

Communications Department

Undergraduate Program

Program Review
2005 - 2006 Academic year



Department Chair: George Keeler, Ph.D.

Program Review Conducted by Michael J. Laponis

Executive Summary

The undergraduate degree programs in the Communications Department consist of three Bachelor of Arts degrees. There is a degree in Journalism; one in Broadcasting; and one in Communications. Each degree has a core curriculum with opportunities for a specific emphasis or concentration. The major, (depending on the degree/emphasis) ranges from 48 to 59 units. The number of majors over the past 5 years has had a significant increase, with a low (in Fall 2002) of 139 and a current high (Spring 2006) of 211. That is almost a 52 percent increase in the number of majors in the department. This is due, in part, to the restructuring of the Communications major to include the addition of the Public Affairs/Information emphasis, the Broadcast Journalism emphasis, and the Multimedia emphasis. This has strengthened the Communications major and there is a lot of interest in these areas of study. Most majors in the Communications Department are advised by full-time faculty, with some majors also being advised by the University Academic Advising Office. With 5 full-time faculty this puts the advising load at about 42 students per adviser. Forty-six percent of the courses are taught by part-time faculty.

The learning outcomes for all majors within the Communications Department include knowledge and skills in media literacy, ethical and legal issues, and hands-on training in an area of emphasis, augmented by practical experience in an internship setting. Other department goals and outcomes include good program and career advising and for students to obtain employment in media (or communications) related fields and/or to attend graduate school.

The assessment procedures included a senior exit survey, an alumni survey, faculty interviews and input, an internship self-evaluation and supervisor evaluation, comments and judging of student media (by outside judges), and an analysis of syllabi. The findings suggest the following:

1. Majors seem to acquire a good foundation to be critical consumers of the media, developing very good media literacy skills. Some courses could strengthen the media literacy aspect.
2. Majors report they have acquired the ability and skills to analyze ethical issues and legal issues in mass media.
3. The “hands-on” aspect of the program is extremely strong putting graduates ahead of or equal to peers from other schools.
4. Internships are valued and a strong aspect of the program, but there is some concern among students about internships involving boring and mundane tasks.
5. Alumni and students value most the personalized attention they receive and find the program very strong compared to other schools and colleges.

6. Advanced coursework and additional faculty are needed in the emphasis areas of Broadcast Journalism, Multi-media, and Public Affairs/Information.

7. There are many things already in place in the department, which allow for assessment of the communications department. However, senior exit surveys need considerable reworking to accurately assess learning outcomes.

Recommendations for action include:

1. Improve quantity of media literacy in courses.
2. Improve assessment techniques in senior exit surveys to better address learning outcomes.
3. The rubric for senior project evaluations should be modified and improved to better assess learning outcomes. Senior projects will be evaluated on an ongoing basis using a common rubric that will be accumulated over time.
4. Add advanced coursework in emphasis areas of Broadcast Journalism, Multimedia, and Public Affairs/Information.
5. Incorporate multicultural and diversity issues in more communications courses.
6. Provide more direct and better program and career related advisement to students.
7. Revise course outlines to reflect the current syllabi and course objectives.

I. Program Mission

The mission of the communications department is to prepare undergraduate students to work in various fields of mass media and become critical consumers of media by developing practical production skills within a sound theoretical framework within a liberal arts context.

II. Program Goals and Learning Outcomes

Students in the Communications Department will:

- A. Become critical consumers of the media, developing media literacy skills.
- B. Become aware of ethical and legal issues involved in mass media production.
- C. Receive hands on training to develop the skills to work as media professionals in student-specific area of emphasis.
- D. Obtain practical experience at an internship setting.

E. Receive good program and career-related advising.

F. Obtain employment in media (or communications) related fields or attend graduate school.

III. Program Description

A. Organization

The Communications Department offers three Bachelor of Arts degrees in Journalism, Broadcasting or Communications. There are approximately 211 majors within the Communications Department. Each major area of study has a core curriculum and a concentration or emphasis. The Journalism major includes either a Journalism (print journalism) Emphasis or a Photojournalism Concentration. The Broadcasting B.A. includes either a Radio or a Television Concentration. The Communications degree offers a Multimedia Concentration, a Public Affairs/Information Concentration, or a Broadcast Journalism Concentration. The Communications Department is part of the College of Arts and Sciences and the Department Chair reports directly to the Dean of the College of Arts and Sciences.

All of the majors offered in the Communications Department are only offered on the Central Campus. We have students who are traditional age undergraduate on-campus students, and students who are part of the Campus Accelerated Program for Adults (CAPA).

B. Faculty

The Communications Department has 5 full-time faculty. During the 2004-2005 academic year, of the 48 courses taught in the Department, 26 (54%) courses were taught by full-time faculty and 22 (46%) courses were taught by adjunct faculty.

C. Courses

A major in Journalism comprises of 48 - 53 semester units in the department including the completion of a senior project and at least one semester of internship (See Appendix A for courses). The core requirements make up 33 of those units with 15 more units required for the Journalism Emphasis, or 20 more for the Photojournalism Concentration.

A major in Broadcasting comprises of 49 - 53 semester units in the department including the completion of a senior project and at least one semester of internship (See Appendix B for courses). The core requirements make up 36 of those units with 13 more required for the Radio Concentration, or 17 more for the Television Concentration.

