
<td>Verducci Event Productions</td>
<td>VJ</td>
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<tr>
<td>Brown, Sarah L</td>
<td>Sarah Bee Videography, Auctiva</td>
<td>Owner / Intern / Content Writer</td>
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7. **Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction.**

As part of an ongoing assessment of the journalism program, the department collects data from alumni who graduated the previous year. The purpose of the survey is to assess student learning and its relevance to students once they begin their jobs.

The survey also provides a snapshot of the alumni: where they work, what they earn, what they did while students. The goal is to help the faculty with data that can be used to assess their teaching and the curriculum.

The post-graduation survey had been mailed in May to each student who graduated the previous spring. Beginning in 2008, students were contacted by email and postcard and directed to a Web survey.

In 2010, the department used email to contact alumni and directed them to a Survey Monkey site. Chico State has only one graduation, so the contact list includes students who also graduated in the winter and summer terms previous to the May graduation.

The survey was designed to reflect three documents: the department’s mission statement, its assessment document, and the ACEJMC accreditation handbook.
The first survey was conducted in May 1998. It has been repeated every May. The survey offers three areas of interest to faculty:

1. Alumni ratings of how well they were prepared for their jobs;
2. A list of alumni employers and jobs; and
3. A set of qualitative data from an open-ended question that invited students to make general comments.

Before 1996, keeping track of graduates was an informal process. The department was five years old, and graduates were few. Faculty relied on anecdotal information about the success of graduates and their assessments of the department’s role in preparing them for their careers.

Considering the size of the department, it seemed to be enough to rely on students’ volunteering information about their careers and opinions about the department. At graduation, faculty encouraged students to keep in touch. One retired faculty member even had a collection of business cards students sent him.

Today, the university, college and department all maintain alumni pages that invite former students to contact us. Names are entered into a database used by the college and department as a mailing list for digital newsletters. Within each issue of the newsletter is a feature that allows alumni to keep in touch. The department’s homepage also has a link to the newsletter, which is updated every fall.

For the last four years, the department also has relied on a Facebook page to keep contact with alumni www.facebook.com/CSUCjourno. It has over 900 likes, the large majority of them alumni.

Along with providing news about the department and university, the page also features numerous alumni updates and job opportunities. More than 20 messages are posted a month. The department’s J&PR LinkedIn page has also become a valuable tool in maintaining contact with alumni. All students are encouraged to open accounts as part of various class assignments.
DEPARTMENT OF JOURNALISM & PR
ASSESSMENT PLAN


As part of an ongoing assessment of the journalism program, the department will collect multiple measures that attempt to assess student learning of our majors. The analysis of the data will be a major part of the department’s continual efforts to improve student learning. Assessment is considered a vital part of the department’s teaching mission.

ASSESSMENT GOALS & LEARNING OUTCOMES

The department's Assessment Plan has two major goals:

1. Learning and understanding of the principles of journalism.
2. Application of those principles.

Student learning objectives will be linked to ACEJMC's professional values and competencies and to the department's Mission Statement. Students who complete the major in journalism should demonstrate:

- Knowledge of interpersonal and mass communication theories and the process and effects of communication.
- Knowledge of the heritage and practice of freedom of expression as guaranteed by the First Amendment.
- An appreciation of the influential role news and public relations plays in a diverse and multicultural society.
- An appreciation of the development and history of news and public relations in a democratic society.
- Knowledge of professional standards and ethical practice of journalism and public relations.
- An ability to communicate with people in an effective manner to accomplish journalistic tasks.
- An ability to perform tasks that require information delivery, e.g., packaging and publishing news and public relations information and being able to work as part of team producing such work.
- An ability to perform tasks that require visual skills.
- An ability to perform tasks that require information gathering, e.g., interviewing, researching.
- Knowledge of transmission of information via current and emerging technologies.
- An ability to perform tasks that require computer literacy.
• An ability to perform tasks that require information processing, e.g., writing, editing their work, and the work of others in an accurate and concise style associated with journalistic and public relations writing.

• Competency in grammar, spelling and Associated Press style.

• An understanding of the use of numbers in applications common to the practice of journalism or public relations.

• An ability to think creatively and independently.

**MEASUREMENT**

The department will collect and analyze both indirect and direct data. The multiple measures to be used include:

• Annual surveys of alumni one year after graduation.

• Supervisor evaluations of interns (embedded in JOUR 445).

• Reviews of student writing or portfolios by professionals.

• Qualitative feedback from visiting professionals including clients, guest speakers and journalism advisory board professionals.

• Student performance in regional and national contests.

• Job placement and movement.

• Exit exams and other pre-test, post-test exams.

**FACULTY & ASSESSMENT**

The department will have a faculty member coordinate and collect and analyze data. The coordinator will report results to faculty, who will determine the best ways to improve teaching. The coordinator will also establish a timeline for assessment of SLOs. It is important for the coordinator to work with the department chair and assessment officers for the college and university.

**Faculty are responsible for the following:**

• All syllabi are required to have SLOs tied to the department's SLOs and goals.

• All SLOs need to be linked to courses that meet those competencies.

• All SLOs need to be measured and analyzed and discussed within a reasonable time.

• Action plans must be formulated to improve instruction, and the SLOs re-measured to ascertain improvement.

• Cooperating with the collection of data and using assessment in their classes.
Assessment of Tehama Group Communications / PR Capstone Internship

Follows in print document.

For electronic edition, see following file on submitted drive:

Part II_Standard 9_Assessment_TGC2014-2015.pdf