

2016-2017 Journalism Program Review

Program Review Guidebook for Academic Departments 2016-2017

Journalism

Overview

INTRODUCTION

Reviews begin with an introduction that provides a context for the review. In contrast to the rest of the self-study report, this portion is primarily descriptive and should include:

1. INTERNAL CONTEXT

This begins with an overview of the program describing (as appropriate).

- a. where the program is situated (school/division),
- b. degrees granted, concentrations available, programs offered
- c. where is the program located (campus location)
- d. Provide a brief history of the program
- e. Describe the changes made to the program since the last review.

The Journalism Program in the Communication Division of Seaver College, Pepperdine University, grants bachelor of arts degrees with emphases in print/online or video/online journalism. As of 2015, the program also offers a minor in journalism. The Program is housed in the Center for Communication and Business on Pepperdine University's Malibu Campus.

Journalism supports the vision of the founder, George Pepperdine, of a college to prepare young people to lead lives of service, to become salt and light to professions such as journalism, which needs people dedicated to honesty, integrity, public service and Christian values. Journalism faculty uphold University's affirmations, especially: "Truth, having nothing to fear from investigation, should be pursued relentlessly in every discipline..... [and] knowledge calls, ultimately, for a life of service."

Student journalism at Pepperdine dates back to the founding year of 1937 with the student newspaper, the Graphic. Journalism students were among the first to receive academic scholarships. The journalism major was established in 1966 at the recommendation of Dr. James Smythe. The major separated from the English major, which had offered journalism courses. The influence and diversity of news media have grown dramatically since the major was instituted. Hundreds of Pepperdine journalism alumni serve in leading newspapers, magazines, online, and broadcast outlets.

Throughout the major's history, course content and offerings have adjusted in recognition of the changing needs of students, readers and listeners, the profession, and the technologies. In 2011, just before the last five-year review, journalism changed as part of a broader restructuring of media majors. The broadcast news concentration moved from the old telecommunications major into journalism. Effective with the class entering in 2017-2018, the print-video distinction in emphasis no longer exists, but students may choose from a broader range of specialized, upper level courses. The program eliminated two lower level course requirements to open opportunities for more upper level choices, too. See attached files, [CatalogJournalism2016.pdf](#) and [CatalogJournalism2017.pdf](#), for details.

2. THE EXTERNAL CONTEXT

This should explain how the program responds to the needs of the area in which it serves: this can include the community, region, field, or discipline.

Student media – Pepperdine Graphic Media [PGM] and NewsWaves [television news] – serve communities in immediate and direct ways. PGM primarily serves the university community with news, information, and a forum for public deliberation. PGM's products include a weekly newspaper, a magazine issued each semester, special publications such as a student housing guide, a news website, an active social media presence, and an online video news program. See attached file *StateofPepperdineGraphicMedia15-16.pdf* in Sections 9 & 10.

To some degree PGM serves the community around campus. NewsWaves, however, is more community-oriented. Commercial cable television systems in Malibu and Calabasas transmit an educational channel programmed by Pepperdine to thousands of households. The channel carries NewsWaves live, twice weekly, when classes are in session. NewsWaves strives to have as much community content as possible.

In broader ways, the journalism program serves the region with interns. Journalism students often work at local media outlets in Southern California such as local television stations, newspapers, networks such as Fox Sports and NBC News, and online services among other media outlets.

The journalism program hosts or participates in several public events to serve both the region and the field. For two decades Seaver staff and faculty have, along with the Associated Press Television Radio Association [APTRA], conducted an annual workshop called APTRA Academy. Scores of volunteer television news professionals work with students from the West to develop skills in television news reporting and presentation at a camp in Malibu Canyon and at television studios in Pepperdine's Center for Communication and Business.

In recent years the journalism program has been a partner in Pepperdine University's Institute for Entertainment, Media and Culture. This spring the Institute supported a special journalism program, "Nothing to Fear: Seeking Truth in News," for students and the community. It featured a national reporter from the Los Angeles Times, a media attorney, an L.A. television news reporter, and the dean of Pepperdine's School of Public Policy to consider recent public concern about media bias, "fake news," and accuracy in news coverage.

Also this spring and summer, journalism faculty helped organize, then presented at the Ronald Reagan Presidential Library, a workshop about media literacy for teachers in the region.

Journalism faculty and students support the field and the discipline by participation in such organizations as APTRA, the Associated Collegiate Press, the Association for Education in Journalism and Mass Communication, the Broadcast Education Association, the California College Media Association, the College Media Association, the International Communication Association, the National Communication Association, Radio Television News Association of Southern California, and the Society of Professional Journalists. For these organizations, journalism professors serve as officers, reviewers of academic papers and journal articles, judges of video productions and documentaries, and presenters at conferences. Students also participate and present at the conferences of several of these organizations.

Evidence

Please attach evidence.

CatalogJournalism2016.pdf
 CatalogJournalism2017.pdf
 StateofPepperdineGraphicMedia15_16.pdf

OUTCOMES

INSTITUTIONAL LEARNING OUTCOMES

Identifier	Description
CA-PEP-ILO-16.L-1-KS	Think critically and creatively, communicate clearly, and act with integrity.
CA-PEP-ILO-16.L-2-FH	Demonstrate value centered leadership.
CA-PEP-ILO-16.L-3-CGU	Demonstrate global awareness.
CA-PEP-ILO-16.P-1-KS	Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.
CA-PEP-ILO-16.P-2-FH	Appreciate the complex relationship between faith, learning, and practice.
CA-PEP-ILO-16.P-3-CGU	Understand and value diversity.
CA-PEP-ILO-16.S-1-KS	Apply knowledge to real-world challenges.
CA-PEP-ILO-16.S-2-FH	Incorporate faith into service to others.
CA-PEP-ILO-16.S-3-CGU	Demonstrate commitment to service and civic engagement.

Additional Standards/Outcomes

Identifier	Description
CA-PEP-SVR-15.BAJOURNAL-1	Knowledge: Explain the role of the free press in a democratic society, apply the principles and laws of free speech, identify the key events in the history of journalism, and identify the trends of the current media landscape and of the journalism profession.
CA-PEP-SVR-15.BAJOURNAL-2	Skills: Conduct relevant research, identify and interview sources for news articles, evaluate source credibility, synthesize acquired information and opinions, and present the resulting news stories in clear and concise fashion using a variety of words, images and sound.
CA-PEP-SVR-15.BAJOURNAL-3	Collaboration: Collaborate with respect for others and make ethical choices in the production, management, funding and promotion of media messages.
CA-PEP-SVR-15.BAJOURNAL-4	Respect and values: Recognize insensitivity, disrespect and injustice; develop practices to respect and include minority voices and perspectives.

MISSION

3. MISSION, PURPOSES, GOALS, AND OUTCOMES

A key component in providing the context for the review is a description of the program's mission, purpose, goals, and outcomes.

- a. **Mission** - This should be a general explanation of why the program exists, what it hopes to achieve in the future, and the program's essential nature, its values, and its work.
- b. **Goals** are general statements of what the program wants to achieve.
- c. **Outcomes** are the specific results that should be observed if the goals are being met.

The program's purpose, goals, and outcomes should relate to and align with the mission and goals of the college and of the University.

Mission

The Journalism Program at Seaver College prepares students to serve society by gathering and presenting news and information to diverse audiences to strengthen fairness, justice, accountability and freedom. The Journalism Program provides a respectful Christian education environment stressing purpose (enlightening the public through ethical communication), service (preserving democracy by exposing corruption and addressing social, political, and cultural challenges), and leadership (excelling in a manner that honors God, mercy, and justice). In addition to these traditional roles of journalism, the program encourages students to go beyond reporting shortcomings and controversies to develop non-fiction media content that reports solutions to problems, resolutions of conflicts, and inspiring stories of faith, love and hope.

Goals

1. Teach the traditions and roles of media in a free society as media, audiences, and technologies evolve.
2. Teach skills to gather, write, present, and critique journalistic storytelling in all media; provide opportunities to practice and master these skills in collaborative contexts.
3. Encourage values of respect, justice, mercy, and truth telling in journalistic practice that go beyond fairness to tell stories of faith and service that suggest solutions and inspire hope.

Program Learning Outcomes.