A major in Communications comprises of 50 - 59 semester units in the department including the completion of a senior project and at least one semester of internship (See Appendix C for courses). The core requirements make up 23 of those units with 29 – 32 more required for the Multimedia Concentration, or 33 – 36 more for the Public Affairs/Information Concentration, or 27 – 30 more required for the Broadcast Journalism Concentration.

The analysis of the **alumni survey** (Appendix G) and faculty discussion indicates that there is a need to strengthen the Broadcast Journalism Concentration of the Communications major. The faculty will be introducing a change in the Broadcast Journalism concentration changing the “300-400 level JOUR/RDIO/TV elective (4)” and prescribing two specific courses, TV 307A - TV News Production A (2) and TV 307B - TV News Production B (2). This will give students more hands-on experience that is specific in the concentration.

The analysis of the **syllabus review** (Appendix H) indicates that there is a need to upgrade the course outlines to better reflect current trends in the industry and what we are covering in the courses. The courses in the major appear to be doing a very good job with major concepts, professional practice, hands-on skills, and theoretical perspectives. The areas of media literacy and ethical/legal issues did not score as well, but still within a satisfactory range. Upon some discussion with faculty, these issues are probably being covered more than the syllabi may indicate. As syllabi are revised, consideration should be given to be certain that the syllabi accurately reflect the communication skills. In the general education skill areas critical thinking is the strongest area followed closely by writing and presentation skills. Two areas that could use improvement are information literacy and multicultural/diversity issues.

D. Majors

Table 1 summarizes the trends of the majors in the Communications Department over the past five years. Appendix K presents information of all majors in the College of Arts and Sciences.

Table 1
Unduplicated Undergraduate Headcount by Major at all ULV Campuses
Fall 2001 - Fall 2005 (Source: ULV Fact Book)

Major	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
College of Arts & Sciences										
Broadcasting	41	0.9%	38	1.0%	39	1.0%	37	0.8%	46	1.1%
Communications	68	1.5%	70	1.8%	75	1.9%	85	2.0%	84	1.9%
Journalism	38	0.8%	31	0.8%	34	0.9%	42	1.0%	43	1.0%
Totals	147	3.2%	139	3.6%	148	3.8%	164	3.8%	173	4.0%

Table 2 shows the number of new students (both as freshmen and transfers) from Fall 2001 through Fall 2005 across the majors in the Communications Department.

Table 2
New Students in the Communications Department by Major
Fall 2001 – Fall 2005 (Source: ULV Fact Book)

Major	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
College of Arts & Sciences										
Broadcasting										
Freshmen	7	2.2%	5	1.6%	4	1.3%	9	2.2%	7	2.0%
Transfer	5	4.2%	2	1.9%	3	2.8%	3	2.0%	9	6.9%
Subtotal	12		7		7		12		16	
Communications										
Freshmen	17	5.3%	10	3.1%	17	5.6%	13	3.2%	18	5.1%
Transfer	3	2.5%	2	1.9%	6	5.5%	13	8.6%	4	3.1%
Subtotal	20		12		23		26		22	
Journalism										
Freshmen	7	2.2%	5	1.6%	10	3.3%	13	3.2%	10	2.8%
Transfer	4	3.4%	1	0.9%	1	0.9%	2	1.3%	0	0.0%
Subtotal	11		6		11		15		10	
Combined Majors										
Freshmen	31	9.7%	20	6.3%	31	10.2%	35	8.7%	35	9.9%
Transfer	12	10.1%	5	4.7%	10	9.1%	18	11.9%	13	10.0%
Totals	43		25		41		53		48	

Table 3 shows the number of Bachelor of Arts Degrees conferred to students in the Communications Department.

Table 3
Bachelor Degrees Conferred in the Communications Department (Source: ULV fact book).

	Years									
	00-01		01-02		02-03		03-04		04-05	
	n	% of A&S	n	% of A&S	n	% of A&S	n	% of A&S	n	% of A&S
Broadcasting	8	3.1	11	3.8	12	4.9	12	4.8	16	4.6
Communications	8	3.1	5	1.7	9	3.7	14	5.6	13	3.7
Journalism	4	1.5	9	3.1	13	5.3	4	1.6	6	1.7
Total Degrees (Comm Dept)	20	7.6	25	8.7	34	13.9	30	11.9	35	10.0

The trends show a fairly steady climb in numbers of majors and graduates. The latest numbers of majors as of Spring 2006 show we are now at 211 students.

Table 4 shows the Background Information from the **alumni survey**. It showed that 87% of students come from the Central Campus Program and 13% are from the CAPA Program. This survey also showed that 74% of the respondents were women, 44% identified themselves as Caucasian, 28% Latino/Hispanic, 9% African American, 7% Asian American, 13% as Other. No specific breakdown of all communications majors is available at the time of this report. However, these percentages are not too far off from ULV's overall profile of its undergraduate program as shown in the ULV Fact Book 2001 – 2005. According to the alumni survey, 61% of the students in the program enter the university as freshmen compared to 39% of students transferring from another university.

