

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**ANNUAL PROGRAM ASSESSMENT REPORT**

*Save your Report with the following file name: APAR-22-23-Dept OR Program Name, for example APAR-22-23-CMST*

Date: 10/03/2022

**Due: 9/30/2022**

**I. Assessment of Program Level Student Learning Outcomes (SLOs)**

**1. Program Name:**

Department of Journalism & Public Relations

**2. Program Level Student Learning Outcomes:**

1. Think critically, creatively and independently.
2. Apply professional standards and ethical practice of journalism and public relations.
3. Work with and convey information to diverse communities.
4. Understand the history, purpose and relevance of the First Amendment and media law, including privacy, libel, copyright, intellectual property and freedom of information.
5. Create audience-appropriate content by conducting research via digital channels, interviewing, fact checking, writing across multiple platforms and engaging audiences with visual tools.
6. Demonstrate digital information and number literacy, as well as explain the evolution of media technologies.
7. Demonstrate competency in grammar, spelling and Associated Press style while editing their work and the work of others with accuracy and consistency.
8. Professionally package and transmit information via current and emerging technologies and work as part of a team in producing such work.

[Link to BA in Journalism program portfolio](#)

**3. Course Alignment Matrix:**

[Link to journalism curriculum matrix](#)

**4. Closing the Loop: Departmental or College Discussions/Feedback:**

COVID difficulties and related massive workloads led to only data collection, but no completion of analysis or report.

**5. Closing the Loop: Programmatic Actions:**

N/A

**6. What is your current Assessment Plan?**

Please see [Assessment Plan](#), fall 2017 through spring 2022, from Journalism Program Portfolio. Will be expanded for the next five academic years in Fall 22.

**7. Learning Outcome(s) Assessed:**

- 3. Work with and convey information to diverse communities. More specifically, we prepared a questionnaire that would help us measure student perceptions of how sufficiently issues of diversity and inclusiveness are included their coursework and in the training and preparedness of their faculty.

**6. Artifact Components (assignments, rubric, and benchmark):**

Describe the components of your artifact:

- a. What artifact(s) did you assess and for that course(s)? Student responses to a range of questions. [Link to survey.](#)
- b. Why was/were this/these artifact(s) chosen and how many? The questions were chosen for their likely ability to assess student perceptions about the specified questions regarding diversity and inclusion in a range of departmental courses.
- c. Who evaluated the artifact(s) and how? The author of the report evaluated the student responses, which is represented in the assessment results below.
- d. Was a rubric used? N/A
- e. What benchmark was chosen to demonstrate proficiency? This was designed as a baseline survey to assess basic perceptions, and to be used in future assessment activities to design more specific and actionable modes of evaluation—those that can help guide potential changes or improvements in areas that might show deficiencies in this survey.

**7. Assessment Results:**

Please describe/report outcomes of assessment. How well did students perform on the task? What percentage of students met the benchmark? Were there significant differences in the ratings of the evaluators? If so, what might account for these difference? If students met the benchmark, what do they appear to be doing well and why? If students did not meet the benchmark, what are some possible reasons? You may use the table below to report results, adapting the table as necessary, but you should also provide a narrative describing and analyzing the assessment results.

Student Learning Outcome	Sample and Sample Size	Percent of Students Meeting Benchmark
<p>No. 3: Faculty collectively decided a survey of this type was warranted in the wake of George Floyd’s murder, and the subsequent social movements that brought to light great levels of frustration in underrepresented communities across the country. We wanted to gauge whether students perceived faculty as engaging in serious and deliberate efforts with diversity and inclusion for the sake of developing actionable protocols in areas of weakness.</p>	<p>58 total respondents for basic multiple answer questions. Of the two questions that required narrative responses, there were 35 and 15 responses respectively. The overall sample size is indeterminate because of the 16 courses in which the survey was offered, there was ample opportunity for repeat respondents, as well as absences on any given day during the survey deployment. The total aggregate enrollment across those courses was approx. 150 unique respondents (approximation because of larger-than-usual shifts in enrollment during pandemic semesters as well as aforementioned factors above).</p>	<p>N/A</p>

## **Synopses of Survey Responses (See Appendices at bottom for survey questions and responses)**

Q6: There is notable variance in responses. For example, each of these courses has pre-verified, significant elements of gender identity and gender equity interspersed through them. One course is primarily focused on these issues, while others merely have components. 58% percent said they occurred regularly or very often, yet 32 percent said infrequently or not at all. Given the various course foci, it is likely that gender-based course content was much denser in some courses than others. There was a fair degree of consistency among respondents of different races and ethnicities for this question (2.9, 3, 3, 2.3 and 2 in the order above).