1. **Knowledge:** Explain the role of the free press in a democratic society, apply the principles and laws of free speech, identify the key events history of journalism, and identify trends in the current media landscape and in journalism practice.
2. **Skills:** Conduct relevant research, identify and interview sources for news articles, evaluate source credibility, and present the resulting news stories in a clear and concise fashion using a variety of words, images, and sound.
3. **Collaboration:** Collaborate with respect others to make ethical choices in the production, management, funding, and promotion of media messages.
4. **Values:** Recognize insensitivity, disrespect, and injustice, and develop practices to respect and include diverse perspectives.

CURRICULUM MAP

I - Introduced
D - Developed
M - Mastered

Evidence

Please attach evidence.

Curriculum_Map17.pdf

Journalism Curriculum Map (July, 2017)

For each course, indicate whether students will be **Introduced** to the PLO (**I**), **Develop** their skills related to the PLO (**D**), or demonstrate **Mastery** of the PLO (**M**) by entering **I**, **D**, or **M** under the appropriate PLO.

Course Number	Course Title	PLO#1	PLO#2	PLO#3	PLO#4
COM 200 (Com core)	Communication Theory	I			
COM 300 (Com core)	Intro to Research	I	I		
COM 400 (Com core)	Comm Ethics	I		I, D	I, D
COM 205 (media core)	Storytelling through Media		I	I	
COM 260 (media core)	Introduction to Media	I			
COM 570 (media core)	Media Law	I, D, M			D, M
JOUR 241	Intro to News Writing Editing	I	I, D		I
JOUR 251/351 MPRD 262 (practicum)	Publication or Television Production	D	D, M	D, M	D
JOUR 330	Television News	I	I, D	D	D

JOUR 345	Reporting Editing	D	D	D	D
JOUR 561 (capstone)	Journ in Culture Society	M	M	M	M
JOUR 590	Topics	D	D, M	D	D
JOUR 595	Internship	D	D, M	D	D
MPRD 270	Video Field Production	I	I, D	I	

ANALYSIS OF EVIDENCE: Meaning

Analysis of Direct Student Learning: Meaning Quality and Integrity

The university is required to define and ensure a distinctive and coherent educational experience for each of its degree programs. The findings from the program assessment and analysis process should explain how effectively courses, curricula, the co-curriculum, and other experiences are structured, sequenced, and delivered so that students achieve learning outcomes at the expected levels of performance in core competencies in their majors or fields of specialization, in general education, and in areas distinctive to the institution. It means ensuring alignment among all these elements, and maintaining an assessment infrastructure that enables the institution to diagnose problems and make improvements when needed. Direct student learning, an examination of how well students are meeting the program learning outcomes, should come from the past four years of annual assessments.

(2013 WSCUC Accreditation Handbook.)

Meaning of the Degree: Describe how the program ensures a holistic experience by answering the following questions about the coherence and alignment within the program:

4. What are the learning outcomes and how does the degree support the institutional mission and institutional learning outcomes? How does the degree embody the distinct values, basic commitment, and traditions of the institution?

An elevator speech to a prospective student typically describes the Journalism Program as distinct because it allows students to be involved in student media as early as their first semester. Los Angeles and Malibu provide an exceptional location. The program is high quality, but small, with individual attention from professors and peer support among students. Classes and practice are in a Christian context where faith is supported but not forced on students; stories of human service, faith, hope, and solutions to problems are at least as important as controversies and conflict, and ethical choices and respect are essential to the journalistic process.

To see an overview of how the Journalism Program addresses the ILOs see the attached file, [AlignmentJournalismPLOs-ILOs.pdf](#) also under the Mission section. The ILOs are organized in the realms of knowledge and scholarship, faith and heritage, community and global understanding superimposed with the qualities of purpose, service, and leadership. See attached file [InstitutionalLearningOutcomes.png](#).

ILO-1 calls for proficiency in a professional discipline and in academic discovery. The journalism major emphasizes knowledge and skills (PLOs 1 Knowledge & 2 Skills) that apply to this first ILO. Knowledge includes media theory, principles of free expression, media history and trends. Skills include journalistic research as well as academic research, synthesis, critical evaluation, and presentation using various media, and especially writing and editing.

ILO-2 addresses the complexities of faith, learning and practice. Journalism majors discover these complexities by practicing (PLO-2 Skills) information gathering, source evaluation, writing, editing, and dealing with consequences of their writing. Beyond skills students collaborate (PLO-3 Collaborate) to learn and practice. They consider ethical values (PLO-4 Respect and Values) affecting stakeholders in the journalistic process ranging from readers to sources and subjects of articles who might experience consequences of public disclosure or discussion. Students discover these consequences as they write and distribute stories in the university community or beyond.

ILO-3 calls for understanding and valuing diversity. The journalism PLO-4, Respect and Values, emerges most in the journalism ideal of giving voice to the voiceless. Students learn to select varied sources for their articles who have expertise, but also who are affected by the issues covered. The program especially encourages student journalists to tell truth and expose injustice, but do so respectfully in ways that minimize harm and show sensitivity.

ILO-4 seeks to apply knowledge to real world challenges. The journalistic skill [PLO-2] of identifying news and the practical issues in covering news are developed in both classes and co-curricular activities as student collaborate [PLO-3] to address community needs. In recent years the journalism program has put a special emphasis on what's become known as Solutions Journalism, a movement to encourage news coverage that goes beyond just reporting controversies to discovering and highlighting solutions to problems and controversies.

ILO-5 calls for incorporating faith in service to others. Typically, journalists avoid advocating a particular faith, but our journalism program advocates that individual journalists of faith can reflect their faith and values, especially in community service, seeking justice and mercy, telling compelling stories of faith and human service, presenting minority perspectives, and respectfully collaborating with colleagues, sources and other stakeholders [PLOs 3 and 4].

ILO-6 calls for commitment to service and civic engagement. The journalism program teaches that the practice of journalism is an important community service that enables civic engagement. PLO-1 sets the foundation for this understanding by emphasizing the role of the press in a free society. PLO-2 skills actually perform community service by writing and presenting stories important to a community, especially the local communities of the campus and Malibu, served by student media. Again we do this in ways to include, respect, and represent all perspectives [PLO 4].

ILO-7 advocates critical thinking, creative communication, and action of integrity. Journalistic skills [PLO 2] include critical evaluation of information and sources as well as creative, compelling presentation of stories. Sometimes the presentation of these stories involves courage and difficult decisions [PLO 3 and 4].

ILO-8 calls for value centered leadership. The journalism program develops such leadership especially in its co-curricular activities where student editors and producers are encouraged to make ethical choices as they collaborate with other students and practice inclusion of diverse voices [PLOs 3 and 4].

ILO-9 calls for demonstrations of global awareness. Again, PLO 4 advocates developing practices of including diverse perspectives. Although students write mostly about local matters, they include international students and write about international affairs.

The broad spectrum of university services, special events, general education, and international programs also address the institutional learning outcomes [ILOs]. For example, although the Journalism Program itself has little global activity, International Programs are strong at Seaver College. Most journalism students participate in an international experience and return with a heightened sensitivity to global conditions.

5. Is there a coherent, aligned sequence of learning opportunities? Does the degree offer sufficient breadth and depth of learning for this particular major or program? Please explain.

The journalism program introduces skills and knowledge necessary to write and present current, non-fiction stories for contemporary media. It is also consistent with principles and standards of the Accrediting Council on Education in Journalism and Mass Communication. These principles call for a strong liberal arts background of at least 72 semester units. They also include competencies and values generally consistent with the PLOs and core competencies. The journalism program begins with general education courses, communication theory [COM 200], and cross media storytelling [COM 205], courses in common for all media majors. It then introduces news writing and editing [JOUR 241], video production [MPRD 270], and a class introducing media businesses, history, and theory [COM 260]. Mid-level classes include research methods [COM 300] and more specialized courses for print/online and video news concentrations [JOUR 330 AND 345]. Upper level courses introduce ethics [COM 400] and media law [COM 570]. At the end of the program, print/online and video news students rejoin for special topics courses [JOUR 590, their choice of investigative reporting, sports reporting, engagement journalism, or entertainment reporting] and the public affairs capstone class [JOUR 561 Journalism in Culture and Society]. The skills courses are sequenced as skills become more complex and demanding. For example, students need to be proficient with video photography and editing [MPRD 270 Field Video Production] before producing television news reports in JOUR 330 Television News.

In addition to class requirements, students are required to work at least two semesters with co-curricular campus media to develop their skills and collaboration. At least one internship is also required. For detailed requirements and sequencing see attached files: TypicalSchedules.pdf in this section and CatalogJournalism2016.pdf and CatalogJournalism2017.pdf in Section 2 Introduction.