Table 4
Percentages for Questions 1-6 (Background Information) of the Communications Department Alumni Survey at the University of La Verne

	Total n	%
1. Program Participation		
Central Campus, La Verne	40	87
Central Campus, CAPA	6	13
2. University Major		
Broadcasting, Radio Emphasis	7	15
Broadcasting, Television Emphasis	13	28
Journalism/Journalism Concentration	11	24
Journalism/Photojournalism Concentration	2	4
Communications/Broadcast Journalism	4	9
Communication/Multimedia	5	11
Other	4	9
3. Graduation Year from ULV		
1998	1	2
2000	5	11
2001	3	7
2002	8	18
2003	10	22
2004	8	18
2005	9	20
2006	1	2
4. Status Upon Entry to ULV		
Freshman	28	61
Transfer	18	39
5. Gender		
Male	12	26
Female	34	74

6. Ethnicity		
African American	4	9
Asian American	3	7
Caucasian	20	44
Latino/Hispanic	13	28
Other	6	13

Notes:

- Approximately 90% of students come from the Central Campus program at ULV.
- A Majority of the students attend either the Broadcasting, Television Emphasis program or the Journalism/Journalism Concentration. Approximately 52% of the students attended one of these two programs.
- 61% of the students in the program enter the university as freshmen compared to students transferring from another university.

E. Course Enrollments

Communications courses (Journalism, Radio and Television) listed in Appendix D are offered at least once each academic year. Appendix D shows the schedule of classes for the academic calendars beginning Fall 2006 through Spring 2010. Some courses are offered every semester and have multiple sections, such as, Introduction To Mass Media (JRTV 166), and News Reporting (Jour 100) as they count as an option in one of the General Education requirements. Some other courses are also offered every semester and are production courses for the newspaper, magazine, radio station and cable television station. These include Newspaper Production (Jour 220 A-C), Newspaper Production (Jour 320 A-C), Magazine Production I - III (Jour 325 A-C), Magazine Production IV – VI (Jour 425 A-C), Internship (JRTV 497), Radio Station Operation I – IV (Radio 426 A-D), and Multi-Camera Production (TV 325 A-C). Several of the core courses are cross-listed as Journalism, Radio and Television, and could include students in the Broadcast, Communications, and Journalism majors. Appendix E shows the 2003 – 2006 schedule of classes for Fall, January and Spring semesters with enrollments for each.

IV. Assessment Procedures

The following procedures were used to assess learning outcomes.

A. Senior Exit Survey

The opinions of 134 Broadcasting, Communications, and Journalism majors were surveyed between 2002 and 2005 while they were enrolled in the Senior Project class. Appendix F shows the content analysis of the Senior Exit Survey. It covers areas of satisfaction with various aspects of the program including theory courses, internship and senior project, advising, and course offerings. Appendix L shows a copy of the Senior Exit Survey instrument.

B. Alumni Survey

Alumni who graduated from ULV with a major in Broadcasting, Communications, or Journalism in the last five years were surveyed on-line or by mail. About 184 graduates were contacted by mail and asked to respond to the alumni on-line survey or they had the option of using a mail-in survey. Appendix G shows the content analysis of the ULV Communications Department Alumni Survey. The survey asked students to assess what they learned while at ULV, how well they compared with their peers in terms of what they had learned, and their employment history. Appendix M shows a copy of the Alumni Survey instrument.

C. Faculty input on curriculum

Faculty, who teach the courses in the areas of emphasis, and senior projects, were interviewed to identify strengths and weaknesses, and generate ideas for program improvement.

D. Student self evaluation of the internship experience

Student input was obtained by doing a content analysis of student comments on course evaluations that are used as part of the internship class. There were 41 evaluations selected by random sample from forms completed between 2001 and 2005.

E. Internship Supervisor Evaluations

A content analysis of internship supervisor evaluations was conducted by random sample. There were 41 evaluations from forms completed between 2001 and 2005. These forms are part of the evaluation process in the internship class.

F. Judges Comments and Awards Received for Production and Publications

Judging sheets from end of the year Radio Awards were analyzed and averages were calculated from 2002 – 2005. These were from the end of the year awards competition where students may enter their production work for independent judges (industry professionals) rate the work and send students a critique of the entry. In addition, there is a compendium of awards received in outside contests from various industry and scholastic organizations pertaining to the disciplines of broadcast and journalism.

G. Syllabus review

Recent syllabi and course outlines were reviewed for each of the courses in all of the majors offered in the Communications Department (Broadcasting, Communications, and Journalism) to identify different areas of competency and the degree to which they were covered. Appendix H shows the matrix of courses, competencies and the degree to which they were covered.

V. Findings

A. Learning Outcome: Students will become critical consumers of the media, developing media literacy skills.

Responses from 44 alumni on the **alumni survey** (Appendix G) are summarized below regarding their ability to evaluate mass media (media literacy skills).

Table 5

Ability to Evaluate Mass Media	Total	
	n	%
Excellent/Good	43	98
Fair	1	2

There is a general degree of consensus indicating a high rating of ability to interpret and evaluate mass media. Approximately 98% of alumni say they have a good to excellent ability to evaluate mass media (media literacy skills).

The **syllabus review** (Appendix H) indicated that 16 (42%) of the communications courses did a very good job of covering media literacy concepts. Another 5 of the courses (13%) do a satisfactory job of covering media literacy. However, 17 of the syllabi reviewed (45%) are lacking in media literacy. Some of the lacking of media literacy may be explained partially by the nature of the courses.