Q7: The breakdown was identical for issues of race, though the mean scores among Latinos and African Americans dropped slightly, and the mean among respondents who are White and Two or More Races increased slightly.

Q8: Issues of Ethnicity, too, were very similar in overall distribution to questions 7 and 8, with no drastic changes in mean among different racial/ethnic respondents.

Q9: There was a notable drop off in perceptions of coursework related to sexual orientation in the “very often” and a corresponding increase in “never,” and it was the lowest scoring mean among all racial and ethnic groups.

Q10: Discussions of social identity (socio-economic class, ability, age, religion) scored over 70 percent “very often” and “frequently,” yet nearly a quarter responded infrequently. Distribution among respondents’ race/ethnicity maintained similar patterns as Q6-8: highest among White, Asian and Latino and lower among African American and Two or More races.

Q11: The survey indicates that 81 percent of respondents believe J&PR faculty address matters of diversity, equity and inclusion either “very often” or “frequently.” Yet that belief was by far lowest among African American respondents.

Q12: Almost 90 percent of respondents believe J&PR “most” or “some” faculty are knowledgeable about diversity, equity and inclusion, but that confidence is highest among White respondents and lowest among African American respondents.

Q13: Sixty-two percent of students feel like they are adequately prepared to respond to issues of diversity and inclusion in their prospective careers or communities, while another 27.6 percent is somewhat prepared. Only about 10 percent are not or are unsure.

Q14 (Patterns in narrative 1): Describe examples of in-class experiences related to the questions above:

- Our two classes that curricularly focus on race, diversity, gender and inclusion (Jour 211 and 411) are clearly acknowledged as doing such.
- Other courses, such as JOUR 210 and JOUR 460 are also regularly acknowledged for making contributions in the area. Other comments make it less clear to what courses they are referring.

Q15 (Patterns in narrative 2): Students offering helpful comments on what to improve

- Hire more minority (presumably faculty)
- Slight bit of training from the Office of Diversity and Inclusion
- Good but more can be done

\*A notable aspect of comparing respondents' race/ethnicity is the incredibly low number of Asian (1), and African American (2) respondents. The purpose, however, is to see if these responses might match future patterns among a larger sample with (hopefully) greater racial/ethnic diversity.

## 8. Planned Program Improvement Actions

Since this is a baseline study, there are a number of inferences we cannot draw that we otherwise might in respect to past performance. But in this anonymous "straw poll" we might have learned a few immediate matters that could be/should be of concern.

1. First, when compared with other areas of diversity and inclusion, we scored lowest in respect to including sexual orientation in our coursework. That can be addressed with an expansion of curricular materials, but also in respect to training. Faculty will discuss and implement an initiative to expand training and awareness in this area in consultation with the Office of Diversity and Inclusion, GSEC and the Office of Faculty Development.
2. Second, there is reason to be concerned about the experiences of our African American and Multi-Racial/Ethnic students, as they consistently ranked their experiences lower than other groups. Statistically, we have an N=8 students—with only two African Americans—but the feedback was clearly very negative in some categories. This, too, should be addressed with consulting campus resources and our national accrediting council during our 2022/23 re-accreditation process. There is also a movement in place to establish a student club consistent with NABJ (National Association of Black Journalists) that would be inclusive of all journalism students, but would be led by underrepresented students with their interests primarily in mind. This would be aimed towards inclusion and retention of our underrepresented students.
3. Third and finally, we must hire and especially retain minority faculty. We have only one full-time faculty member who is non-White, and during the 16 years the report author has been at Chico State, we have hired but failed to retain three full-time minority faculty, one African American, one native African and a Latino. Though we don't anticipate new hires in the near future, it is obviously an enormous priority to appropriately recruit, hire and retain underrepresented faculty within the means of fairness and the law.

## 9. Name, Title, and E-Mail Address of Person Completing this Form:

Aaron Quinn, Professor, amquinn@csuchico.edu

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## 10. Acknowledgement and Signatures:

a) Department Chair: \_\_\_\_\_

Comments (if desired):

b) College Coordinator or Associate Dean (if applicable):