It should be mentioned that some of these courses such as JOUR 241 and 330 also support a sports broadcasting emphasis in the Media Production Program. Public relations majors are required to take JOUR 241.

The Alumni Survey of 2016 by the Office of Institutional Effectiveness [OIE] indicated that all broadcast news majors [now journalism] and 96% of journalism majors thought their Pepperdine education prepared them reasonably well or extremely well for their primary activity (means of 3.24, 3.30 on 4-point scale). A 2016 survey of broadcast news and journalism alumni revealed an

average satisfaction rating of 4.18 on a 5-point scale, with more than 80% being satisfied or very satisfied with the courses they had taken in their field. Less than 7.5% indicated any degree of dissatisfaction. See the file, AlumniSurvey2016.pdf in Section 9 under item 13.

6. How current is the program curriculum? How has the curriculum changed (if at all) over the last five years including the reasons for the change (e.g., the result of a learning outcome assessment) and evidence used as a basis for change?

Changes in mobile media, technology, reader behavior, social media, economics, public discourse, subscription and advertising revenue continue to challenge journalism and its role in society. The Seaver Journalism Program in both coursework and co-curricular activities has moved toward more online content including web, social media, and video in the past decade. The journalism curriculum was formerly oriented solely toward print media. In 2011, the old telecommunication program changed to media production and its broadcast news emphasis was moved into journalism. This change put the print and broadcast students together at the start of the curriculum in the JOUR 241 news writing class and then together again at the end of their programs in a new capstone class, JOUR 561 Journalism in Culture and Society. The changes also created a new cross-media class for all media students, COM 205 Storytelling through Media.

In 2016, in response to assessment data, trends at other colleges, trends in the practice of journalism, and what we observed among students, the journalism faculty proposed eliminating distinctions between print and broadcast journalism. The new program required all journalism students to have some video background [MPRD 270 Field Video Production], but it dropped – though still recommended -- the required COM 205. The changes also dropped the required COM 260 Introduction to Media because assessment data indicated that it had become more about the entertainment industries and less about the development of independent media in a free society. In addition to dropping the lower level media core classes, the new curriculum combines reporting elements of JOUR 330 and 345 into 345, adds a new upper level class that includes some television news from 330 and some traditions and principles that should have been covered in COM 260. Finally, the new curriculum strengthens upper level options and requirements giving students more choice of emphasis. For example, a student now interested in television news program producing can take a studio production class that counts toward the major. See file CatalogJournalism2-17.pdf in Section 2.

Faculty who work with student media noticed that majors in other fields occasionally showed interest in majoring in journalism but had proceeded too far in their original major to change. To address these situations, in 2015, the journalism program established a minor, which makes an appropriate companion to majors such as public relations or political science. This journalism minor also addresses a broad need and movement amid many disciplines to improve communication with external constituencies. See the the last page of the attached file TypicalSchedules.pdf in this section.

7. Please present a curriculum comparison with at least three peer institutions and with national disciplinary or professional standards if available.

The best undergraduate journalism programs tend to be large at larger state universities [e.g. Missouri, Arizona State] and a few large private universities [e.g. Syracuse, Northwestern, University of Southern California]. Strong programs at small colleges are less common, especially those with a religious dimension. We chose two peer programs and one aspirational for comparison. For aspirational we chose an innovative, selective, private, but much larger program which is geographically nearby, the University of Southern California. It is well endowed with special institutes and graduate programs, but we are comparing only the undergraduate program. For peer institutions we chose larger but somewhat similar programs with good reputations, but not the biggest, most prestigious programs. Elon University in North Carolina is selective with a good reputation, especially for assessment. Brigham Young University, is private, larger, and has a religious dimension.

The current Pepperdine Journalism Program is based in a communication division with media programs in media production, public relations, advertising, integrated marketing communication, sports administration, and human communication including organizational communication and rhetoric and leadership.

The Pepperdine Journalism Program has a communication core [speech/rhetoric, theory, research, ethics], a media core [cross-media storytelling, media industries, law], and journalism requirements [news writing, reporting for text or TV, special topics, capstone journalism in society]. Practicum and internship experiences are required. At least three upper-level courses in a subject outside communication are required. These 9 to 12 units added to the 63 to 64 general education units required by Seaver College meet or exceed the liberal arts target set by the Accrediting Council on Journalism and Mass Communication.

Because the Pepperdine Journalism Program is in the context of a small liberal arts college, it tends to be broad with limited specialized courses. Unique to the Pepperdine program are separate ethics and research methods classes. The special topics class [JOUR 590] provides some upper level specialization with rotating topics each semester. Topics in recent years included investigative journalism, engagement journalism, sports reporting, entertainment reporting, and advanced television news. The journalism program shares some classes with other majors such as documentary [media production], digital strategies [advertising], multimedia authoring, and storytelling through media -- a broad, 200-level, skills course introducing all media. The capstone class, JOUR 561, Journalism in Culture and Society, culminates students' experience with a public affairs reporting experience that emphasizes the role of independent journalism in free society.

Journalism curricula have never been uniform in name or configuration, and recent changes among most programs have made comparisons more difficult. Similarly to Pepperdine, Elon, BYU, and USC also have journalism within larger communication units. As larger programs, they have more specialized upper level offerings. Some classes, such as 300-level reporting classes, are almost identical to the ones offered by the Pepperdine Journalism Program. Others overlap in different configurations. USC, especially, has broken its requirements into more two-unit courses that reflect new trends such as Data Journalism (JOUR 322, JOUR 323 Creating Your Digital Footprint and Brand). The Pepperdine program tends to include these new topics in existing courses of special topics offerings, but USC seems to have more flexibility in breaking classes into smaller components. As demands on graduates change, these two-unit courses can be changed without disrupting the entire curriculum.

All three peer and aspirational programs are accredited by the Accrediting Council on Education in Journalism and Mass Communications [ACEJMC]. It has identified 12 professional values and competencies that undergraduate journalism education must achieve regarding free expression, history, domestic diversity, global diversity, theory, ethical thinking, critical thinking, research, writing, critical evaluation, math and statistics, technology application. The Pepperdine

Journalism Program curriculum, though not accredited, includes these values and competencies [free expression, history, domestic diversity, theory, ethics, critical thinking, writing, technology]. The Seaver College general education curriculum includes some of these, too, as well as others including global diversity, math, critical thinking, and writing.

Evidence

AlignmentJournalism_PLOs___ILOs.pdf

InstitutionalLearningOutcomes.png

Typical_Schedules.pdf

CurriculumComparison.xlsx

PEDAGOGY

8. Please present measures of teaching effectiveness (e.g., course evaluations, peer evaluations of teaching or implementing, scholarship on issues of teaching and learning, formative discussions of pedagogy among faculty, survey measures, participation rates, and student satisfaction surveys).

Every semester, each regular class ends with a course/instructor evaluation handled by the Seaver Dean's Office. Instructors receive statistical summaries of the evaluations and anonymous comments of students after final grades are submitted to the Registrar's office. Divisional deans also receive results of the evaluations and discuss them with faculty during annual reviews. The evaluations are included in materials when faculty apply for tenure and promotion. Also, when a faculty member is applying for tenure or promotion, up to five colleagues write peer reviews of their colleague's teaching, scholarship and service. Reviews of teaching evaluate a statement about teaching, class visits, and teaching materials such as syllabi, tests, rubrics, and assignments. These peer reviews are confidential, reviewed only by deans and the rank, tenure and promotion committee.

The journalism faculty meets at least once per semester to discuss curriculum and teaching. These meetings have generated improvements such as team teaching the introductory news writing class, JOUR 241, curriculum changes such as the journalism minor and the 2017 changes, ideas for special events, and topics for JOUR 590, the special topics class.

In section 9, item 13 see StudentSurvey.pdf, especially page 6. It asks about what communication major professors provided. Also attached in section 9, item 13 is an Alumni Survey. Journalism students, including broadcast news graduates, evaluated overall quality of instruction at about 4.2 on a 5-point scale, and contact with faculty rated at least 4.5 [pp.13-15].

See section 12, item 20 and attached vitas in section 12 for details of faculty development and scholarship about teaching and learning. Generally speaking, in recent years, journalism faculty have produced at least one journal article about pedagogy and a dissertation about social media and social learning in student newsrooms. Faculty participated in teaching workshops both on campus and with professional associations. At least two have been involved with curriculum and assessment at the college level.