In summary, alumni confirm they have the ability and skills to be critical consumers of media (media literacy skills). While slightly more than half of the course syllabi clearly demonstrate a satisfactory or very good level of media literacy skill development, almost half the courses are lacking in media literacy skills. Almost every course we teach deals with media literacy in some fashion or another, but there are syllabi that need to be reworked to include those components so they are more clearly communicated as a learning outcome of the course. In addition, the Senior Exit Survey should be rewritten to include assessment of this learning outcome.

B. Learning Outcome: Students will become aware of ethical and legal issues involved in mass media production.

In the **senior exit survey** (Appendix F) 41 students (31%) indicate the Ethics of the Mass Media course as one of the most significant courses between 2002 and 2005. From this same group of students, 28 students (21%) include Law and the Mass Media as one of the most significant classes.

The **alumni survey** (Appendix G) asked graduates from the last five years to indicate the quality of their ability to analyze ethical issues in mass media. The response shows

that 93% of alumni feel they have a good to excellent ability to analyze ethical issues. Alumni reported the Ethics of Mass Media course as one of the most valuable courses.

The content analysis of **syllabus review** (Appendix H) indicated that 19 of the courses (50%) describe very good levels of activities that promote awareness, analysis and discussion of ethical and legal considerations in mass media production. There are 4 courses (11%) with satisfactory levels of ethics and legal issues contained in the course syllabi. Fifteen of the course syllabi (39%) appear to be lacking in ethical and legal issues. Some of this lack may be explained partially by the nature of the courses.

In summary, senior exit surveys from 2002 to 2005, along with alumni surveys and the course syllabi demonstrate that students are familiar with ethical and legal issues in mass media. More courses could be explicit in their syllabi in the coverage of such issues if indeed they are part of the coursework. In addition, the assessment of this learning outcome needs to be better addressed with questions specific to this outcome in the senior exit survey.

C. Program Goal: Students will receive hands on training to develop the skills to work as media professionals in student-specific area of emphasis.

Students are required to perform hands on production assignments and activities in several classes in the curriculum. The courses that include the hands on production activities are the following: Newspaper Production, Magazine Production, Radio Production, Fundamentals of Video Production, Intermediate Video Production, Advanced Video Production, Radio Station Operations, Multi-Camera Video Production, Graphic Production, Staff Photography, Photoshop, Advanced News Reporting, Feature Writing, Color Photography, Digital Portfolio, Radio & TV Audio Controls, Television Editing, Designing Multi-Media Web Pages, Television Graphics, Radio Station Newswriting, TV News Production, Internship and Senior Seminar.

In the **senior exit survey** (Appendix F) seniors from the past 3 years were asked what they liked most about the program. The most common theme in response to that inquiry is “relevant or applied” including hands on experience.

In the **alumni survey**, graduates appear to have really valued the hands-on experience that was offered. This is strongly supported from the survey by the fact that 91% were either “Very Satisfied” or “Satisfied” with their hands-on experience. In an open-ended question asking alumni what opportunities could the Communication Department benefit from, alumni supported greater use of hands-on projects, more internship opportunities, and more field trips.

Faculty input on curriculum was gathered from full-time faculty in the Communications Department. Overall views of the curriculum were discussed. Several common points emerged:

1. A major strength of our curriculum is the practice based, hands-on approach. Faculty feel strongly about maintaining that curriculum design as they feel it is a major component toward the successes our students achieve in learning the course material and in obtaining employment after graduation.

2. Advanced course work (with opportunity for more hands-on application) is necessary in the areas of emphasis/concentrations in Multimedia, Public Affairs/Information, and Broadcast Journalism.
3. To provide the necessary expertise and advanced course instruction full-time faculty are needed in the emphasis/concentrations of Public Affairs/Information, and in Broadcast Journalism.

In the **syllabus review**, the two strongest areas are “Hands On Skills” with 37 courses (97%) providing very good hands-on experience, and “Professional Practice” with 38 of the courses (100%) scoring very good in the content analysis.

In summary, this learning outcome has the strongest evidence of being met. Senior exit surveys, alumni surveys, faculty input and syllabus reviews all support that this learning outcome is strong. From the alumni surveys and from faculty there is concern that within the newer emphasis/concentrations (Multimedia, Public Affairs/Information, and Broadcast Journalism) there needs to be additional advanced course work with hands-on activities. In addition, to support those curriculum needs and the expertise required additional full-time faculty are needed in Public Affairs/Information, and Broadcast Journalism.

D. Program Goal: Students will obtain practical experience at an internship setting.

In every major/emphasis within the Communications Department students are required to take an internship course in their junior or senior years. They must complete at least one unit of internship - it can be taken for up to four units of credit and may be repeated for additional experience and credit. The internship class meets once a week in a seminar format to process their experiences. They have to write weekly journals, reflection statements, and have readings and presentations related to resumes, and human resource issues (discrimination, sexual harassment, etc.). Students need to complete a minimum of 60 hours at a placement site during a semester for each unit of credit. There are many potential internship sites students can choose from. Information about each site is available to students through the Communications Department web site. The internships must be an experience within the student's area of emphasis/concentration.

The **senior exit survey** shows that 62% of seniors between 2002 and 2005 report one of their most valued facets of the curriculum was the internship experience.

The **alumni** reported that the internship experience was one of the most valuable courses in the department (along with Ethics in Mass Media and Senior Seminar).

