

HSU Academic Program Criteria

Academic Program in Journalism

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

ENTER COMMENTS HERE

We believe many program features in the Journalism and Mass Communication Department match up well with the HSU vision statements listed below and describe this relationship below:

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.

The prime directive for the role of news media in society (the so-called “fourth estate”) included in our mission statement matches up well with HSU’s first and fifth vision statements. We teach our journalism students the social role and ethical responsibilities of the news media to create an informed citizenry, to advocate for informed action and to be a societal and political “watchdog.” Our students put this prime directive into practice in our curriculum’s news workshops that include the student newspaper, the student magazine, and student radio and television news programs. Content ranges from social, science and environmental issues to the arts. We believe the student media at HSU also contribute significantly to building an informed community that is willing to act on its beliefs.

We have been looking in the past five years to expand current science/environmental reporting in our student media by developing an interdisciplinary specialty in science/environmental journalism. Our goal would be to advance public understanding of environmental issues by improving the quality, accuracy, and visibility of environmental reporting.

We also put “social responsibility” theory into practice within our public relations emphasis in the journalism major. A basic public relations principle is that it is a service-oriented profession, in which public interest, not personal reward, should be the primary contribution. Our advanced public relations class involves students participating in a client project in the community where the students put their skills to work in support of a public-interest project. We also stress environmental or social responsibility in a wide range of assignments, including: public service announcements in video production, an annual series of investigative reporting projects on social and community issues and a focus in the student magazine and newspaper on stories that have social impact.

We are pleased at the recognition our student media receive for design and artistic expression. For example, at the 2007 annual CSU Media Arts Festival competition our students won third place for student-produced TV news report, Television News category; at the 2007 annual California College Media Association competition, students at The Lumberjack won third place, General Excellence category; third place, Best Editorial category; first place, Best Back to School Issue category; and, first place, Feature Photography category. We also regularly host design workshops, such as the one we offered last year with newspaper and web design guru Tim Harrower, in addition to our regular curriculum content on design, photography and graphics.

The JMC Department has shown its commitment to increasing diversity in our students for over 30 years by participating in annual recruiting trips of transfer students at the fall regional meetings (SoCal and NorCal) and the spring statewide meeting of the Journalism Association of Community Colleges. We did this for most years at our own expense, though recently we have been receiving state support for travel and per diem (as program trips) for most of our expenses for travel to these events.

We have a highly successful and active partnership with local and regional communities through our internship programs in journalism, public relations and broadcasting, including student internships in local Native American communities and organizations. Our student news

media also regularly feature news stories about Native American issues, and a recent student investigative-reporting project featured a Hoopa resident. Our faculty also participate in a wide variety of productive roles as public relations consultants, photographers, video producers, researchers and journalists with the local and regional media and community organizations.

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

The journalism major clearly is in high demand at HSU and has ranked at least in the top 15 programs or higher at HSU for many years on the following variables: 1) for years we have had very high numbers of applications from prospective students who designate journalism as their major interest (over 300 applications per year since 2004); 2) we annually enroll a high number of freshmen journalism majors (averaging 54 per year since 2004); 3) we retain a high number of journalism majors on an annual basis, in terms of number of majors (averaging 181 majors since 2004 and showing significant growth from the years prior to 2004); 4) our diversity numbers are very high on a percentage basis of journalism majors who self-declare compared to HSU averages across all majors (JN majors in 07/08 include: White (48 percent); Asian, Black, Hispanic, Native American and Other (39 percent); and Unknown (13 percent)); 5) we have a reasonable number of second majors and minors; and, 6) given our size and resources, we are very efficient at graduating journalism majors (averaging 41 JN major graduates per year for the last six years).

Demand by emphasis within the major is similar to national trends, in that our News-Editorial emphasis has been and remains our most popular emphasis within the major (nationally, “advertising” is the most popular emphasis but we don’t offer that here). The data provided below obscure student interests by emphasis, however, since JN majors rarely declare an emphasis until they file for degree check in their junior year (students must declare an emphasis on the degree check). Our gender ratio in the major is similar to that at HSU overall, and differs from national trends in JN education where females outnumber males by a significant margin.

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Major Academic Year (Fall/Spring) Average Headcount Summary									
Majors_overview_JN report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
JN	Journalism	78	79	78	61	80	95	100	86
JNBN	Journalism (Broadcast News)	20	19	17	21	22	26	19	20
JNME	Journalism (Media Studies)	5	8	11	11	10	10	12	13
JNNE	Journalism (News-Editorial)	18	13	18	29	30	32	34	35
JNPR	Journalism (Public Relations)	21	26	28	28	25	26	27	27
Total		142	144	152	150	166	188	191	180

Second Majors by Academic Year (exclusive of primary majors)									
Majors_overview_JN report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
JN	Journalism	3	2	4	7	9	8	6	4
JNBN	Journalism (Broadcast News)	0	0	0	1	2	1	1	0
JNME	Journalism (Media Studies)	1	1	1	2	3	2	2	1
JNNE	Journalism (News-Editorial)	0	1	2	2	5	4	4	1
JNPR	Journalism (Public Relations)	2	2	1	1	2	2	1	0
Total		6	6	7	13	21	16	13	6

Minors enrolled AY Average in Broadcasting								
minors_enrolled_JNBR report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Soph	0	0	0	0	0	0	0	1

Sr	0	0	0	0	0	1	1	0
	0	0	0	0	0	1	1	1

Minors enrolled AY Average in Broadcast News								
minors_enrolled_JNBW report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	0	0	1	0	0	0	0	0
Soph	1	0	0	1	0	0	0	0
Jr	0	1	0	0	0	1	0	0
Sr	1	0	0	1	0	1	2	1
	2	1	1	1	0	2	2	1

Minors enrolled AY Average in Journalism (Broadcast News)								
minors_enrolled_JNBN report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	1	0	0	0	0	0	1	1
Soph	0	1	1	0	1	2	0	1
Jr	2	0	0	1	0	1	1	0
Sr	2	0	1	1	2	0	1	1
	4	1	1	1	2	2	2	2

Minors enrolled AY Average in Journalism (News-Editorial)								
minors_enrolled_JNNE report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	0	0	1	0	0	0	1	0
Soph	0	0	0	2	0	1	0	0
Jr	0	0	0	1	2	1	2	0
Sr	2	1	1	2	3	1	2	3
	2	1	2	5	4	3	4	3

Minors enrolled AY Average in Journalism (Public Relations)								
minors_enrolled_JNPR report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Soph	0	0	1	0	0	0	0	0
Jr	0	0	1	1	0	0	0	0
Sr	2	0	0	2	2	1	1	0
	2	0	2	3	2	1	1	0

Minors enrolled AY Average in Media Studies								
minors_enrolled_JNMS report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	0	1	0	0	0	0	0	0
Soph	1	0	0	1	0	0	0	0
Jr	0	1	0	1	1	0	0	1
Sr	1	0	1	0	2	0	0	1