Evidence

Please attach evidence.

ANALYSIS OF EVIDENCE: Quality

Quality of the Degree: In meaning of the degree student learning outcomes and curriculum matrixes were used to define the degree. Now please describe the processes used to ensure the quality of the program.

9. Describe the high impact practices which enrich the learning experiences (How are they integrated in the curriculum? Are they assessed?)

- a. Service learning**
- b. Research opportunities**
- c. Internships**
- d. Other high-impact practices**

Seaver College high impact practices in general education or other available courses and programs include first-year seminars, writing-intensive courses, and international programs, usually an abroad experience during a summer or in a sophomore year.

Journalism high impact practices include writing-intensive courses, collaborative assignments, a capstone course, internships, student media, and professional contacts.

The designated writing intensive class is COM 300 Introduction to Communication Research. It includes an academic research paper. However, nearly all other journalism classes include news writing. Upper level journalism classes require longer form articles and collaborative assignments. For example, the capstone class JOUR 561 has assignments that match students with text [print and online] expertise with those who are more interested in video [television news] to generate joint long form stories. Students in JOUR 561 create an individual portfolio of work that includes a capstone project of public affairs reporting. In some years, this work is reviewed for assessment, especially regarding skills. Another feature of the class involves students presenting proposals for their final stories. A panel of professors and external professional journalists along with the students ask questions and critique each presentation.

Internships and student media are the highest impact experiences for journalism students. All are required to participate in one internship, and many do more than one. Most internships are in Southern California, which has rich opportunities ranging from local newspapers, websites, magazines, and television stations, to networks such as Fox Sports or NBC. Journalism students also participate in internships at other locations around the world, especially Washington, DC, London, and their home towns. The OIE Alumni Survey [available in section 9, item 13 p. 28] notes that nearly all surveyed indicated that their internships contributed to their professional development [3.3 broadcast news, 3.1 journalism on a 4-point scale]. One-fourth to one-third of alumni said that they were offered a job from their internship sites [p. 16]. About two-thirds were satisfied or very satisfied with internship experiences [3.6 on a five-point scale, p.39].

One issue that has arisen in preparing this review is the lack of information from the University's Career Services Office about journalism internships. Career Services seems to have survey data on hundreds of completed internships by students in public relations, advertising, and integrated marketing communication, but almost none about journalism students. There should also be more alignment between data gathered by Career Services and the kind of data required by the Office of Institutional Effectiveness to assess internships.

Although called co-curricular activities, student media are in many ways high-impact practices. Student media include Pepperdine Graphic Media [newspaper, online, social media, video, magazine, special publications] and NewsWaves [television news]. PGM serves primarily

the campus community. NewsWaves, because it is transmitted by cable television to households in Malibu and Calabasas, serves the communities beyond campus. NewsWaves is also streamed online. Because these media serve communities with important, independently-generated news and opinion, we consider student media a form of service learning, too.

Journalism students are required to participate in student media for practicum credit during at least two semesters, but the majority of journalism majors participate each semester during their four-year degree programs. Often, assigned work for classes also appears in student publications, telecasts, or online outlets including PeppPost, a special website that publishes the best class work of majors in journalism and public relations. The student media work is high impact because it usually deals with real-world sources, circumstances, conflicts, and deadlines. In the OIE Alumni Survey about three-fourths of those surveyed credited co-curricular activities with contributing to professional development [section 9, AlumniSurvey2016.pdf, p.34].

Although there are other student media in the Communication Division [radio, film projects, other television programs], journalism students tend to work most with PGM and Newswaves. Conversely many students from other majors even beyond communication work with student media enriching the experiences in a liberal arts tradition. The report, "The State of Pepperdine Graphic Media, 2015-2016" [attached to section 2], indicates that 26 percent of PGM students are Journalism majors; 10 percent major in Creative Writing; 6 percent major in English; 6 percent major in Advertising, while the rest represent nearly every other major in Seaver College. A 2017 focus group [see file FocusGroupJOUR561.pdf attached in this section] of students graduating from the Journalism Program emphasized the value of collaboration and mentorship in student media. Students said working in student media with peers helped generate "constructive feedback" and "hold each other accountable."

It is common for classes or individual students to visit media site visits in Los Angeles, but an unusual high impact practice scheduled in August 2017 is a trip by some faculty and students to New York to visit the Solutions Journalism Network among other sites and meet with notable alumni at Bloomberg, CNN, and NBC News.

10. Co-Curricular : How intentional are the co-curricular experiences which are provided and how are they integrated into the curricular plan?

- a. Academic and career advising programs and resources**
- b. Tutoring, supplemental instruction, and teaching assistants**
- c. Orientation and transition programs**
- d. Financial support for obtaining scholarships, fellowships, teaching assistantships, etc.**
- e. Support for engagement in the campus community**
- f. Support for emotional and psychological variables of success**
- g. Spiritual development programs and opportunities**
- h. Multicultural opportunities which support diversity**
- i. Plays, musicals, art exhibits, and lectures**
- j. the Sophomore Experience**
- k. Study Abroad**

Seaver College and special offices for career services, student affairs, financial aid, chaplain, international programs, student programming, and other entities support the co-curricular activities listed above.

There are uniquely journalistic dimensions to some of these activities. For example, all journalism faculty advise students both formally and informally about their academic programs and career decisions. Students are assigned or choose a faculty adviser in their major. During their first two

years they are required to consult their advisers as they choose classes for the coming semester.

The career services office usually holds a special event for media students each semester and includes many media companies in its recruitment events.

Although Seaver College has resources for writing and tutoring, one new university-wide benefit, free access to Lynda.com, has been especially helpful for media students and faculty to keep current and develop their media software skills. A few media production classes, including MPRD 270 required of journalism majors, have labs led by upper level teaching assistants who often help informally at other times, too. Staff as well as faculty in both television and PGM often help students with technical issues and software as needed.

Regarding orientation, Pepperdine Graphic Media holds a special week of activities before the beginning of each academic year. Called OBW [Our Big Week], it enlists students for orientation and training in student media as they generate articles for the first issue of the student newspaper, *Graphic*, issued the first day of classes. Often even first-year students beginning their college experience participate in OBW.

Journalism does have limited scholarships awarded each semester to students who hold positions of responsibility in student media as editors and producers. These awards range from \$500 to \$5,000 or more in tuition credit a semester. Students who sell advertising can earn commission on sales.

Most semesters, at least one Journalism professor will hold a Club Convo [convocation]. These are weekly spiritual development activities to help see journalism in a context of faith. Students have a broad choice of activities across campus to fill convocation requirements.

Although journalism has no formal multicultural or diversity activities, it should be noted that interviewing and writing about some topics, especially diversity, in recent years has been a challenging and enriching experience for some students. The *Graphic* has published special issues and series about diversity matters as well as ongoing coverage. See the file *StateofPepperdineGraphicMedia15_16.pdf*, pages 5 - 6, attached in section 2. Likewise student journalists frequently cover topics about international programs and arts and culture. Seaver College has a special series of three lectures each semester which often touch on media topics. Professors often provide incentives for students to attend and reflect on these events. Journalism professors every semester invite media professionals to participate in classes or student media activities. These encounters are open to other students. The Institute for Media, Entertainment and Culture also hosts special events involving journalism, the most recent being a panel of journalists and other experts discussing truth in news.

11. Please describe evidence of students' research and publications, awards and recognition, professional accomplishments.

Journalism students, of course, constantly publish and televise their work. In doing so they receive recognition in competitions among student journalists, especially The Associated Collegiate Press. In the past two years individual journalism students have won several Pacemaker Awards and Best of Show Awards, most notable two first place awards for *Currents Magazine* and one first place for small school website. See the file *StateofPepperdineGraphicMedia15_16.pdf*, page 8, attached in section 2. In recent years television news students have won scholarships from the Radio Television News Association of

Southern California and a national scholarship from the Radio Television Digital News Association.

Graduates during this review period have gone on to work as writers and editors for USA Today, Major League Baseball, the National Football League, and Law360; others have become producers at television stations in Los Angeles, Colorado Springs, Indianapolis, and Portland, Oregon; reporters or anchors at television stations in Bakersfield and Sacramento, California, Yuma, Arizona, and St. Louis.

Evidence

Please attach evidence.

FocusGroupJOUR561.pdf

STUDENT SUCCESS, ALUMNI, AND ASSESSMENT DATA

12. What is the profile of students in the program and how does the profile relate to or enhance the purpose and goals of the program?