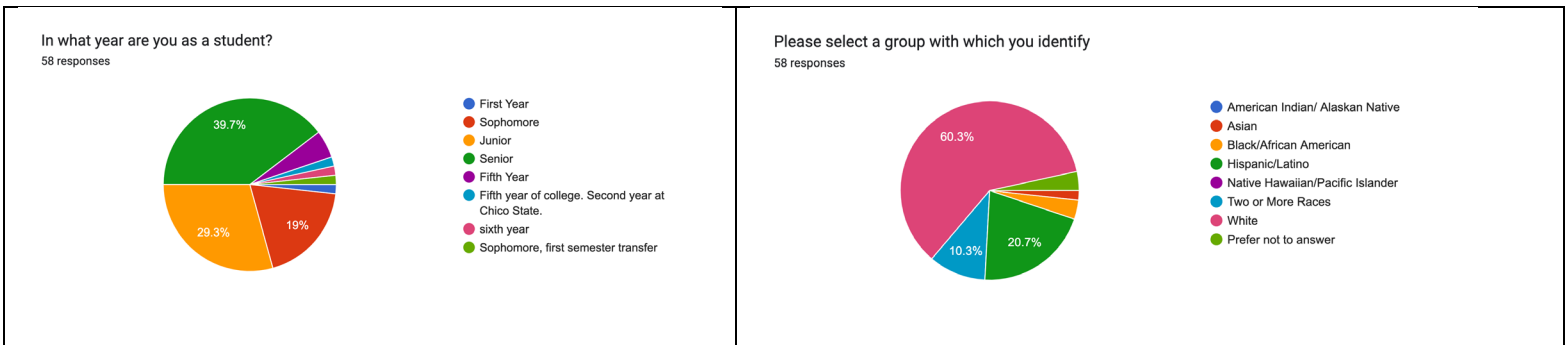
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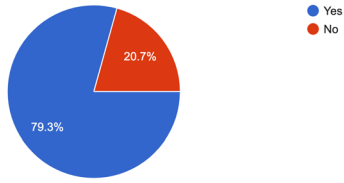
c) Dean or Associate Dean: \_\_\_\_\_

Comments (if desired):

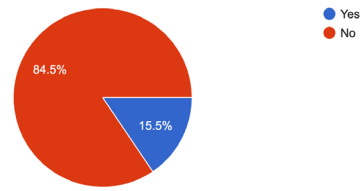
**II. Appendices (please include any of the following that are applicable to your program):**  
**Survey Questions and Responses**



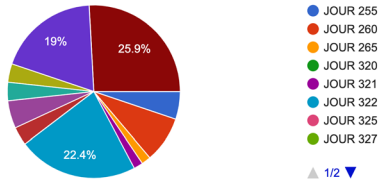
Are you a J&PR Major?  
58 responses



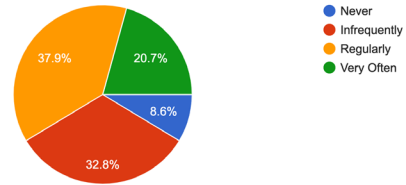
Are you a J&PR minor?  
58 responses



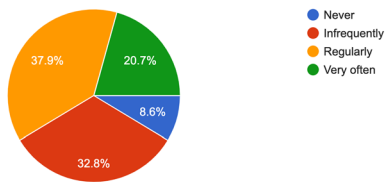
In what course are you as you take this survey?  
58 responses



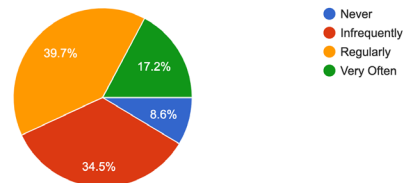
In this course, how often have you encountered lessons, activities, lectures or other forms of content that address issues related to gender identity or gender equity?  
58 responses



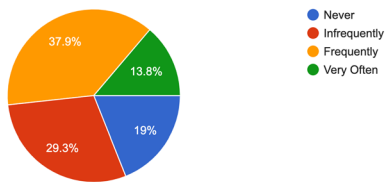
In this course, how often have you encountered lessons, activities, lectures or other forms of content that address issues of race?  
58 responses



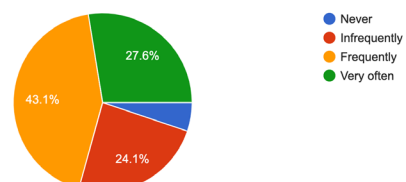
In this course, how often have you encountered lessons, activities, lectures or other forms of content that address issues of ethnicity? (Ethnicity... that has a common national or cultural tradition.)  
58 responses



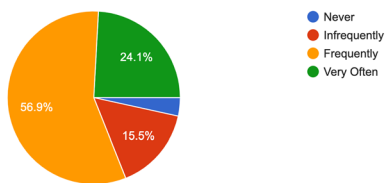
In this course, how often have you encountered lessons, activities, lectures or other forms of content that address issues related to sexual orientation?  
58 responses