The content analysis of the **self-evaluation of the internship experience** (Appendix I) shows that over 70% of the respondents felt they were adequately qualified to begin professional employment. The most prominent positive themes included communication and interpersonal skills and learning technology and editing skills. Twenty-seven percent of the interns did not feel adequately prepared for professional employment and indicated lack of experience. Interns expressed displeasure at having to do boring, monotonous and tedious tasks as well as having to commute long distances.

In the content analysis of the **Internship Supervisor Evaluations** (Appendix I) over 80% of the supervisors said they would hire the interns if a job were available. These supervisors indicated that the interns were motivated, hard working, and enthusiastic, with positive attitudes and that they worked well with others. However, nearly 20% of the intern supervisors responded that they would not hire the intern and indicated that the interns lacked job specific skills and 23% did not feel the intern was adequately qualified to begin employment in the field.

In summary, every student majoring in any of the broadcast, communications, or journalism majors (and all emphasis/concentrations) is now required to complete an internship experience. Students, and alumni report the experience is valuable and worthwhile. There are concerns from students about having to do boring and tedious tasks. Of most concern are the instances where internship supervisors do not feel the intern was adequately qualified.

E. Program Goal: Student will receive good program and career-related advising.

Every student in the department is required to complete Senior Seminar. In addition to the class requiring a senior project, there is a component dealing with career advice, including tips and advice on resume writing, job searching, and job interviews.

In the **alumni survey** graduates indicated that the quality of program-related advice was excellent or good (89%). Eleven percent rated the program-related advice as fair. As for rating the quality of the career-related advice, 78% selected excellent or good, 18% selected fair, and 4% selected poor. Some alumni reported having problems with availability or multiple changes in advisors. While some alumni reported obtaining career advice, many reported receiving minimal advice and some reported not getting any advice at all.

In summary, alumni give a high rating for program related advice, with a little lower rating of the career related advice. The senior exit survey should include questions to help assess the quality of advice for both program related advice and career related advice. Syllabi and course outlines should be rewritten to include more career related advice (in certain classes). During academic advising more emphasis could be spent on both program related advice and on career related advice.

F. Program Goal: Students will obtain employment in media (or communications) related fields or attend graduate school.

Most of the students in the communications department are most interested in pursuing careers in the industry after completing their degree. There are a few who are interested in graduate school.

The **alumni survey** found that 90% of alumni found employment after ULV in less than one year and the other 10% found employment between one and three years.

However, only 58% indicated they were currently working in the media/broadcast/journalism industry. Alumni rated the “industry preparation” they received from the ULV Communications Department as “Better Prepared” (46%) or “Equally Prepared” (32%) to peers from other schools. Only 24% of the alumni indicated they had pursued further education after attending ULV. Of those, 91% felt that their ULV education was excellent or good preparation for graduate school. The alumni rated their graduate school preparation received from ULV compared to peers as better prepared than most (18%), equally prepared (64%), and less prepared than most (18%).

In summary, alumni are very successful in finding employment in their chosen field after completing their degree at ULV. Most find their preparation to work in the industry better than that of their peers (from other schools). Some decide to attend graduate school and most find their preparation for grad school equal to or better than that of their peers.

G. Other Notable Program Review Information

In addition to assessing stated Learning Outcomes and Program Goals, the various assessment tools, surveys and interviews brought to light some interesting points regarding strengths and weaknesses of the program.

In both the **senior exit survey** and the **alumni survey** one the most common themes related to what students liked most about the program is the “good personalized attention” from instructors and staff. The most common theme related to students’ suggestions for new program ideas is adding “more career-specific courses”.

Seniors who were surveyed over the past three years (2002-2005) indicated they are very satisfied with their technical and aesthetic training, as well as with their General Education.

Table 6
Ratings of degree of training by seniors in the Communications Department between 2002 and 2005 on a five-point scale (1 = Poor and 5 = Good) (n = 134).

	Average
1. Technical Training at ULV	4.49
2. Aesthetic Training at ULV	4.31
3. College General Education at ULV	4.22

October 25, 2005

Judges Comments and Awards Received for Productions and Publications (Appendix J) is a compendium of a content analysis of radio contest entry judging (from the end of the year radio awards), scores from judging of the newspaper (*Campus Times*) and magazine (*La Verne Magazine*) from the Columbia Scholastic Press

Association, and a listing of various awards received in broadcast and print from 2001 through 2006.

The newspaper continues to receive very high marks from the Columbia Scholastic Press Association as evidenced by these scores and consistently maintaining its Gold Medalist standing. Specific comments to strengths and suggestions for improvement are specific to each publication and are included in Appendix J.

Table 7
Columbia Scholastic Press Association
College Newspaper Critique Scores
Campus Times Newspaper

Category	Possible Score	Year		
		2002	2003	2004
Concept	(600)	568	567	574
Presentation	(300)	258	272	280
General Operations	(100)	100	90	90
Total Score	(1000)	926	929	944
Placing		Gold	Gold	Gold

Placing:
 Gold Medalist: 925-1000 points
 Silver Medalist: 850-924 points
 Bronze Medalist: 849 points and below

The magazine also scored very well in the Columbia Scholastic Press Association critiques. In 2003 it received Silver Medalist honors.