Please explain your student success data (enrollment and retention data). Evidence should include student retention and graduation rate trends (disaggregated by different demographic categories such as race, gender, first-generation students, etc.).

OIE provides this data annually and houses the reports on the OIE website and LiveText site.

Student Success Data

Attached is the student success data for your program.

Retention.pdf

Enrollment.xlsx

GPAsGraduatesJourn.xls

For this section see the files Enrollment.xls and GPAsGraduatesJourn.xls in this section. In 2016-17 the Journalism Program had 66 majors. This number has been steady for the past few years when the number of majors was less than 50 prior to the fall of 2014. No journalism minors have been listed. In the past few years about three-fourths of the majors were women and one-fourth were men. There are two considerations here about what seems to be an imbalance. First, Seaver College as a whole, despite efforts to balance, admits nearly two-thirds women. Second, journalism is a discipline that generally attracts overwhelmingly more women students than men.

Nearly half the majors are white [non-Hispanic], nearly one-fifth Hispanic, nearly 10 percent African American, ten percent Asian and ten percent listed as "two or more races." Most years the program has a few international students, usually from other nations in the Western Hemisphere. These levels have remained steady in recent years and provided a rich level of diversity.

GPAs at the beginning of the review period were about one-tenth of a point below the Seaver average, and were about one-tenth of a point above the average most recently.

Retention including first-generation college students has been strong in recent years at about 97 percent. Retention had been lower previously. See the attached file Retention.pdf.

Student and Alumni Data

13. Please present your student and alumni survey data examining student attitudes, satisfaction levels and dispositions. OIE will provide the data in tables and graphs in their Educational Effectiveness Report. Programs are responsible for explaining the survey results. Survey data includes: UCLA/CIRP satisfaction survey data, alumni data.

Student and alumni survey data

Attached is the student and alumni survey data for your program.

AlumniSurvey2016.pdf

StudentSurvey2014.pdf

The OIE Alumni Survey covers alumni going back more than 50 years, though most respondents graduated in the past 30 years. Most were from the previously split broadcast news and journalism majors. These comments may note ranges representing both majors. For example there is an average score for 3.24-3.4 [4-point scale] for how well Pepperdine prepared them for their primary activity [p. 6] and 4.2 average satisfaction with courses in the major [p.12]. At least two-thirds indicated employment in their field of study [p. 8-11]. Some results of the survey relevant to other sections in this review are cited there.

Although the survey doesn't break down in a way to indicate trends, changes in faculty or changes in curriculum, these results still seem to indicate general satisfaction over time. One reason for the satisfaction might be reflected in scores about support from faculty: Both contact with faculty and class size rated at least 4.5 on a 5-point scale [p.15]. Journalism alumni reported faculty treated them with respect [average 2.7 on a 3-point scale] and provided support and encouragement [2.5, page 19]. The 2014 survey of students in the Communication Division also rate high professors' treatment with respect [4.5 on a 5-point scale]. Class size had a 4.4 rating on the student survey.

One notable area of weak scores on the survey was an average satisfaction score of less than 3 on a 5-point scale for job placement services for all Communication majors [p. 40] and less than 2.9 and 2.3 [4-point scale] for items about alumni connection opportunities and support [p.55]. The student survey rated job placement at 2.6 on a 5-point scale. Seaver College has a career services center and alumni office, but the Journalism Program is too small to have its own placement service. In its latest strategic plan, Seaver College has prioritized alumni relations. In the past two years, journalism has made its own modest efforts help students after graduation by inviting more alumni to classes, keeping our own list of journalism alumni, and maintaining contacts personally and through social media, especially a private Facebook Group for alumni where we share news about the program and job listings.

Assessment Data

14. Other relevant data. e.g. General education data, special reports.

Assessment Data

Attached is the assessment data for your program.

OralComCompetencySpeechGECOM180.pdf

ANALYSIS OF EVIDENCE: Integrity

In meaning of the degree (section four) student learning outcomes and curriculum matrixes were used to define the degree. Now please describe the processes used to ensure the rigor of the program.

15. Are the graduates achieving the student learning outcomes at the expected level? How was the threshold determined? How do you know your expectations are appropriate? Do you use comparisons based on national standards or benchmarking? How have your assessment findings supported this? Is there assurance that students consistently meet the standards of performance that the major has established? What happens to students that don't meet the standards?

Most assessment results from recent years indicate that students generally achieve learning outcomes satisfactorily and often beyond expectations. See item 16 below. One year, however, did indicate that the quality of writing was not where the faculty wanted. See the attached file ProgramReviewAnnualJourn2015.pdf. The journalism faculty set expectations using its professional judgment. We know of no national quantitative evaluation tools and no standards of benchmarking. One of the long-standing controversies in journalism is whether it is a profession and, if so, what professional standards should be. Indeed one of the most important qualities of journalism as protected by the First Amendment to the US Constitution is independent editorial judgment, which inherently seems to contradict the notion of uniform standards found in most professional certification and accreditation.

Nevertheless, journalism and journalism education have developed professional standards and practices over the last century. The Accrediting Council on Education in Journalism and Mass Communications [ACEJMC] has principles of accreditation including 12 professional values and competencies that undergraduate journalism education must achieve at the "mastery" level. Leaders in journalism assessment have determined that of these 12, the three most important are writing, [critical] thinking, and technology, with free speech and ethics also ranked high [Henderson, J.J., Christ, W.G. (2014) Benchmarking ACEJMC competencies: What it means for assessment. Journalism & Mass Communication Educator, 69(3), 229-242; see attached table, ACEJMCCompetenciesImportance.jpeg].

Accreditation is controversial among some journalism educators. Some high-quality programs choose not to be accredited, including the Pepperdine Journalism Program. The program has and probably will continue to consider and discuss accreditation. Even though not submitting to the accreditation process, the Journalism Program and others in the Communication Division generally follow the ACEJMC values and competencies. The Journalism Program more than a decade ago developed four program learning outcomes [PLOs] that essentially collapsed the ACEJMC values and competencies. After the 2012 five-year review there was a

recommendation to make the PLOs more like the ACEJMC values and competencies, but a new assessment director encouraged limiting the number of PLOs. Indeed the experience with assessment in recent years suggests that we might collapse even further combining PLOs 3 Collaboration and 4 Values. ACEJMC acknowledges such learning outcomes “collapsed several items into larger contexts” [p. 2 A Guide to Assessment of Learning Outcomes for ACEJMC Accreditation, 2012. <http://www.acejmc.org/wp-content/uploads/2016/08/ACEJMC-Guide-to-Assessment-of-Learning-Outcomes.pdf>]

The Journalism Program strives to have students achieve at the mastery level. However, at this point we have no quantitative benchmarks. In the past two years the University has started to use LiveText and ViaLiveText to store assessment data, portfolios, rubrics and other assessment materials, and the Journalism Program has been among the early adopters at Seaver College. Over time as we consistently measure and record assessment data, we hope to develop more sophisticated baselines and benchmarks as we re-evaluate PLOs, especially skills, in the next few years.

For consistency we use or adapt VALUE Rubrics from the American Association of Colleges and Universities when appropriate and our own rubrics, especially with students' articles, television news reports, and portfolios. The Program has sought to be consistent in the use of rubrics to assess skills in capstone classes for at least three years.

It's rare by the capstone course to have students who fail to reach acceptable levels of competency. The small size of the program and high level of individual attention catches and counsels poorly performing students. Individual conferences with students are common, especially early in the program in JOUR 241. Lower level journalism courses have a requirement of a grade of at least C- before advancing in the program.

16. Please present an integrated analysis of the data collected from the assessment of direct learning and indirect learning (survey data, focus group, alumni data, and authentic evidence). Please report on the findings from the last comprehensive program review. In summary please explain how the program has achieved a holistic evaluation of the students' educational experience.

From 2013 through 2016 the Journalism Program evaluated all four PLOs, #2 Skills, #4 Values, #1 Knowledge, and #3 Collaboration.