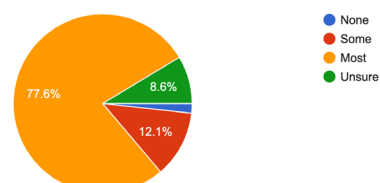
In this course, how often have you encountered lessons, activities, lectures or other forms of content that address issues related to other aspects...ity (socio-economic class, ability, age, religion)?  
58 responses



In the J&PR program generally, how often are issues related to diversity, equity and inclusion are addressed?  
58 responses

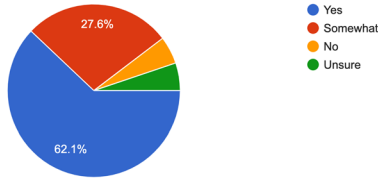


In the J&PR program generally, how many faculty do you believe are knowledgeable about issues related to diversity, equity and inclusion?  
58 responses



Do you feel like your J&PR education is adequately preparing you to respond to issues of diversity and inclusion in your prospective career and community?

58 responses



### Breakdown by Race/Ethnicity

Among Latinos (Q6-13 1 is Never and 4 is Very Often) (Q12 is None, Some, Most, Unsure) (Q13 is Yes, Somewhat, No, Unsure)  
N=11

	Mean (1-4)	Median (1-4)	Min (1-4)	Max (1-4)	None	Some	Most	Unsure	Yes	Somewhat	No	Unsure
Q6	2.636	2	2	4								
Q7	2.45	2	2	4								
Q8	2.63	3	2	4								
Q9	2.54	2	2	4								
Q10	2.81	3	2	4								
Q11	2.81	3	1	4								
Q12					0	4	7	0				
Q13									5	5		1

Among White Students (Q6-13 1 is Never and 4 is Very Often) (Q12 is None, Some, Most, Unsure) (Q13 is Yes, Somewhat, No, Unsure)  
N=35

	Mean (1-4)	Median (1-4)	Min (1-4)	Max (1-4)	None	Some	Most	Unsure	Yes	Somewhat	No	Unsure
Q6	2.86	3	1	4								
Q7	2.91	3	1	4								
Q8	2.8	3	1	4								
Q9	2.68	3	1	4								
Q10	3.1	3	1	4								
Q11	3.2	3	2	4								
Q12					0	3	29	3				
Q13									26	7	2	

Among African American Students  
N=2

	Mean (1-4)	Median (1-4)	Min (1-4)	Max (1-4)	None	Some	Most	Unsure	Yes	Somewhat	No	Unsure
Q6	3	3	2	4								
Q7	2	2	1	3								
Q8	1.5	1.5	1	2								
Q9	1	1	1	1								
Q10	2.5	2.5	2	3								
Q11	1.5	1.5	1	2								
Q12					1			1				
Q13										1	1	

Asian  
N=1

	Mean (1-4)	Median (1-4)	Min (1-4)	Max (1-4)	None	Some	Most	Unsure	Yes	Somewhat	No	Unsure
Q6	3											
Q7	3											
Q8	3											
Q9	2											
Q10	3											
Q11	4											
Q12							1					
Q13									1			

Two or More Races  
N=6

	Mean (1-4)	Median (1-4)	Min (1-4)	Max (1-4)	None	Some	Most	Unsure	Yes	Somewhat	No	Unsure
Q6	2.3	2.5	1	3								
Q7	2.5	2.5	1	4								
Q8	2.5	2.5	1	4								
Q9	2.2	2	1	4								
Q10	2.8	3	2	4								
Q11	3	3	2	4								
Q12							5	1				
Q13									3	2		1

Prefer Not to Say  
N=2

	Mean (1-4)	Median (1-4)	Min (1-4)	Max (1-4)	None	Some	Most	Unsure	Yes	Somewhat	No	Unsure
Q6	2	2	2	2								
Q7	2	2	2	2								
Q8	2	2	2	2								
Q9	1.5	1.5	1	2								
Q10	2.5	2.5	2	3								
Q11	2.5	2.5	2	3								
Q12							2					
Q13									1	1		

**Narrative Answers 1:**

Q: Will you describe an example of how a faculty member integrated diversity and inclusion into a course lesson, conversation, assignment, etc?