	2	2	1	2	2	0	0	2
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Minors enrolled AY Average in Public Relations								
minors_enrolled_JNPS report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	1	1	0	0	0	0	0	0
Soph	1	1	2	0	0	0	0	0
Jr	1	0	1	1	0	0	0	0
Sr	2	1	0	1	2	4	1	1
	4	2	2	1	2	4	1	1

Majors by Sex and Ethnicity									
Majors_overview_JN report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Asian	4	5	4	5	3	3	3	3
	Black	3	7	7	5	4	6	7	11
	Hispanic	6	5	4	5	6	12	16	14
	Native Amer	1	1	0	0	2	3	4	2
	Pacific Is	0	1	0	0	1	1	1	0
	White	51	49	52	50	58	64	53	47
	Other	1	2	2	1	4	6	6	8
	Unknown	15	14	8	10	12	10	12	9
sum		79	82	76	74	89	103	101	93
Male	Asian	2	0	2	1	1	2	3	2
	Black	5	8	10	10	7	6	6	6
	Hispanic	2	3	5	7	9	10	12	10
	Native Amer	2	0	0	1	1	0	0	2
	Pacific Is	0	0	0	1	0	0	0	0
	White	45	42	46	44	45	47	41	39
	Other	0	1	2	2	3	3	10	12
	Unknown	9	8	12	11	13	18	19	17
sum		63	62	77	76	77	85	90	87

Journalism (with options) Degrees Awarded (incl. primary and second majors)								
degrees_awarded_B_JN report generated: 25-JUN-08								
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Journalism*	0	0	1	0	0	0	3	1
Journalism (Broadcast News)	7	8	6	10	10	14	13	8
Journalism (Media Studies)	3	2	2	3	2	2	4	6
Journalism (News-Editorial)	11	18	12	16	17	12	13	17
Journalism (Public Relations)	12	10	11	12	16	11	8	11
sum	33	38	32	41	45	39	41	43

*There should not be any students graduating with a “Journalism” degree – they’re supposed to have declared an emphasis.

Journalism Degrees Awarded by Sex and Ethnicity (incl. primary and second majors)									
degrees_awarded_B_JN report generated: 25-JUN-08									
SEX	Ethnicity	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Female	Asian	0	0	0	2	0	3	1	2
	Black	0	0	0	0	2	2	0	1
	Hispanic	1	2	3	0	1	2	1	1
	Native Amer	0	0	0	0	0	1	1	0
	Pacific Is	0	0	0	0	0	0	0	1
	White	15	11	17	15	10	14	13	11
	Other	1	0	1	1	2	0	1	0
	Unknown	1	2	3	4	3	4	2	4
sum		18	15	24	22	18	26	19	20
Male	Black	1	2	0	1	3	1	1	1

	Hispanic	0	0	1	0	2	2	4	3
	Native Amer	1	1	0	0	0	0	0	0
	White	7	16	6	14	15	8	15	12
	Other	1	1	0	0	4	0	0	1
	Unknown	5	3	1	4	3	2	2	6
sum		15	23	8	19	27	13	22	23

Minors Awarded by Year in Broadcasting								
minors_awarded_JNBR report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Broadcasting	0	0	0	0	0	0	1	1

Minors Awarded by Year in Broadcast News								
minors_awarded_JNBW report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Broadcast News	1	0	0	1	0	1	0	1

Minors Awarded by Year in Journalism (Broadcast News)								
minors_awarded_JNBN report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Journalism (Broadcast News)	0	0	0	0	0	1	0	1

Minors Awarded by Year in Journalism (News-Editorial)								
minors_awarded_JNNE report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Journalism (News-Editorial)	1	4	1	2	1	4	1	3

Minors Awarded by Year in Journalism (Public Relations)								
minors_awarded_JNPR report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Journalism (Public Relations)	2	3	1	0	0	1	0	1

Minors Awarded by Year in Media Studies								
minors_awarded_JNMS report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Media Studies	0	1	0	1	0	0	1	0

Minors Awarded by Year in Public Relations								
minors_awarded_JNPS report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Public Relations	1	1	1	0	1	0	0	2

CERTST Certificates of Study Awarded Summary By Year									
degs_certs_ay report generated: 02-NOV-07									
COLL	CERTIFICATION	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
HS	Journalism	0	0	0	1	0	0	0	1

2. FTES by Course Code

We find the data provided support the reality that our courses are filled mostly with our many majors, double majors and minors. We do find many students “shop” in our curriculum and then often become a major or minor, and we wish more students from across campus would enroll in our classes and become minors. Our major only requires 39 units, one of the lowest unit-requirement for a major on campus. We also require our majors to complete one of the following in support of their liberal arts education: an approved academic minor OR four semesters of a second language at the university level OR a departmental-designed “Area of Study” 12-unit package of courses outside the journalism major OR a double major.

FTES taken in Journalism and Mass Comm classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_JMC report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
JMC	Lower-div	Journalism	17.8	18.7	21.4	27.4	23.9	20.3
		Undeclared	2.8	2.8	2.7	2.7	3.3	2.8
		Communication	1.1	1.2	.8	1.1	1.3	2.4
		Business Administration	.4	.5	.4	.3	.8	2.0
		Art	2.8	2.5	1.7	.8	.7	1.5
	Sub-total		34.2	41.4	40.6	42.0	41.4	39.0

FTES taken in Journalism and Mass Comm classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_JMC report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
JMC	Upper-div	Journalism	49.2	46.0	49.6	48.9	48.3	50.5
		English	1.3	1.7	2.2	3.5	2.7	2.2
		Business Administration	1.4	.8	1.3	.7	1.4	1.7
		Undeclared	1.2	2.2	1.3	1.8	1.6	1.5
		Communication	1.0	.7	1.5	1.4	2.3	1.3
	Sub-total		70.5	70.1	74.4	70.6	70.3	69.6

FTES taken in Journalism and Mass Comm classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_JMC report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
JMC	All Levels	Journalism	67.0	64.7	71.1	76.3	72.2	70.8
		Undeclared	4.0	5.0	4.0	4.6	4.9	4.3
		Communication	2.1	1.9	2.3	2.6	3.6	3.8
		Business Administration	1.9	1.3	1.7	1.1	2.3	3.7
		English	2.3	4.6	4.2	4.7	4.5	3.4
Total			104.6	111.5	115.0	112.6	111.7	108.6

3. Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your program

Service to other HSU program/options:

Course Dept	Course #	Course Name	Units	Requiring Major/Minor
Journalism & Mass Communication	134	Photojournalism and Photoshop	3	Natural Resources Planning & Interpretation
	156	Video Production	3	Natural Resources Planning & Interpretation
	232	Technical Writing	3	Business Education
	334	Advanced Photojournalism and Photoshop	3	Natural Resources Planning & Interpretation
	302	Mass Media & Popular Arts	3	G. Ed. Upper-Division Area C
	309	Analyzing Mass Media Messages	3	G.Ed. Upper-Division CWT (C&D)

4. Comment on the internal demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

Journalism

ENTER COMMENTS HERE: These numbers have remained stable over time but we find these data not very useful since students are not supposed to be able to graduate without declaring an emphasis within the major. The data simply reflect the fact that students often do not declare an emphasis within the major until they file for degree check.