2013 Annual Program Review: PLO #2 Skills: The evaluation of final stories from the capstone class and other evidence indicated two areas of weakness. One for the video students was the audio production quality. For the print students, the notable weakness was attribution, the use of sources in articles. The same year an analysis of introductory journalism students [JOUR 241] indicated that 16 of 22 students exceeded expectations in identifying, evaluating and interviewing sources. Six others met expectations. See attached file ProgramReviewAnnualJourn2013.pdf

2014 Annual Program Review PLO #4 Values: We examined sources used in news stories for diversity of gender, ethnicity, and religion. Results indicated gender diversity was good but could be better. Ethnic diversity was fair. Although there was some difficulty identifying ethnicity and especially religion in print articles, we have a baseline for a similar survey in the future. For print articles it was difficult to determine ethnicity in 18 percent of cases. Indirect evidence consisted of a survey of journalism majors from the senior ethics class [COM 400]. There were only 10 students surveyed but all indicated that they perceived that they learned to identify, analyze and explain ethical decisions. See attached file ProgramReviewAnnualJourn2014.pdf.

2015 Annual Program Review PLO #1 Knowledge, Writing Core Competency: The direct evidence evaluated knowledge and the core competency, writing. A pre-post test of knowledge in COM 260, Introduction to Media, was disappointing. More knowledge assessment was conducted in 2015-16. Writing was evaluated in an upper level class and in the capstone class. In the upper level class, students scored in the 80 percent range on writing, but not so well on reporting. Three professors evaluated 21 final stories in the capstone class, JOUR 561, and found writing quality to be lower than expectations. Faculty committed to more revisions of drafts and more broadcast writing in the introductory class JOUR 241. To integrate more broadcast writing, a professor with a television news background team now co-teaches the class along with the professor with the print background. See attached file ProgramReviewAnnualJourn2015.pdf

2016 Annual Program Review PLO #3 Collaboration and Knowledge; Oral Communication Core Competency: We conducted additional pre-post tests in lower level classes COM 260 Introduction of Media and COM 205 Storytelling through Media. COM 205 results showed some improvement as did results from COM 260, but a comparison of the class when taught by a journalism professor, with another section taught by a media production professor suggested that journalism should not rely on COM 260 to teach history and should include history in some other course. This change is part of the journalism curriculum changes to begin in the fall of 2017. Oral competency was strong by two measures, evaluations of presentations in the capstone class and television news packages from JOUR 330. Assessment in 2016 had indirect evidence consisting of surveys of a class and a survey of other majors. The survey of majors suggested eliminating distinctions between broadcast and print, which is among the 2017 curriculum changes. Some surveys also suggested teaching more skills in photography, video, web writing, coding, and data analysis and visualization, but were inconsistent about the importance of these skills. Two measures of indirect evidence considered PLO #3 collaboration. One was a survey of television news students assigned to a mentorship relationship. The other was a survey of editors for Pepperdine Graphic Media. Both indicated strong collaboration. Collaboration is also addressed in this review's focus group of 2017 graduating students in JOUR 561. See attached file, FocusGroupJOUR561.pdf in section 8, item 11. The entire 2016 review is available in Livetext.

In summary, assessment procedures have improved and become more consistent, but still need improvement. The Program assessed all four PLOs with direct and indirect evidence including rubrics applied to capstone news articles, reviews of articles for diversity of sources, pre-post tests in lower level classes, and knowledge surveys. The Program used surveys and focus groups to assess collaborations and mentorships, especially in 2016 and again this year for the graduating students in the capstone class.

Broader measures include a student satisfaction survey conducted by the Communication Division in 2014 and an OIE alumni survey in 2016. Although these had some useful data and represent improvements to what had been available, they are too broad to be useful for evaluating program level matters and too irregular to monitor trends. Both surveys did help provide some assessment of authentic evidence, especially about placement, the value of internships, and the value of co-curricular activities. Authentic evidence also included recent student success in competitions and in placements. The Journalism Program in the last year started its own modest tracking of placement of graduates.

Evidence

Please attach evidence.

ACEJMCCompetenciesImportance.jpeg

ProgramReviewAnnualJourn2015.pdf

ProgramReviewAnnualJourn2014.2.pdf

ProgramReviewAnnualJourn2013.pdf

ProgramReviewAnnualJourn2016.docx
 ProgramReviewAnnualJourn2016wAttachments.zip

WASC 5 CORE COMPETENCIES

17. How does the program ensure that graduates meet the WASC FIVE CORE COMPETENCIES? Present your findings of measurements you have done of the core competencies.

Core competencies are essentially embedded in Journalism PLO #2 Skills, though math is not mentioned, and perhaps should be. Core competencies are also assessed in the general education program. Measuring core competencies in the Journalism Program began in 2014. For efficiency the OIE encourages programs to leverage their assessment efforts by coordinating assessment of PLOs with core competencies. However, all the core competencies [oral communication, research/information literacy, critical thinking, quantitative reasoning, writing] best align with the journalism PLO #2 Skills. Given this alignment and the Seaver schedule for assessing core competencies [see attached file ScheduleCoreCompetencies.pdf] we anticipate the following evaluation schedule for both PLOs and core competencies:

Preliminary Schedule for Assessing Core Competencies and Program Learning Outcomes

Journalism Program 2017-2022 [revised 7-31-17]

Year	Core Competency Assessed	Evidence	Journalism PLO Assessed	Direct Evidence	Indirect Evidence	Authentic Evidence
2017 - 2018	Critical Thinking	VALUE Rubric Student Papers	#1 Knowledge	Embedded test questions JOUR 561	Knowledge survey	TBA
2018 - 2019	Quantitative Reasoning	TBA	#3 Values	Evaluation of diversity of sources in articles	Knowledge survey and focus group	TBA
2019 - 2020	Writing	Rubric Capstone Portfolio	#2 Skills [writing]	Rubric Capstone Portfolio	Knowledge survey or focus group	Internship reports, competitions
2020 - 2021	Oral Communication	Rubric Capstone Oral	#1 Knowledge	Pre-post test JOUR 445	Knowledge survey	TBA

		Presentation				
2021 - 2022	Research, Information Literacy	Rubric COM 300 Papers	#2 Skills [research]	Rubric COM 300 Papers	Focus group	Internships, placements, competitions

Evidence

Please attach evidence.

ScheduleCoreCompetenciesSeaver.pdf

ScheduleFutureAssessCoreCompetenciesPLOsJourn.pdf

SUSTAINABILITY: RESOURCES

18. With the rapid changes in the higher education environment, the University needs to demonstrate how financial viability and planning of their long-term stability are ensured.

In order to demonstrate this each program should address

- a. questions about the level of student demand for the program and**
- b. the degree to which resources are allocated appropriately so they are sufficient to maintain program quality.**
- c. What is happening within the profession, local community, or society that identifies an anticipated need for this program in the future? (If appropriate include market research.)**

The allocation of resources is addressed below in item 19.

The Bureau of Labor Statistics estimates demand for reporters will decline 9 percent into 2024. BLS shows the demand for writers and authors [including fiction] growing slowly at 2 percent. Of course, journalism degrees are broad and versatile and support more occupations than these. Also, BLS doesn't seem to capture what we anecdotally see as growing new online careers such as content managers and social media managers. Searches of the job site, Indeed.com, show results in the thousands for typical journalistic positions such as reporter, but in the tens of thousands for social media and content manager positions. Some are not within the realm of what we would might call traditional journalism, but many are.

A 2015 survey of 174 journalism and mass communication programs indicates about a 3 to 14 percent decrease in undergraduate journalism enrollments and graduates from 2013 to 2015 [Gotlieb, M., McLaughlin, B.R., Cummins, G. [2017]. 2015 Survey of Journalism and Mass Communication Enrollments: Challenges and Opportunities for a Changing and Diversifying Field. *Journalism & Mass Communication Educator*, 72(2), 139 - 153. File EnrollmentSurveyJournEducator.pdf attached below.]

The enrollments in the Pepperdine Journalism Program held steady in recent years after an increase of almost 30 percent in 2014. The faculty believes the program is sustainable and may even show moderate growth, especially if the curriculum and student media continue to evolve in ways that reflect changes in technology and audience behaviors.

19. FACILITIES

Please describe the adequacy of

a. Classroom space

b. Laboratories

c. Office space

d. Programming venues

e. Student study spaces

The allocation of resources and space is generally good with some exceptions. Seaver College is in the midst of a moderate growth plan that includes increased operating resources. The allocation of major equipment for the Communication Division was generally positive this year, providing for re-equipping a video lab also used as a television newsroom twice weekly. The Seaver Dean also absorbed annual Adobe software subscription fees, so that they do not interfere with acquisition of major equipment. The Seaver Dean sometimes helps with special needs such as having funded restoration of a backup power system for our facilities this past spring. The outgoing divisional dean of the Communication Division, Ken Waters, says that resources for repair and maintenance of television and video equipment seem to be insufficient every year; the facilities and equipment also service some students outside the Division.