Table 8
Columbia Scholastic Press Association
College Newspaper Critique Scores
La Verne Magazine

Category	Possible Score	Year
		2003
Concept	(600)	520
Presentation	(300)	277

General Operations	(100)	80
Total Score	(1000)	877
Placing		Silver

Placing:
Gold Medalist: 925-1000 points
Silver Medalist: 850-924 points
Bronze Medalist: 849 points and below

At the end of each academic year, the Communications Department gives awards to students for work that is entered into an end-of-the-year awards competition. In radio, industry professionals judge these entries. This table shows that there is an overall strong performance, but Disc Jockey and Airshift categories have room for improvement.

Table 9
Average ratings by independent judges of student submission for radio awards between 2002-2005 (1 = Poor, 5 = excellent)

Areas	KULV Airshift n=18	KULV Production n=9	Commercial Production n=6	Audition Tape n=12	Disc Jockey Segment n=20
1. Technical Quality	3.8	3.8	3.6	4.5	2.8
2. Content of Show	3.4	4.2	4.3	4.2	3.2
3. Creativity	3.4	3.6	4.2	3.3	3.3
4. Delivery	3.5	3.8	4.2	3.9	3.3
Total	14.2/20	15.6/20	16.3/20	16/20	12.5/20

October 25, 2005

In the category of radio sports coverage, the average scores also show a strong performance. Areas that need attention include use of proper language and providing information necessary to keep listener informed.

Table 10
Average ratings by independent judges of submissions for radio awards in Sports Coverage between 2002-2005 (n = 5) (1 = Poor, 5 = Excellent)

	Average
1. Provides Clear Description of the Action	3.4

2. Delivery	3.4
3. Knowledge/Understanding of Sport	3.6
4. Uses Proper Language Associated with the Sport	3.0
5. Provides Information Necessary to Keep Listener Informed	2.8
6. Announcer Maintains Objectivity / impartiality	3.8
Total	20/30

October 25, 2005

The campus media, which serve as the laboratory experiences for the production classes, show tremendous strength when compared to other colleges and universities in California and across the nation. The following is a list of awards and honors received from 2001 through 2006 for publications, and broadcasts from *Campus Times*, *La Verne Magazine*, KULV Radio, and LVTV. A copy of the full list of winners is available in the **Judges Comments and Awards Received for Productions and Publications** (Appendix J) for comparison purposes.

2001 Columbia Scholastic Press Association Gold Circle Awards: Personality Profile

Third Place: Araceli Esparza, "Dibbell recounts life battling illness," *Campus Times*

Sports Column

Certificate of Merit: Brice Nixon, "Knight rightfully loses seat at table" *Campus Times*

Spot News Photography - Single Spot News Photograph Black & White

Certificate of Merit: Liz Lucsko, "George W. Bush," *Campus Times*

Single Subject Presentation: Double-truck, Special Section

Certificate of Merit: Staff, "ULV witness homecoming of century," *Campus Times*

2001 Society of Professional Journalists Mark of Excellence National Winners & Finalists:

Radio Daily Newscast

National Finalist

- KULV Newscast, University of La Verne, KULV

Television Feature Reporting

National Winner "Daniel Obregon," Daniel Aviles, LVTV-3

Television Feature Photography

National Winner "Plato's Cavern," Daniel Aviles and Enrique Gutierrez, LVTV-3

**2001 Society of Professional Journalists Mark of Excellence Region 11
Winners:**

Television Feature

1st Place (tie) - Daniel Aviles, University of La Verne, "Daniel Obregon"

Television Sports Reporting

3rd Place — James Morrison, University of La Verne, "ULV Football vs. Occidental"

Television Feature Photography

1st Place — Daniel Aviles & Enrique Gutierrez, University of La Verne, "Plato's Cavern"

**2002 Society of Professional Journalists Mark of Excellence National
Award Winners & Finalists:**

Television Feature Photography

Second Place - "Van's Triple Crown Skate Park Extreme," Nick Schober, LVTV-3

**2002 Society of Professional Journalists Mark of Excellence Region 11
Winners:**

Magazines

3rd Place - Christine Owen, "Taking a Stand: Peace or War," La Verne Magazine

Television In-Depth Reporting

2nd Place - Enrique Gutierrez, "Cristian Bejarano: The Bronze Warrior: A Legend in the Making," University of La Verne

Television Feature Photography

1st Place - Nick Schober, "Van's Triple Crown Skate Park Extreme," LVTV-3

2nd Place - Agustin Avalos, "America's Best Spirit Leader National"

Television Non-Daily Newscast

1st Place - Eye on La Verne, "Producers: Nathan Baca, Erin Coleman, James Morrison, Agustin Avalos and Mark Chiapelli," LVTV-3

**2003 Columbia Scholastic Press Association Gold Circle Award
Winners:**

Spot News Photograph - Black and White

Third Place: Tom Galarga, "Local House Fire," Campus Times

Certificate of Merit: Jennifer Contreras, "Taco Bell Protest," Campus Times

Sports Photograph - Single Sports Photograph: Black and White

Third Place: Liz Lucsko, "Water Polo vs. Claremont," Campus Times

Page One Design - Black and White Tabloid

Certificate of Merit: Tom Galaraga, "December 7, 2001," Campus Times

Photo Layout - Two or More Pages

Certificate of Merit: Tom Galaraga, "Volleyball Championship," Campus Times

Single Subject Presentation: Single Page - Black and White

Certificate of Merit: Tom Galarga, "A Skid Row Thanksgiving," Campus Times

Single Subject Presentation - Double Truck

Third Place: Staff, "Untitled," Campus Times

Non-Fiction - Interview

Certificate of Merit: Christine Owen, "Taking a Stand: Peace or War," La Verne Magazine