Journalism (Broadcast News)

ENTER COMMENTS HERE: The number of students in this emphasis within the major has remained fairly stable over recent years. We had a death of one of our broadcast faculty in 2005 after a year of illness, though we were fortunate to be able to hire a new probationary broadcast faculty member in the fall of 2006 that helped stabilize this area.

Journalism (Media Studies)

ENTER COMMENTS HERE: The number of students in this emphasis within the major has grown and then remained fairly stable over recent years.

Journalism (News-Editorial)

ENTER COMMENTS HERE: We have been pleased to see the growth and then stabilization of the number of students within this emphasis within the major over recent years. Our News-Editorial emphasis has long been one of our original recruiting “lightning rods” in attracting prospective students.

Journalism (Public Relations)

ENTER COMMENTS HERE: The number of students in this emphasis within the major has remained fairly stable over recent years.

Journalism Certificate

ENTER COMMENTS HERE : We have seen little participation in and few students who complete our journalism certificate program; it requires 39 units from courses required in any emphasis within the major. Based on our research that showed most students who signed up for the certificate left without completing it and a portfolio after about 24-28 units, we are currently revising the certificate to require fewer units (24 total). We expect participation and completion rates to increase.

Broadcast News Minor

ENTER COMMENTS HERE: We are currently changing the name of this emphasis to “Broadcast News and Production“ and expect the number of minors to increase.

Media Studies Minor

ENTER COMMENTS HERE: We would like to see more students minor in this area.

Broadcasting Minor

ENTER COMMENTS HERE We are currently eliminating this minor and will have students enroll in the “Broadcast News and Production” minor.

Public Relations Minor

ENTER COMMENTS HERE: We would like to see more students minor in this area, particularly from the Business Administration and Communication majors.

Journalism (News-Editorial) Minor

ENTER COMMENTS HERE: We would like to see more students minor in this area, particularly from the sciences and political science majors.

B. External demand for “graduates” from the program

Imagine you are answering a parent’s question about job prospects and the demand for graduates of your program/option. Describe evidence of external demand for this program. Evidence may be cited from one of the following sources: the State of California <http://www.labormarketinfo.edd.ca.gov/>, the US Department of Labor <http://www.bls.gov/OCO/>, the National Association of Colleges and Employers, <http://naceweb.org>. Evidence may be cited from an additional source from, for example, a professional society relevant to your discipline.

Journalism and mass communication annual national enrollments continue to increase slightly after the unprecedented record growth up through 2003, according to annual surveys conducted by the Association for Education in Journalism and Mass Communication (though this data obscures the fact that many large programs around the country have capped enrollments in the major due to the increasing demand, i.e., declared impaction). The federal data from the Integrated Postsecondary Education Data System suggest the same levels of growth in numbers of graduates in journalism and mass communication enrollments. The curricula of journalism and mass communication programs have changed in response to changes in the technologies used by the mass communication occupations. While fewer students are enrolled in the four traditional areas of advertising, journalism/news-editorial, public relations, and telecommunications than in the past, journalism/news-editorial continues to attract the largest number of students.

Demand for graduates, despite their increasing numbers due to enrollments, remains very positive. According to annual surveys of graduates done by the Association for Education in Journalism and Mass Communication, nearly all (95.7 percent) of the 2007 journalism B.A. degree recipients who looked for work had at least one in-person job interview in the six to eight months after graduation – a statistically significant increase from the year before. Three out of four (76 percent) journalism and mass communication B.A. recipients had at least one job offer on graduation day in 2007. By November 2007, 73 percent of those who looked for work had a full-time job (similar to the rate from 2006). This positive job market for journalism and mass communication graduates in the second half of 2007 and the first half of 2008 remained largely unchanged from a year earlier; in addition, salaries remained stable (ending a recent trend of salary increases) while benefit packages increased slightly. These job market trends appear as

good news in contrast with the reported economic challenges and layoffs in traditional media industries and the overall continuing decline in the overall U.S. labor market. The changing job market reflects the continued increases each year since 2004 of the number of graduates who report that their jobs involved writing and editing for the web (55 percent in 2007 compared to 23 percent in 2004) or designing and building web pages (25 percent in 2007 compared to 6.8 percent in 2004).

Public relations graduates reported the highest level of full-time employment in 2007, followed by advertising, news-editorial and then broadcasting graduates. While the differences in employment rates are small among these emphases within the major, the national pattern has remained relatively consistent for several years.

Female graduates have a slightly greater success in the job market than men but the gap has remained generally small and not statistically significant. (Becker, L. B., Vlad, T., and McLean, J. D. Annual Surveys of Journalism & Mass Communication Enrollments and Employment, www.grady.uga.edu/annualsurveys/ and www.aejmc.org)

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students:

1. For undergraduate programs

Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).

ENTER COMMENTS HERE

We are very pleased with the overall quality of most of our journalism majors, including our many transfer students from community colleges. Evidence of the quality of our students can be found below in the evaluations of our student interns by their professional supervisors and in the special awards received by student work in a variety of competitions.

For example, during 2007-08, professional internship supervisors rated 21 JMC Department student interns on the intern evaluation form on the following measures of quality:

Item:	Below				
	<u>Outstanding</u>	<u>Above Avg</u>	<u>Avg</u>	<u>Avg</u>	<u>Poor</u>
• Ability to produce good results consistently	53%	47%	--	--	--
• Knowledge of fundamentals of the workplace	59%	35%	6%	--	--
• Writing skills	50%	44%	6%	--	--
• Completes tasks on deadline	73%	15%	12%	--	--
• Ability to conduct research and evaluate info	84%	6%	12%	--	--
• Professionalism	71%	17%	12%	--	--
• Student was prepared for this internship	76%	24%	--	--	--

Conclusions from the data above: Ideally, we would like all of our JMC Department student interns to have “outstanding” evaluations on all of these variables. We were pleased, however, to find that 76 percent of the 2007-08 interns were rated by their professional supervisors as “outstanding” in terms of “being prepared for this internship,” with the remaining 24 percent all rated as “above average” in this area. Nearly all (94 percent) of our student interns were rated as “outstanding” (50 percent) or “above average” (44 percent) on “writing skills.” All (100 percent) of the student interns were rated “outstanding” (53 percent) or “above average” (47 percent) on “ability to produce good results consistently.” The data do suggest our student interns could be better prepared for writing on deadline and have better abilities to conduct research and evaluate information, as well as have improved understanding of “professionalism” qualities, though nearly 90 percent of our student interns are rated as “above average” or “outstanding” on these qualities. We were pleased to find that all of our interns were rated as “outstanding” (76 percent) or “above average” in terms of being “prepared for this internship.”