The Division generally supports limited faculty travel, especially for presentation of scholarship at conferences.

Proceeds from external gifts fund some equipment acquisitions and most scholarships for NewsWaves, other television programs, and Pepperdine Graphic Media. PGM has an operating budget supplemented by advertising sales. NewsWaves expenses are covered by the studio and facilities operating budget.

For faculty, it is not difficult to obtain modest student work help. Special funds are available for research and other projects. A grants office is available to help with external funding. The Institute for Entertainment, Media and Culture has helped with recent projects such as the Truth in News event, and a special trip to New York by some students and faculty. The Seaver Dean's office often helps with special student travel such as conferences.

The Center for Communication and Business, which houses the Communication Division and Journalism Program, is now 15 years old. There is a general shortage of office space that has affected Journalism to some degree. Over the years, Pepperdine Graphic Media has had excellent physical space, but had to surrender space for a University-controlled uplink studio, as well as faculty offices. During the period covered by this review, it developed new activities, such as GNews, that occupy more space. The conference room originally for student editors is now the only conference room in the division, though the Business Division often shares its two conference rooms with the Communication Division. Student editors and faculty have some office space in the PGM suite. Students often use PGM space for study when it is not needed for PGM production.

NewsWaves has no space of its own but it shares space in the television studio with media production. Media production has grown over the years, but most of this growth has been in field

production, and not studio production. Managing checkout equipment such as cameras and accessories has become increasingly challenging, but equipment for news students has usually been sufficient.

The University is taking major steps to relieve space problems throughout campus, and many parts of the University will continue to benefit from these steps. For the foreseeable future, however, The Communication Division will not be affected.

FACULTY AND STAFF

20. What are the qualifications and achievements of the faculty/staff in the program in relation to the program purpose and goals? How do faculty/staff members' backgrounds, expertise, research, and other professional work contribute to the quality of the program?

Evidence in this category should include (this could be collected through faculty CVs) :

- a. Proportion of faculty with terminal degrees**
- b. List of faculty/staff specialties within discipline (and how those specialties align with the program curriculum)**
- c. Record of scholarship for each faculty member, professional presentations for staff members**
- d. Faculty/staff participation in development opportunities related to teaching, learning, and/or assessment**
- e. External funding awarded to faculty/staff**

Four full-time professors [two tenured, two tenure track], one tenure-track professor shared with another division, and one full-time staff person serve the Journalism Program, including Pepperdine Graphic Media. Two staff members in the television facilities help support technical but not editorial needs of NewsWaves, but that is only part of their broader responsibilities. The two tenure track professors also serve as primary advisers of PGM and NewsWaves. All faculty have terminal degrees. All faculty have a minimum of five years of distinguished commercial professional journalism experience. All maintain professional contacts, especially with local media and former students who work in the field. Such professional experience and contacts are most useful for informed teaching, credibility among students, working with students as they create media messages, recruiting visiting professionals, advising students about academic matters and careers, and helping with internships and job searches.

Faculty specialties are listed in the table and align well with the offerings of journalism courses. All faculty, however, are expected to teach communication courses beyond the journalism offerings.

Journalism Faculty

Faculty Member	Title, Highest Degree	Institution	Expertise
Christina Littlefield [joint appointment in Religion Division]	Assistant Professor, Ph.D. 2012	University of Cambridge	Church history, investigative reporting

Michael Murrie	Professor, Ph.D. 1998	Southern Illinois University Carbondale	Television news, media production
Theresa de los Santos	Assistant Professor, Ph.D. 2014	University of California Santa Barbara	Television news, research; NewsWaves advisor
Elizabeth Smith,	Assistant Professor, Ed.D. 2016	Pepperdine University	Writing, editing, social media, publication design, adviser, PGM director
Ken Waters	Professor, Ph.D. 1982	University of Southern California	Feature writing, ethics
Courtenay Stallings	Asst. Dir. PGM, A.B.D.	Claremont Graduate University	Writing, editing, PGM assistant director, adviser

Specifics about scholarship and presentations are available in the attached vitas. To summarize some recent activity, journalism professors have participated in multiple Seaver College workshops about teaching and diversity, two have written academically about teaching [*Journalism Educator* and dissertation]. All presented peer-reviewed papers at conferences during the review period. One serves on the college assessment committee. Three attended the Poynter Institute's Teachapalooza.

One significant challenge for journalism is keeping current with technology and new media, especially new uses of social media. All have attended workshops or done self study to improve skills in web design, data journalism, web and social media analytics, coding, video editing, underwater photography, color correction, graphics. One professor had a faculty internship with the *Los Angeles Times* breaking news desk to improve web storytelling.

21. FACULTY/STAFF

Are there sufficient numbers of faculty/staff to maintain program quality? Do program faculty/staff have the support they need to do their work?

- a. Distribution of faculty across ranks (or staff years at institution)**
- b. Diversity of faculty/staff**
- c. Number of full-time faculty (ratio of full-time faculty to part-time faculty)**
- d. Student-faculty ratio**
- e. Faculty workload**
- f. Faculty review and evaluation processes**
- g. Mentoring processes**
- h. Professional development opportunities and resources (including travel and research**

funds)

i. Sufficient time for research, program development

The number of journalism faculty has been sufficient during the review period with the exception of one or two semesters when there were temporary leaves. Two professors and one other are half-assigned to journalism at the assistant level. Earlier in the review period, two had served as visiting professors before moving into tenure track positions. There are no associate professors in journalism. The tenured professors are full professors. It is important to note that one of the tenured professors served as divisional dean during the past seven years and will be away on sabbatical and international programs the next two years. The other tenured professor was in international programs one year and will be gone again in the fall of 2017. Both tenured professors are at retirement age but none has indicated specific plans to do so. Occasionally an adjunct professor teaches JOUR 241 or a special topics class.

All professors have a load of three classes a semester, but student media advisers usually receive one class relief a semester and a stipend. Journalism classes rarely exceed 20 students. The divisional dean reviews faculty — at least tenure track faculty — annually. A college rank, tenure, promotion committee evaluates tenure track faculty after three years. Assistant professors apply for tenure and usually promotion in the sixth year. There are “step” pay increases possible within a rank in addition to pay raises for promotions and merit pay increases. Full professors are reviewed every five years. Seaver College has a strong orientation and mentoring process for new faculty, but colleagues in journalism and beyond richly mentor, too. Tenure track faculty are supposed to receive one class release per year to help with scholarship, but that has not been the case for tenure track professors already receiving release time for advising student media. The Communication Division supports travel for presentation of research at conferences, especially by tenure track faculty. Teaching, advising and other duties often crowd out time for research and program development other than summers. Women in the Communication Division have supported one another’s scholarship, especially by scheduling times of retreat to gather away from home and campus to write or otherwise work on scholarship.

For some tenure-track professors in the Division, advising master’s degree students’ theses was exceptionally time consuming. In early 2017, the Division faculty voted to end the program for this among other reasons.

Evidence

Please attach evidence.

EnrollmentsSurveyJournEducator.pdf

CV_Littlefield.pdf

CV_de_los_Santos.pdf

CV_Waters.pdf

CV_Murrie.pdf

CV_Smith.pdf

CV_Stallings.pdf

FINANCIAL RESOURCES

22. Financial Resources:

Please describe your operational budget (revenues and expenditures) and trends over a 3-5 year period.

Funding for faculty salaries comes from the Seaver Dean's office. The Communication Division's general operating budget provides support to the Journalism Program for supplies, maintenance, computers, travel funding for faculty and students, adjunct faculty, and student work.

Some resources for television news come from the operating budget for the studios housed in the Center for Communication and Business. The general expenses budget for the studio is approximately \$53,000 per year and is shared with the Media Production Program. It covers maintenance, some smaller equipment purchases, supplies, and certain subscriptions [City News], and software fees.

Some resources for the Journalism Program are also supplied by the university's major equipment process. In FY17 approximately \$80,000 in major equipment funding was allocated to the Communication Division including some software licenses, computers, servers, acoustics for editing suites, and more. The Seaver Dean's office occasionally helps with special equipment purchases in addition to the annual college major equipment acquisition process.

PGM has its own budget subsidized by the Seaver Dean's office and replenished by advertising revenue. It covers staff and student pay, telecommunication, postage, publication printing, supplies, web hosting, content management software, student activities, student work, and certain travel to conferences.