Illustration - Single Illustration Not Based on Photographic Material

Certificate of Merit: Christian A. Lopez, "Funhouse Weight Loss," La Verne Magazine

Photographs - Two or More Colors

Certificate of Merit: Jen Newman, "Roger Castellano," La Verne Magazine

Television News Package

First Place: Veronica Perez and Nathan Baca, "Child Molester Investigation," Eye on La Verne

Second Place: Bryan Smith and Rene Luna, "210 Freeway Update," Eye on La Verne

Television Feature Package

First Place: Agustin Avalos and Edna Becerra, "Musical Claremont," La Verne Spotlight

Second Place: Veronica Perez and Edna Becerra, "Ross the Intern," Eye on La Verne

Third Place: Evan Martinez, Danny Lee, and Nick Schoeber, "Van's Triple Crown Skate Park," La Verne Spotlight

Certificate of Merit: Edna Becerra and Agustin Avalos, "America's Best Spirit Leader Championship," La Verne Spotlight

Documentary

First Place: Enrique Gutierrez, "Cristian Bejarano: The Bronze Warrior, Part 2: A Legend in the Making," Eye on La Verne

2004 Columbia Scholastic Press Association Gold Circle Award

Winners:

News Writing

Certificate of Merit: Matt Paulson and Kenneth Todd Ruiz, "Fire leaves local destruction," *Campus Times*

Spot News Photograph - Black and White

Second Place: Bailey Porter, "ULV Walks Out," *Campus Times*

Sports Photograph - Single Sports Photograph

Certificate of Merit: Adam Omernik, "Men's Soccer vs. Whittier," *Campus Times*

Photo Layout - Two or More Pages

First Place: Jason Cooper, "Oaxaca," *Campus Times*, University of La Verne

Third Place: Jennifer Contreras, "Naughty Marietta," *Campus Times*

Certificate of Merit: Jennifer Contreras, "War Protests," *Campus Times*

Certificate of Merit: Adam Omernix, "Rocky Horror Show," *Campus Times*

Non-Fiction - Column

Second Place: Jaclyn Roco, "From the Editor," *La Verne Magazine*

Television News Package

First Place: Johnnya Center, "Citizen's Academy," *LVTV-3*

Second Place: Michelle Renteria, "Habitat for Humanity," *LVTV-3*

Third Place: Nathan Baca, "Fire Update," *LVTV-3*

Certificate of Merit: Christian Lopez, "Terrorist Survival Plan," *LVTV-3*

Certificate of Merit: Agustin Avalos, Johnnya Center, "War Protest," *LVTV-3*

Certificate of Merit: Johnnya Center, Ayana Moultrie, "Muslims in La Verne," *LVTV-3*

Television Feature Package

First Place: Nick Schober and Danny Lee, "Van's Skate Park," *LVTV-3*

Second Place: Mark Chiapelli and Gayane Grajian, "It's Raining Leos," *LVTV-3*

Third Place: Mark Chiapelli and Nate Michael, "Pumpkin Patch," *LVTV-3*

Certificate of Merit: Jorge Lezzam, Samantha Hodges and Doug Bradley, "Logan's Candies," *LVTV-3*

Documentary

First Place: Staff, "Latino USA," *LVTV-3*

2004 Society of Professional Journalists Mark of Excellence National Winners/Finalists

Best Student Magazine (published once a year)

- National Finalist: Staff, University of La Verne, *La Verne Magazine*

2005 Columbia Scholastic Press Association Gold Circle Award Winners:

Single Subject Presentation - Black and White

Third Place: Adam Omernik and Chrissy Zehrbach, "Countdown to Election Day," *Campus Times*

Non-Fiction - Interview or Article

Certificate of Merit: Amby, "HerStory is Our Story," *La Verne Magazine*

Column

Second Place: Kenneth Todd Ruiz, "From the Editor..." *La Verne*, University of La Verne

2005 Society of Professional Journalists Inland Southern California

Chapter Awards:

Best Newspaper

Second Place: Campus Times

Comments: Good story mix, most with multiple sources. Attractive design.

Best News Story

First Place: Nila Priyambodo, Campus Times "College students victims of credit"

Comments: Thoroughly researched study of an issue affecting most students – credit card debt. Some eye-opening statistics.

Second Place: Nila Priyambodo and Tracy Spicer, Campus Times

"ULV law school accreditation"

Third Place: Chrissy Zehrbach and Tracy Spicer, Campus Times

"Athens campus closure"

Honorable Mention: Bailey Porter, Campus Times "Morning-after pill accessible"

Best Feature Story

First Place: Jessica Warden, Campus Times "Blood cells bring quick cash"

Comments: In-depth look at sperm, blood donation as a way for cash-starved students to pay the bills. Interesting and informative, yet not flippant.

Best Sports Story

First Place: Steven Falls, Campus Times, "Obesity weighs heavy in football"

Comments: Story grabs your attention at the outset and keeps it throughout. Nice localizing of a national sports health issue.