We are also pleased by the excellent evaluations of our students and their work in a variety of regional competitions. For example: at the 2007 annual CSU Media Arts Festival competition, our students received third place for their student-produced TV news report in the Television News category. At the 2007 annual California College Media Association competition our students at The Lumberjack received awards for: third place in the General Excellence category; third place in the Best Editorial category; first place in the Best Back to School Issue category; and, first place, Feature Photography category. Students in the Osprey

Magazine workshop have received the following awards: First Place, Best Student Magazine, Society of Professional Journalists (Region XI), 2006; First Place, Best Student Magazine, California Intercollegiate Press Association, 2004; First Place, Best Student Magazine, California Intercollegiate Press Association, 2003; Second Place, Best Student Magazine, Society of Professional Journalists (Region XI), 2005; and, Second Place, Best Student Magazine, Society of Professional Journalists (Region XI), 2004.

We offer as evidence a recent review of last spring's student investigative reporting story published in the North Coast Journal. The Society of Professional Journalists' Jon Marshall described their work in his recent column on current investigative reporting as a "powerful investigation..." and "impressive...."

We also cite here a significant number of students who are admitted to graduate or law school each year and those students who have received top awards over recent years in various categories in the annual HSU student recognition event.

We also take considerable pride in the excellent job-placement record of our recent graduates and the many successful careers of our alumni (which we could provide here in a long listing). We conduct annual surveys of our alumni and publish an annual alumni newsletter that documents their successful careers.

While we are not sure of the validity of the average GWPE score provided below as a measure of the quality of our students, we compared the mean GWPE scores of our primary and secondary majors in the table below to the university-wide average GWPE score for all majors at HSU (data found at the HSU Analytic Studies web site). We found that for every year since 1999/2000, the average GWPE score of our journalism major has exceeded or tied the average GWPE score for all majors at HSU:

Journalism (with options) Mean GWPE Scores (incl. primary and second majors)								
degrees_awarded_B_JN report generated: 25-JUN-08								
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Journalism			16.0				16.3	19.0
Journalism (Broadcast News)	16.1	17.0	17.0	16.6	16.5	16.7	16.9	15.3
Journalism (Media Studies)	17.7	14.5	17.5	16.3	17.5	17.0	18.8	17.0
Journalism (News-Editorial)	17.4	16.7	17.6	17.1	17.2	17.5	18.1	17.1
Journalism (Public Relations)	17.1	16.1	18.5	17.3	16.3	16.7	16.8	16.8
Overall	17.0	16.5	17.8	17.0	16.7	17.0	17.4	16.8

B. Faculty

- Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.*

ENTER COMMENTS HERE

We are proud to have a cadre of talented and dedicated tenure-track faculty who are supported by equally talented and dedicated part-time faculty. We cite as evidence consistent positive peer evaluation and collaborative evidence from strong student teaching evaluations about their teaching effectiveness.

We also cite faculty engagement with a wide range of faculty development workshops and accessibility training. Prof. Marcy Burstiner, for example, was recognized last year for her innovative teaching on “Investigating Social & Community Issues Through Group Projects” at the 11th Annual CSU Symposium on University Teaching, Cal Poly Pomona. She also was invited to give a poster presentation on "Investigating Social and Community Issues" at the HSU

Spring Teaching Showcase. Prof. Vicky Sama participated recently in a Final Cut Pro software accredited training workshop, an accessibility with Word workshop, an active learning strategies workshop, a Dreamweaver software-training workshop, a universal learning for design workshop, and a Moodle training workshop. Prof. Mark Larson has participated recently in multiple Photoshop software training workshops, a Moodle training workshop and accessibility training workshops. Prof. Larson has also been chosen in 1988, 1989, 2002, 2005, 2007 and 2008 to lead CSU Summer Arts photo workshops. He was recognized in 2006 with a Lifetime Achievement Award from the California Journalism Education Association. All of our faculty remain active using their professional work in a variety of consulting and free-lance markets. For example, Prof. Burstiner writes a monthly column in the North Coast Journal. Prof. Larson regularly publishes free-lance photographs in a variety of markets. Prof. Sama recently produced and edited a video for a national organization. Prof. George Estrada wrote a recent profile as a cover story in the January 2008 issue of Filipinas magazine, an international publication. His weekly column in the Philippine Times of Las Vegas is now being published also in the California Examiner, the largest-circulation Filipino-American newspaper in North America. The column documents the Filipino American immigrant experience, and has been published in the Las Vegas newspaper since 2005. His columns have recently been published as a book, Estrada's third. Prof. Craig Klein regularly produced public affairs programming for KHSU-FM.

2. *Evidence of faculty engagement in scholarship/creative activities and service.*
*(Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter $9/10 = 90\%$.) This table is to be completed by the department.*

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	3/3 = 100%	5/5 = 100%	5/5 = 100%
At least one funded grant or contract related to scholarship	--	1/5 = 20%	--
Invited participant or leader of workshops, expert panels, or task forces	3/3 = 100%	5/5 = 100%	5/5 = 100%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	--	1/5 = 20%	1/5 = 20%
Professional service activities at a regional or national level	3/3 = 100%	5/5 = 100%	5/5 = 100%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	3/3 = 100%	5/5 = 100%	5/5 = 100%

3. *Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.*

ENTER COMMENTS HERE

The above data describe clearly the commitment of the JMC Department faculty to participating in appropriate service and research/creative activities for our discipline and being invited to participate in workshops, panels and other professional activities. In addition, Prof. Larson has made extra commitments to university service in recent years, including the Strategic Enrollment Advisory Committee, the Academic Senate and related committees, and the University Budget Committee, along with significant community service. Prof. Craig Klein has made similar commitments to university service and has also prioritized significant community service activities in recent years primarily through religious organizations.

4. *Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.*

ENTER COMMENTS HERE

Given the high number of journalism majors, JMC Department faculty have very high numbers of advisees per person (averaging around 40+ per person in recent years), but we have committed to being effective as one-on-one academic advisers. Evidence of our advising success can be found in the high numbers of our majors who graduate each year. We also conduct group advising sessions each semester and produce a departmental newsletter that contains advising information. Our faculty also serve as advisors to the KRFH Radio Club and the Journalism Club.

5. *Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.*

ENTER COMMENTS HERE

An ongoing measurable goal for our department has been the Association for Education in Journalism and Mass Communication's 1989 resolution calling on programs to have at least 50 percent of their faculties to be a combination of women and underrepresented men. Since 2006-07, three of our five tenure-track faculty (60 percent) meet or exceed that goal. In 2008-09, two of our four part-time faculty (50 percent) meet or exceed that goal, for a total of five of nine faculty overall (56 percent) who are women or underrepresented men in the JMC Department. Three of our five tenure-track faculty have been promoted successfully to the rank of professor and the other two currently are in their fourth and fifth year of reappointment.

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes

Describe how written and oral communication skills are included in your program.

ENTER COMMENTS HERE

Overall, we believe HSU journalism-major graduates should know and be able to do the following as a result of their liberal arts education at HSU. Journalism-major graduates have demonstrated:

- a) Effective news writing skills.