- Every day we are encouraged to think about all issues in regard to diversity (class, race, sexuality) and inclusion.
- If you are printing or publishing anything you need to know your client and what they would like to represent, their brand, image, etc. still requires research and understand of how to operate in this society. Everyone should strive to be fair and neutral in what they are reporting and publishing.
- In pop culture & the media, Forrest Hartman involved a discussion about diversity, systematic racism and oppression into a look at the Oscars and how the voting works. It seems that it's intrinsically skewed so opportunities aren't available for diverse races and ethnic groups.
- In this class we've had discussions on when descriptions are necessary or when they simply reaffirm stereotypes in the media and should be omitted.
- With all the content we read, videos we watch, and discussions we have. It's incorporated into every class in a constructive way.



- Learning about inclusivity in my writing is a major component I would not have learned before this course
- Forrest H is always on the look out for films and content relating to a more diverse view on the history of journalism and is very up front about the fact that our history has marginalized a lot of people over the years.
- Making sure all races are included when it comes to target markets
- Not a specific example comes to mind but it has been discussed when we cover certain chapters.
- Professor Hartman integrates diversity into his lectures by choosing a wide variety of journalists to talk about in class. He doesn't stick to one particular ethnic group and chooses anyone who's notable.
- Always making sure that we are appealing and aware of all diverse audiences and communities when creating a story or campaign.
- Bauer always makes sure each week is a new lesson of some sort of diversity, the conversation is never dull
- Everyday, I like this class
- Literally every class with Janell
- Aaron Quinn talked about diversity in one of his lectures. It was when we talked about getting images for stories.
- Not sure.
- Since we are learning of the history of journalism it is not an unknown fact that women weren't as present in the field. However, in some movies we have watched women presentation is there, and although it is not women of color, it is still good to see some representation in older films.
- We talk about race and ethnicity is represented in social media
- We learn about the ethical dilemmas that journalists face in Jour460. I like the assignment and lessons because its relevant information.
- Our lessons are more prep for the hw we need to do and PR strategy not so much inclusion.
- This entire class is all surrounding this topic and Janell makes sure we have conversations around these topic in each class. She brings recent examples to class and helps us open up the way we think.
- Dr. Wiesinger is always letting us know of the proper terms and significance that are specific to certain communities of people, as well as over all trends associated with certain communities.
- Homework assignments and readings of a variety of different articles are how faculty members integrate diversity and inclusion into a course lesson.
- Talking about bias in the media and through whose lens we see a lot of our news through. How media effects and relates to different minorities and sexualities
- We have many open discussions about journalism ethics involving diversity and inclusion topic such as gender identity, sexuality, and race
- In media ethics, we specifically debated on the identification used in media and how it can be racially motivated. We worked through common biases in reporting and worked to disrupt them in our own thinking and writing.
- Assignments that involve these lessons actively help me gain more knowledge on race and diversity.
- My teacher in this course asked scholarly questions about these issues in many classes.
- Janell Bauer constantly has slides and group discussions. Judgement free zones that allow students to open up and really talk and feel like we have a safe place to share.
- In Jour 211, our teacher always integrates gender identity issues in tests and assignments.
- We have frequently discussed topics based on race and diversity, as that is literally the point of the class
- how technology affects age
- Jannell is the only professor who really intergrates it the most in topics
- For the most part movies and annotation assignments we had

- In Men, Women and the Media, I was able to write about my perspective as a viewer of romantic comedies. I addressed the fact that many characters in those films are typically White, able-bodied, upper-class and straight.

## **Narrative Answers 2**

Q: Please leave any comments you believe are relevant or helpful for improving your education in respect to diversity, equity and inclusion.

- N/A class is great! And I've learned a lot and to be more mindful of myself and my actions.
- I think our J & PR does a fair job informing the students about diversity, equity, and inclusion.
- There isn't anything off the top of my head that I can think of, although I do think having a slight bit of diversity training from the Office of Diversity and Inclusion could definitely be helpful.
- Holding more students accountable for implementing inclusivity on campus (or online)
- I think the J&PR Program has been fantastic this year.
- I feel like it might be better to helpful to hire more minority
- I love the current situTION
- This class is a great journalism class.
- Having faculty of color would be a good start
- I believe the J&PR department does a great job at including this in their courses.
- I think the J&PR department has done a good job with their diversity and inclusion efforts, but more can be done. I'm excited to see more inclusion in our education.
- I love this department!
- nothing
- I think you would have to change the topics taught, like homework assignments integrating identifying groups like in 351, identifying audiences?
- I appreciate the fact that Race and Diversity is a new required class for the major's core. I think that's a significant statement for our program and although I haven't taken it yet, I plan to enroll for next semester.

**Please submit completed reports electronically to your dean, associate dean, and/or college assessment coordinator by 9/30/XX.**

*Save Report with the following file name: APAR-22-23-DeptORProgramName, for example APAR-2223-CMST*