Overview of FY17 PGM Budget

Total Ad Revenue = \$66,204.35

Total Print Cost: \$68,386.61 (includes Graphic, Currents, and occasional special publications such as Housing Guide, the Informer, the Grunion and Senior Edition)

Total Digital Cost: \$10,575 (Camayak and Chartbeat, website maintenance and security through Circle7, Migration of VPS Server).

ACP Trip: \$32,715.9 for 27 students (includes PGM and a few NewsWaves students). Budget typically covers PGM advisers and students' travel to annual ACP/CMA meeting. Students pay \$300 each (unless they have a financial need). The administration grants PGM money for the conference because PGM has consistently won Pacemaker awards over the years.

Scholarship: \$182,178 awarded FY17 for PGM (includes about 60 positions each semester) and 2-4 NewsWaves Producers each semester. Other NewsWaves scholarships come from the Media Production scholarship budget.

Evidence

Please attach evidence.

EXTERNAL REVIEW

In summary please explain how, through the findings in the annual assessments, the program has achieved a holistic evaluation of the educational experience that is supported through benchmarking. (Has the program been reviewed by external stakeholders, such as practitioners in the field, or compared with other similar institutions, or national standards?

I. GUIDELINES FOR ORGANIZING THE EXTERNAL REVIEW

The external review typically occurs after a program or department completes its self-study report, but the selection and invitation of external reviewers can occur during the self-study process to ensure the availability of the best reviewers. However, programs with concurrent accreditation (e.g., AACSB, APA, ABA) can use the visiting team for that discipline-specific accreditation as the external review. The report from the site visitors should be included in the final report. For an illustration of potential areas for the reviewers to consider, see Attachment below.

II. CHOOSING REVIEWERS

The size and composition of the review team can vary, depending on the size of the program under review. Usually, the team involves one or two people. At the time a department or program is notified that it will be conducting a program review, appropriate individuals should submit a list of names of possible reviewers. These reviewers should be external to the school/University. External reviewers should be distinguished scholars/teachers/practitioners in the field and be familiar with campuses that are similar to Pepperdine University and the program undergoing review. It is also helpful for external reviewers to have had experience with program administration and with program assessment. At least one of the reviewers should be experienced with student learning outcomes assessment in order to review and analyze the program's assessment processes and results. The Dean of each School will have the final approval of the external reviewer.

III. MATERIALS FOR THE EXTERNAL REVIEW TEAM

At least 30 days prior to the scheduled department visit, the information from the program self-study and appropriate additional materials are sent to each member of the external review team. An identical information package should be provided to appropriate members of the administrators overseeing the program. The reviewers should compile a report that includes observations, strengths, weaknesses, and recommendations based on evidence. The attached External Review Report expectations outlines the guidelines for the external reviewers' site visit and report. Reviewers and Divisional Deans should also sign a consultant agreement. External Reviewers should also be given a schedule for their visit and a confirmation letter, and programs will submit a budget proposal for the site visit to the Office of Institutional Effectiveness.

IV. CATEGORIES FOR EVALUATION

- Curriculum
- Faculty
- Resources
- Viability

V. EXTERNAL REVIEW TEAM VISIT AND REPORT

The review team visit typically lasts for two days, during which time the review committee members meet with department faculty, academic advisors, students, and select administrators. The review team typically takes part in an exit interview just prior to concluding its departmental visit.

The team is expected to submit its written evaluation to the campus program review committee no later than 4 weeks after the visit. The written evaluation should include a review of strengths and challenges, resource allocation, and program viability as well as suggestions for policy and resources. Upon submission of the report, off-campus reviewers receive a previously agreed upon stipend and travel expense reimbursement (to be determined by the department under review).

As soon as the program receives the report from the external review team, it is distributed to the appropriate individuals. The department is typically asked to review the report (within a brief time period) for factual inaccuracies and misperceptions. To maximize the effectiveness of program review, the findings and resulting decisions should be shared with all of the stakeholder groups. Such sharing of findings generates buy-in to the program's and/or institution's goals. To facilitate and track the implementation of improvement plans, each year the relevant faculty members should review the progress of programs reviewed in previous years. If the department/program was not successful in implementing all aspects of the plan, they may follow up with their appropriate administrative unit regarding resource allocation or other barriers involved in preventing successful implementation.

External Reviewer Report Expectations

Please find the link below for the "External Review Summary Sheet".
<https://www.surveymonkey.com/r/Z835R7F>

External Reviewer Report Expectations

Please attach the completed form.

PeperdineJournalismProgramReview_Wenger.docx

Appendix1.docx

Appendix2.docx

Appendix3.docx

Journalism_ER_Summary_Survey.pdf

FORMS

1. UAC REPORT

Programs should submit to UAC:

- a. The major strengths and weaknesses identified in the Program Review's Quality Improvement Plan (QIP). Please identify and cite the evidence that supports your answer.
- b. A list of the program goals established for the next five years (please list in order of priority, the most important goal first). Please cite the evidence that supports your answer.

Other documentation available to the UAC:

1. Program Reviews: found on the OIE web site

2. QIP: Upon Request
3. External Reviewer's Report: Upon Request
4. MOU: Upon Request

The major strengths and weaknesses identified in the Program Review's Quality Improvement Plan (QIP).

A list of the program goals established for the next five years (please list in order of priority, the most important goal first). Please cite the evidence that supports your answer.

2. Educational Effectiveness Report

Please find the link below for the "Educational Effectiveness Indicators".
<https://drive.google.com/open?id=0B6ufJTOgPx32Nm5tVmdnbWx1SDQ>

Educational Effectiveness Report

Please attach the completed form.

PEPPERDINE UNIVERSITY'S CREDIT HOUR POLICY

For all Pepperdine programs, including but not limited to the undergraduate, master's, juris doctor, and doctoral levels, for each credit hour (unit) granted, students must have successfully met the academic requirements with an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours..

The above policy is applicable to all courses offered, regardless of the mode of delivery and/or session length (e.g. full term-length, weekend mode, abbreviated term, face-to-face, hybrid, online, etc.).

Approved by the University Academic Council - May 2012

PROCEDURE FOR CHECKING CREDIT HOURS

Credit hours will be examined for compliance by Department, by School, and by the Registrar prior to the start of each term.

Official credit hour approval occurs via UAC during new program proposals, changes to programs, changes to courses, and during program review (via UAC and ASLC).

Exceptions such as Independent Studies and Internships are checked on an ongoing basis by faculty, Division Chair and/or Associate Dean, and Registrar.

3. University Credit Hours

Please find the link below for the "University Credit Hour Policy Example Table".
<https://drive.google.com/open?id=0B6ufJTOgPx32RXhFeXBzMS10Tm8>

University Credit Hour Policy Example Table.

Please attach the completed form.

QUALITY IMPROVEMENT PLAN

For the Quality Improvement Plan, the program should extract from the "preliminary quality improvement goals and action plan" of the self-study (section A.III) as well as from both the external and internal review recommendations.

The following prompts may be helpful in considering your QIP:

1. Are the curriculum, practices, processes, and resources properly aligned with the goals of the program?
2. Are department/program outcomes aligned with the institutional learning outcomes (ILOs)?
3. Is the level of program quality aligned with the school/University's acceptable level of program quality?
4. Is the level of program quality aligned with the constituents' acceptable level of quality?
5. Are program goals being achieved?
6. Are student learning outcomes being achieved at the established standard of achievement? What are you using for comparison/benchmarking?
7. How have the results of program review been used to inform decision-making and improve instruction and student learning outcomes?
8. What was identified in the process of examining the institution's program review process that may require deeper reflection, changes, and/or restructuring? What will be done as a result? What resources will be required?
9. What have the reviewers learned as they carried out assessments of student learning? How have assessment protocols, faculty development, choices of instruments, or other aspects of assessment changed as a result?

Many of the changes that occur following program review are related to curricular adjustments that are, in essence, resource neutral. Program faculty or staff should make note of the ways that they used data to make decisions. Changes that are outside the control of the program or need additional support should be noted and reviewed by the dean in the final section, the Memorandum of Understanding (MOU).

QIP Form

Please find the link below for the "QIP Form".

<https://drive.google.com/file/d/0B6ufJTgPx32M3JiNTM3bV9KNVh/view?usp=sharing>

Please attach the QIP form

Please attach the completed form.

JOUR_Quality_Improvement_Plan_2017_FORM.docx

These findings stem from results of the program review. There should be data to support each request.