- b) Effective technical competence in visual reporting and/or layout and design using desktop publishing software and/or in editing and production using digital audio and/or video software.
- c) Creative critical thinking in acquiring a broad base of knowledge about the historical, public policy, legal and ethical issues related to the roles and effects of the mass media as important social institutions.
- d) Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints.

We allocate these learning outcomes out among an equal mix of theoretical- and skills-based curriculum for each emphasis within the journalism major. All of our courses require writing assignments and many require oral presentations. In addition, our broadcast curriculum assumes a basic level of oral communication competence on the part of the student when entering the major and the broadcast curriculum develops more advanced oral communication skills as students learn news reading skills in live and recorded radio and tv news formats under deadline pressure. Written communication skills are developed in a core of at least three required news writing courses for each emphasis within the major and students further develop news writing skills while working on the student newspaper, magazine and radio and television news programs.

2. Assessment

Provide 2 examples of how you have used results of assessment of your program's student learning outcomes to adapt, enhance, or affirm your program's curriculum.

ENTER COMMENTS HERE

Having completed our required assessment tasks to date, we have begun assessing our second learning outcome in the major and undertaken a series of curricular reviews and revisions to address findings from our assessment process:

- a) We plan to improve our students' abilities to write on deadline by planning more assignments that involve deadline writing and require more research and critical evaluation of information. We also seek ways to include in our classes more curricular methods to improve our students' knowledge and awareness of standards of professionalism in the real world.

b) We are revising our curriculum within each emphasis in the journalism major to include more “convergence” writing and production courses (defined as being able to write for and produce content for print, broadcast and online media). For one example, we are proposing a new approach to how our beginning reporting sections will be taught. Currently these are often taught by different permanent or part-time faculty who emphasize varied levels of “convergence” writing skills in their assignments. We are proposing that all faculty teaching JMC 120 – Beginning Reporting will use the same syllabus, text and learning outcomes as well as use similar assignments involving “convergence” writing skills. We are also thinking about using an informal team-teaching approach to beginning reporting courses to maximize faculty “convergence” expertise in teaching related skills. In an ideal world, all faculty teaching this and other reporting courses could participate in faculty development workshops or summer “internships” to improve their own “convergence” skills to improve their ability to teach these skills.

3. Accreditation (if applicable)

ENTER COMMENTS HERE -- Not applicable.

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

ENTER COMMENTS HERE

We believe the relevance of Fourth Estate role of the media in society in today’s world has never been greater. We train our students in trend analysis to be effective as journalists and public relations professionals. Our program has worked hard to be innovative over the years. We were the first to adopt computers in the student newspaper workshop in the C.S.U. We were the first to be completely “digital” in the student newspaper workshop in the C.S.U. We have transformed (thanks to fund-raising to supplement state support) all of our photojournalism, audio and video production and editing instruction from analog to digital ahead of the rest of programs in the C.S.U. We just re-launched the student newspaper’s website again ahead of the curve in the C.S.U. We believe our curriculum, such as courses in Responsibility in Mass Media (ethics), International Mass Communication, Law of Mass Communication and History of Mass Communication, help equip our students for functioning in today’s world.

5. Interactions between graduate and undergraduate programs (if applicable)

ENTER COMMENTS HERE-- Not applicable.

6. Program uniqueness

If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

The journalism major overall:

ENTER COMMENTS HERE

We stand in contrast to other journalism and mass communication programs in the C.S.U. in a variety of ways, beginning with the high percentage of of our major who come here for the News-Editorial emphasis in the major. We also stand alone in our offering of courses in the journalism major to freshmen through our Freshman Interest Group (F.I.G.) program and, as a result, engaging our majors in the student media workshops by their sophomore year. Also as a result, our majors are heading for professional internships earlier than at other C.S.U. campuses. We also require that students in our major complete a minor OR four semesters of a second language OR a department-designed “Area of Study” OR double major – this results in our graduates leaving with a specialty in addition to their major. All of the above elements assist us as we recruit prospective students.

7. Opportunities for undergraduate scholarship/creative activities/service

Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

ENTER COMMENTS HERE

All of our advanced courses require students to participate in research or portfolio-building creative activities. One example of “civic journalism” research is the pre-election poll done in Arcata’s city council election for the past 30 years. The video class produces public service announcements and longer programming that are aired locally. Over 10 percent of our majors participate in professional internship each year. In our advanced public relations course, all students in the public relations emphasis must participate in a client project involving a service-oriented communication-management project (typically involving about 10 percent of our majors

each year). The photojournalism and desktop publishing classes are create artistic work. In all instances, students earn academic credit.

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute.

Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.

Not applicable.

2. Facilities and resources

Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

ENTER COMMENTS HERE

The JMC Department faces a simple reality in terms of the degree to which our current facilities, software and equipment affect program quality – without adequate support for these, we can't attract prospective students and we can't produce graduates with adequate preparation for career opportunities. We are indirectly linked to library resources that are required for our theoretical upper-division courses but this is a secondary factor relative to the first.

As noted below, we take advantage of the university-wide Academic Computing computer lab in JH 212 to keep our program costs down, though we are forced to be creative in finding funding for the specialized software needed for our program used in this facility.

JMC Department facilities and equipment for curricular workshops include:

a) Student-run newspaper, The Lumberjack: editorial and production facility in GH 227, including 12 news and advertising staff computer workstations, the advertising/business manager workstation and desk, and the online server computer. Other equipment includes: scanner and two photojournalism digital SLR cameras and lenses.

- b) Student-run magazine, Osprey: informal staff editorial office in Hs. #52. Staff share the production facility and equipment in GH 227 with The Lumberjack. Equipment includes: digital camera and lenses.
- c) Student-run radio station, KRFH-AM: on-air studio in GH 105F, online service and student management office in GH 105C, student production facilities and music library in GH 105F – 105I. Equipment includes: three digital audio workstations with mixer boards, speakers, mics, CD players, DAT recorders, mini-disc players, staff computer workstation and an online service computer.
- d) Student-run radio news workshop: students work at three digital production workstations in GH 110A, K and L; uses Academic Computing computer lab in JH 212 as classroom. Equipment includes: mixer boards, speakers, mics, CD players, DAT recorders, mini-disc players and computers. We also have four Marantz digital recorders and three H-4 Zoom digital recorders for field production, along with a supply of obsolete analog recorders and editing system.
- e) Student-run television news workshop: 4 video-editing workstations and production facilities in GH 110D, E and H; uses Academic Computing computer lab in JH 212 as classroom. Equipment includes: eight Canon 2800 or 900 digital consumer-quality cameras, three professional quality digital cameras and seven tripods, plus related mics, cables and cases.
- f) Two digital photography computer workstations, film scanners and inkjet printers in Hs. #52 for photojournalism classes; use of Academic Computing computer lab as classroom in JH 212. Equipment includes: three digital SLR cameras and lenses and an aging collection of eight 35mm SLR film cameras.
- g) Digital audio production training lab in GH 105E. Equipment includes: Harris digital audio board, Mackie portable mixer, CD players, DAT recorder, mini-disc player and computer workstation, along with obsolete analog cassette recorders and editing system.
- h) Equipment storage and checkout space in GH 109A and informal classroom/production lab area in GH 109B.