Second Place: Steven Falls, Campus Times, "Renovation displaces athletic program"

Best Column

Third Place: Bailey Porter, Campus Times, "Recalling sights and sounds of home"

Best Editorial

Second Place: Staff, The Campus Times, "Commencement crisis coming"

Best News/Feature photo

Honorable Mention: Reina Santa Cruz, Campus Times, "Two Timothys"

Best Sports photo

First Place: Jenna Campbell, Campus Times, "Softball vs. Menlo"

Comments: Photo vividly captures the drama at home plate.

Third Place: Emmah Obradovich, Campus Times, "Swimming vs. Caltech"

Best Editorial Cartoon/Illustration

Third Place: Adam Omernik, Campus Times, "Iraq: Sooner or Later"

Best TV Feature Segment

First Place: Tim Ciancio, La Verne Community TV, "Maloof Foundation"

Comments: Segment gives a thorough overview of wood craftsman Sam Maloof and his amazing showcase home.

Second Place: Yesel Manrique, La Verne Community TV, "Fairview Farms"

Best Magazine Non-Fiction Story

First Place: Kenneth Todd Ruiz, La Verne Magazine, "Not Your Typical Hide and Seek"

Comments: Writer takes us on a ride with "geochachers," giving readers a thorough introduction to this little-known cyber-age hobby through the words and actions of some of its most ardent players.

Second Place: Bailey Porter, La Verne Magazine, "Beyond the Nuclear Family"

Third Place: Valerie Rojas, La Verne Magazine, "The Sweeter Side of Success"

Honorable Mention: Erin Zabernick, La Verne Magazine, "Joining the Motor Home Cult"

Honorable Mention: Jonathan Carroll, La Verne Magazine, "Kicking Around the Truth About Nixon"

Best Magazine General Excellence

First Place: Matt Paulson (Editor), La Verne Magazine, "Winter 2005"

Comments: Magazine showcases an excellent enterprise piece on the termination of ULV's men's basketball program. The other features cover a wide spectrum and give the reader an intimate view of some diverse folks in and around La Verne.

Second Place: Amby Sarabia (Editor), La Verne Magazine, "Summer 2005"

2006 Columbia Scholastic Press Association Gold Circle Award Winners:

Photo Layout - Black and White

Certificate of Merit: Gloria Diaz, "Dreaming the Night Away," *Campus Times*

Single Subject Presentation (single page) - black and white or black and white and one other color

Third place: Nila Priyambodo and Yelena Ovcharenko, "Danger!" *Campus Times*

Photographs - two or more colors

Second Place: Sylvia Castellanos, "Fist of Gold: Cody Rapp," *La Verne Magazine*

This list of awards demonstrates that the hands-on aspect of the program is quite strong and provides valuable feedback to the comparable quality of our publications and productions.

In addition to assessing learning outcomes and program goals, the **syllabus review** (Appendix H) there was analysis of what was included in courses in "Major Concepts"

of the discipline and “Theoretical Perspectives”. The courses scored very high in both areas. “Major Concepts” was the strongest with 37 courses (97%) having evidence of that major concepts had very good coverage. “Theoretical Perspectives” in the courses also scored well with 30 courses (79%) scoring “very good” and 5 (13%) scoring as “satisfactory”. Only 3 courses (8%) scored as “lacking” and some of this lack may be explained partially by the nature of the courses.

The **syllabus review** was conducted in a broader sense than just what applied to departmental learning outcomes and program goals. They were also reviewed for concerns and goals related to general education. The strongest category was in “Critical Thinking”. There were 31 courses (82%) scoring “very good”, and 4 courses (11%) as satisfactory. Writing, Presentation Skills, and Information Literacy all had scores that were above satisfactory. The area that scored the lowest was “Multicultural and Diversity Issues”. In this category only 1 course (3%) scored “very good”, 12 courses (32%) as “satisfactory” and 25 courses (66%) scored as “lacking”. It is possible (and likely in some instances) that what is “lacking” is the syllabus does not accurately reflect that those issues are covered as class material. However, many of the classes may not be covering much in relation to multicultural and diversity issues. Syllabi should be reviewed in light of this and certain courses should be redesigned accordingly.

VI. Recommendations for Action

1. Rewrite course outlines and syllabi to include more media literacy components as appropriate.
2. Improve assessment techniques in senior exit surveys to include aspects in media literacy, ethical & legal issues, and matters of program related and career related advice.
3. Improve and modify the rubric for senior projects to better assess learning outcomes. Senior projects should be evaluated on an ongoing basis using a common rubric that will be accumulated over time.
4. Add advanced (“career specific”) coursework to curriculum in multi-media, public affairs/information, and broadcast journalism emphasis areas. These courses need to have a hands-on “production” element as a major part of the course. (Advanced course work in Broadcast Journalism has recently been addressed with the adding of TV 307 – TV News Production).
5. Hire additional full-time faculty in Broadcast Journalism, and in Public Affairs/Information emphasis areas. They are needed for expertise and to support the additional advanced courses that are needed. This staffing would also help with the academic advising and career advising load.
6. Cultivate more adjunct faculty with specific expertise, and engage those faculty more through in-service and training.

7. Identify uniform expectations of senior project proposals.
8. Develop more internship opportunities for broadcast, communications, and journalism majors.
9. Incorporate multi-cultural and diversity issues in more broadcast, communications, and journalism courses.
10. Provide more advising opportunities on program related and career related issues.
11. Syllabi and outlines, where appropriate, should be rewritten to include more career related information.
12. Revise all course outlines to be up-to-date with current practices, and technology.