3. Unique local and regional environment

Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under DI.)

ENTER COMMENTS HERE

A good way to illustrate how our program takes advantage of our local and regional environment would be to list typical content produced by our students for the media workshops and advanced investigative reporting. This content typically includes rural, science and environmental stories such as: the Klamath River issues, Native American rights, fisheries and dam removal, tsunamis and earthquake safety, forestry issues, rural highways and transportation issues, and state and national parks and preservation issues. Another example can be found in the high ratio of local non-profit organizations chosen as client projects in the advanced public relations class. The advanced photojournalism class regularly features nature, outdoor adventure and wildlife photography as its primary emphasis.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Student Units

Total required Program SCUs	39 for the JN major	Required Program SCUs in the primary Course Code	
News-Ed emph.	39		39
Public Relations	39		36
Broadcast	39		39
Media Studies	39		27

Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Total Required Program WTUs		Required Program WTUs in the primary Course Code	
News-Ed emph.	39		39
Public Relations	39		36
Broadcast	39		39
Media Studies	39		27

2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for Major emphasis in News-Ed	WTU for Major emphasis in Public Relations	WTU for Major for Broadcast News	WTU for Major for Media Studies
340	21	156	147	138	108

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

*Service to GE and other Academic Programs: Enter the total number of WTU that were used **over the past 2 years** to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)*

*WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer **over a two year period** to accommodate progress toward degree for your program students.*

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the "Total" entry will not sum to the total. 2) Do not pro-rate WTU's by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

2. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

	Major Program
Percent* of Staff FTEF	0.75 of one position*

Staff FTE

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
JOURNALISM & MASS COMM	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R07	2	1.20	2	2.00	2	2.00	2	1.80	2	1.80
Total	2	1.20	2	2.00	2	2.00	2	1.80	2	1.80

ENTER COMMENTS HERE

*This staffing table requires explanation and does not accurately portray the JMC Department's past or current staffing allocation or "costs." Prior to 2007-08, the JMC Department had one ASA (1.0) doing all duties normally associated with an ASC job description. In addition, since 2001 we have had another departmental ASA position (1.0) serving at the student newspaper workshop as advertising/business manager (though she voluntarily took a reduction to 0.8 time base in 2007) – but most importantly, the costs of this second ASA position's salary and benefit costs are fully reimbursed to HSU from advertising revenue generated at the student newspaper workshop. Then in the fall of 2007, the JMC Department's staffing was cut by 25 percent, along with a similar cut to the Communication Department's staffing (25 percent). The ASC from the Communication Department now handles both the JMC and Communication Departments' staffing, assisted by a half-time ASA (0.5) – therefore, the JMC Department has staff support equivalent to half of the shared 1.5 staff available or 0.75 staff position as support.

3. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories.

Annualize periodic costs (equipment purchases or facilities upgrades) as necessary.

Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	\$17,450*
Instructional Supplies	\$500
Temporary Help (graders, lab assistants, GA's, etc.)	\$1,000

*Presently, the JMC Department requires p/t technical maintenance and engineering support for the audio and video production classes and the student newspaper and radio

workshops that is not provided through College staff positions (approximately \$10,000/year to cover costs of hiring p/t coverage). The remaining “equipment” costs of about \$6k+ per year represent an average of annual state support and private fundraising dollars spent on new or replacement equipment.

4. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation affects program costs.

ENTER COMMENTS HERE -- Not applicable.

B. Gross Revenues

Revenue	05/06	06/07	07/08
DEPARTMENTS COMPLETE THIS SECTION			
Fundraising/donations*	\$3k+/-	\$3k+/-	\$3k+/-
Extended Education*	\$830	\$816	\$28
Student fees*	\$1,011	\$1,011	\$1,011
Instructionally Related Activities (IRA)**	\$35,630	\$37,630	\$37,630
Instructionally-related grants	--	--	--
Grants and contracts to P.I.s	--	--	--
Other revenues	--	--	--

Provide an explanation for how these revenues support the academic program.

ENTER COMMENTS HERE

*We typically have averaged around \$3,000+/- per year in undesignated donations to our JMC Trust, plus another \$6,000 for scholarships. The undesignated donations to our Trust and Extended Education income have been exhausted every year in the last three years on necessary instructional equipment and software upgrades, as well as meals and housing support for invited guest lecturers. Student fees (MSF) are spent on maintenance and repair of broadcast equipment and supplies.

** Our IRA activities include: the student newspaper workshop, the student magazine workshop, the student radio station, radio news workshop and the TV news workshop. The majority of the IRA income (\$22,330) goes to the student newspaper workshop and is used to defray a portion of the annual printing bills.

C. Efficiency

1. Efficiency – By SFR for course code

Academic Year Averages	Subject	02/03	03/04	04/05	05/06	06/07	07/08
SFR	JMC	19.51	20.78	20.88	20.53	19.37*	19.63
FTEF	JMC	5.36	5.37	5.51	5.49	5.77	5.53

*6 WTU given for release time for two new faculty in Fall 2006.

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY	17.28	18.65	18.57	17.52	19.32	21.43
TOTALS						

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

ENTER COMMENTS HERE

The data above shows the JMC Department has exceeded the HSU average SFR by 5 to 10 percent each year until 2006/07. We are pleased to have remained at approximately the same SFR over the past six years, given the retirement and FERP of one faculty member, the mid-year illness and then death of another tenured faculty member and the hiring of two new tenure-track faculty who each had one course release time in Fall 2006. We have reduced the frequency of some courses being offered to once a year, over-enrolled courses at registration, packed our C-2 lecture classrooms with extra ADDED students and taught overloads to maintain and attempt to improve our SFR. Given that about half of our courses each semester are skills classes (most taught in computer labs with enrollments capped at 24) and our lecture classes are typically full

with majors, we find it unlikely that we will be able to increase our SFR unless more lecture classes in the major are offered in larger “smart” classrooms as approved G.Ed. or DCG courses that possibly could attract high numbers. We are currently thinking about drafting new curriculum offerings for G.Ed. such as “Race, Class and Gender Issues in the Media” and “Public Policy and Mass Media Effects” that would be attractive to high student enrollments. We cannot offer such courses not required for the major unless we get additional faculty allocation (given that we currently need our faculty to teach courses in the major to efficiently graduate our high number of majors). We may consider adding such courses to our major curriculum, however. Nationally, journalism and mass communication programs typically keep their skills classes between 17 to 20 (due to pedagogical and the national JMC voluntary accreditation organization’s standards).

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

ENTER COMMENTS HERE

We call attention to our high number of majors and our high levels of efficiency in graduating JN majors each year when compared to all other departments across campus – especially given our small faculty allocation.

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

ENTER COMMENTS HERE

During this time, we have experienced a cut in the number of course offerings supported by our faculty allocation (though we have taught additional courses as overloads), a 10 percent cut in Operating Expense budget and a 25 percent cut in department staff support. We have offered some course offerings as overloads to compensate for the reductions and used more of our fund-raising dollars to replace missing O.E. While we are still evaluating the impacts of reduced

staffing support, we believe the staff cuts have had negative impacts on our ability to recruit and retain majors, maintain contacts with our alumni and conduct fundraising. Some work is simply not getting done.

E. Additional Data

Course Offerings Profile in Journalism and Mass Comm (AY 00/01 - AY 07/08)								
class_offerings_JMC report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Distinct Courses Enrolled	24	23	24	22	24	23	23	21
Sections Enrolled	28	25	26	27	27	28	26	26
Average Section Enrollment	22	25	23	24	24	23	24	25
Distinct Courses Enrolled in Journalism and Mass Comm by Level (AY 00/01 - AY 07/08)								
class_offerings_JMC report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	8	8	7	8	8	8	7	7
Upper-div	16	16	17	15	17	16	16	14
Total	24	23	24	22	24	23	23	21
Sections Enrolled in Journalism and Mass Comm by Level (AY 00/01 - AY 07/08)								
class_offerings_JMC report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	8	8	8	9	9	9	9	9
Upper-div	20	17	19	18	18	19	17	17
Total	28	25	26	27	27	28	26	26
Avg Section Enrollment in Journalism and Mass Comm by Level (AY 00/01 - AY 07/08)								
class_offerings_JMC report generated: 27-JUN-08								
	AY	AY	AY	AY	AY	AY	AY	AY

Course Level	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Lower-div	25	27	25	27	26	25	25	23
Upper-div	21	24	22	23	24	22	24	26
Total	46	51	47	50	50	47	49	49

FTES in Journalism and Mass Comm by Course Level (AY 00/01 - AY 07/08)								
class_offerings_JMC report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	36.9	39.5	34.2	41.5	40.6	42.0	41.4	39.0
Upper-div	70.2	72.0	70.5	70.1	74.4	70.6	70.3	69.6
Total	107.0	111.5	104.6	111.6	115.0	112.6	111.7	108.6

***NOTE:** In the above tables all class sections have 2 or more students enrolled. This is done to minimize the influence of independent student sections.*

Distinct Courses count each distinct SUBJ/Course-number combination enrolled.

All figures are Fall/Spring term averages. Due to the rounding of average Academic Year counts, the various breakouts may not add to the exact same amounts.

Other Class Offering Breakouts

These examine independent study sections, and sections by different modes of instruction. The Lecture-only sections have only a C1 through C6 mode. The Lab/Activity-only sections have only a C7 through C-16 mode. Other modes and combinations contain the remaining modes or combinations of lecture and lab/activity modes.

Other Special breakouts in Journalism and Mass Comm (AY 00/01 - AY 07/08)								
class_offerings_JMC report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Sections with 1 student enrolled	1	1	1	2	1	2	1	1
Lecture only sections	17	15	16	17	15	18	16	15

Lab/Activity only sections	1	1	1	1	2	2	1	1
Other modes and combinations	10	9	10	9	10	9	10	10

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

Initially, we will respond for the JN major overall: Our baseline conclusion is that with relatively small increases in faculty augmentation and instructional equipment and software support, we have the capacity to grow a lot. We are eager to do so. We also have one senior faculty person near retirement and another full professor on leave without pay who is unlikely to return. These two represent high likelihood of near-term projected new hires and our strong potential for shaping our faculty and curriculum to maximize our potential for growth.

We are currently a program with high levels of student diversity. Prospective students apply to our program in high numbers, relative to other HSU programs. We have the potential with even small increases in the “show ratio” of those applying for our major to increase overall campus diversity. We also have a very successful recruiting record with transfer students and believe we could recruit even more with more support.

The JN major requires only 39 semester units, one of the lowest unit-requirements among HSU majors (with no “hidden” requirements involved as found in some other “low unit-requirement” majors). We require a minor outside our department OR a second language OR a 12-unit elective package outside the major OR a second major. In other words, our students fill seats across campus in a wide range of programs in addition to filling G.Ed. seats (due to the high number of our majors).

We graduate majors efficiently in a very high numbers (relative to the rest of the campus), and believe we could continue to do so with higher numbers of majors, given adequate support.

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define “capacity”: The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing	Avg. for last 6 years = 41	Avg. for last 6 years = 110.6
Maximum capacity with existing resources	We estimate we could increase JN major graduates by about 5 to possibly 10 with current faculty allocation. The JN major “core” UD required courses are currently offered only once per year and are at or near capacity enrollment now. We based this on their limited remaining seating capacity and our highest number of graduates in the last six years (45).	Potential for increased FTES of 5 to 10.

2. *If your program is at maximum capacity, proceed to part B. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?*

ENTER COMMENTS HERE

- a) News-Editorial emphasis: we believe this emphasis has some capacity for growth in number of majors with existing faculty allocation and course-offering frequency.
- b) Public Relations emphasis: we believe this emphasis has some capacity for growth in number of majors with existing faculty allocation and course-offering frequency.
- c) Broadcast News emphasis: we believe this emphasis has greater capacity for growth in number of majors with existing faculty allocation and course-offering frequency, given the seats available in JMC 156 – Intro to Video Production, JMC 336 – Public Affairs Video Production and JMC 490 - TV News Workshop (the latter two are offered every other year). We would have to restrict space in JMC 154 – Radio Production to JN majors or offer it more often than once per semester to accommodate more majors in this emphasis. This biggest challenge in expanding this emphasis would be providing adequate student access to video cameras and editing workstations, given the current limited resources available for student use.
- d) Media Studies emphasis: we believe this emphasis has some capacity for growth in number of majors with existing faculty allocation and course-offering frequency.

Currently we have made efforts to increase the number of JN majors in our courses and related FTES with the following: We over-enroll our lower-division “feeder” lecture course in the major, JMC 116 – Intro to Mass Communication. We also added an additional section of our lower-division “feeder” introductory reporting course in the major, JMC 120 – Beginning Reporting (by reducing the frequency of one of our popular G.Ed. offerings). We also offer the above two courses in a F.I.G. offering for freshmen to increase retention of JN majors. We also have regularly over-enrolled majors in our upper-division courses in the major that are offered once a year beyond the normal classroom seating capacity and have switched whenever possible at times to larger classrooms. We regularly over-enroll majors in our L.D. and U.D. skills classes as needed in registration so that by Census the courses will be as full as possible. We have also been actively promoting our curricular offerings through our department student newsletter, ads in student newspaper at pre-registration time and flyers posted around campus. We have made

special efforts to enroll more non-majors from across campus (for example, in our introductory video production class). Our most successful effort to keep our number of majors at high levels in upper-division coursework involves our concentrated efforts to recruit transfer students. But given our current number of majors and faculty allocation, our upper-division “core” major lecture courses offered only once a year represent a “choke” point on expansion.

The effects of these actions have been visible in our maintaining a steady level of FTES, full enrollments in upper-division courses offered once a year, high numbers of students in the major and high numbers of JN graduates each year.

B. Opportunities for future growth or substantial curricular changes

1. *What opportunity does the program have for future expansion? Provide evidence for your response.*

ENTER COMMENTS HERE

• **For the JN major overall:**

We see multiple opportunities for the JMC Department for future expansion that would lead to increased number of majors, more FTES and greater visibility for the program to assist in recruiting:

- a) Given the popularity of the mass media in student lives, we should expand our General Education and D.C.G. service course offerings to increase our FTES potential.
- b) We should develop a multimedia or “convergence” curriculum and a “convergence” newsroom to better prepare our graduates for the professional world and to attract more prospective students to campus.
- c) We should follow up on recent efforts and develop either a new interdisciplinary emphasis in the JN major in environmental journalism or a new I.S. “major” in environmental journalism to prepare our graduates for the professional world and to attract more prospective students to campus.
- d) We should develop an interdisciplinary approach to journalism education and Spanish-language skills, given the increasing utility of being bilingual in the job market and to attract more prospective students to campus.
- e) We could develop online curriculum offerings to support the Certificate in Journalism to increase our FTES potential.

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

ENTER COMMENTS HERE

Changes that we believe are needed to expand (we need to point out that “space” and additional instructional equipment and software are typically associated with such changes):

- a) To expand our G.Ed. offerings without augmentation, we would either have to reduce the number of major courses currently in place and replace them with new G.Ed. courses, or we would have to “re-frame” our current major courses and submit them for G.Ed. approval. We currently plan to submit at least one course for DCG approval. With augmentation, we could easily add more G.Ed. course offerings.
- b) To develop a multimedia or “convergence” curriculum and a “convergence” newsroom will require redesigned existing curriculum and major requirements, and we would need to either add a new faculty position with this specialty or develop new “convergence” skills among existing faculty. We would need more resources for a “convergence” newsroom to be built.
- c) To develop either a new interdisciplinary emphasis in the major in environmental journalism or a new I.S. “major” in environmental journalism, we would need to add at least two journalism major courses that emphasize this area or re-design the content emphasis in two existing courses. Ideally, we could either add a new faculty position with this specialty or hire a replacement faculty person with this specialty in our coming hires. In addition, we would have to develop the interdisciplinary mix of science and environmental courses across campus to blend with our journalism courses in either the JN major or the I.S. “major”.
- d) To develop an interdisciplinary approach to the journalism major and Spanish-language skills or to develop a new I.S. “major” in Spanish-language journalism, we would need to add Spanish-language coursework involving journalism and either add a new faculty position with this specialty or hire a replacement faculty person with this specialty in our coming hires. In addition, we would have to develop the interdisciplinary mix of Spanish language courses needed to blend with our journalism courses.

e) To develop online curriculum offerings to support the Certificate in Journalism, faculty would need skill development in how to offer online courses and time to prepare such curriculum.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

ENTER COMMENTS HERE

Impact of 10% augmentation: More JN majors, more FTES and more JN graduates would naturally result. More faculty augmentation at this level (approximately 0.5 FTEF) would allow us to offer more sections of U.D. major classes that are currently full (constricting the pipeline) and/or to offer new courses in addition to our current offerings. More equipment augmentation would potentially allow us to double the sections of the video production classes.

Impact of 20% augmentation: More JN majors, more FTES and more JN graduates would naturally result, along with a realistic chance to add a new specialty to our major (such as environmental journalism or Spanish-language journalism). It would allow us to offer more U.D. major classes that are currently full (constricting the pipeline). This level of faculty augmentation would allow us to hire a new faculty position (1.0 FTEF). An equipment augmentation of this size would allow us to begin building a multimedia “convergence” newsroom or increase the teaching capacity of the video production classes (in terms of instructional equipment).

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

ENTER COMMENTS HERE

Impact of 10% reduction: Given our current small faculty allocation and the large number of JN majors, a reduction in faculty allocation would slow student time to graduation, reduce FTES, negatively affect retention of current majors and recruitment of prospective students, and reduce the number of graduates per year. Given that such cuts would have to come from part-time faculty, such cuts would eliminate their teaching skills in necessary curriculum that are not currently found in permanent faculty. Any reduction in resources available for equipment

replacement would diminish our ability to teach our curriculum and negatively affect our graduates' ability to find jobs after graduation.

Impact of 20% reduction: Given this was in faculty allocation cuts, this would have to come from layoff of permanent faculty; such cuts would eliminate their teaching skills in necessary curriculum. A cut of this magnitude on our faculty allocation would mean we would either have to eliminate one of our emphases in the major (News-Editorial, Public Relations or Broadcast News – the Media Studies emphasis requires no additional faculty specialty). This would drastically reduce the number of majors and number of graduates per year and diminish our ability to recruit prospective students.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

ENTER COMMENTS HERE

We believe elimination of the JMC Department and major program would lead to:

- A significant drop in HSU enrollment, given the high number of JN majors at present. We believe most current JN majors would simply choose to leave HSU and go elsewhere. It would also lead to a big decline in the number of freshmen applicants and admits.
- In a related outcome, a decline in diversity at HSU overall, given the high levels of diversity in our current JN major students.
- A disappearance of the student media and their “community”-building role on campus. Their absence would also lead to a drop-off in attention to HSU that results from the many awards received by the student media.
- A negative impact in the community due to the disappearance of students serving in a wide variety of internship roles and of JN graduates who fill large numbers of jobs in local and regional media, public relations and advertising workforce.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

ENTER COMMENTS HERE

We believe the following additional information is significant in this discussion:

- Our student media benefit the entire campus community by helping educate and inform those living on- and off-campus about programs and activities.
- JN graduates are very active HSU alumni locally and around the state in a wide variety of professional and political settings. In addition, they are generous in their donations to the university, partly due to our departmental alumni activities (including an annual alumni newsletter).
- The JMC Department faculty enjoy teaching and are productive in research/creative activities and service. We are highly effective advising with students, work hard at a very successful recruitment program of transfer students, are successful in job placement of our graduates due to our statewide reputation, and have a strong internship program.
- The JMC Department faculty have strong working relationships with the community, including commercial and public radio and television stations, local and regional newspapers, public access television, and advertising and public relations firms.
- The JN major attracts very levels of diversity among its students and very high levels of applications from prospective students.
- The JMC Department serves as a “lightning road” for recruiting prospective students for the entire university, given its use of advanced digital technology and software and the presence of the student workshops in newspaper, magazine, radio station and radio and television news.
- We have a well-endowed Hadley Lecture Series that regularly brings nationally known speakers to campus.

APPENDIX*HSU Vision Statement*

9. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
10. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
11. We will be a regional center for the arts.
12. We will be renowned for social and environmental responsibility and action.
13. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
14. We will commit to increasing our diversity of people and perspectives.
15. We will be exemplary partners with our communities, including tribal nations.
16. We will be stewards of learning to make a positive difference.