

PART I: General Information

Name of Institution: Pennsylvania State University

Name of Unit: College of Communications Year of Visit: 2012

1. Check regional association by which the institution now is accredited.

- Middle States Association of Colleges and Schools
 New England Association of Schools and Colleges
 North Central Association of Colleges and Schools
 Northwest Association of Schools and Colleges
 Southern Association of Colleges and Schools
 Western Association of Schools and Colleges

2. Indicate the institution's type of control; check more than one if necessary.

Private Public Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

On April 1, 1863, the Pennsylvania General Assembly designated Penn State as the land-grant college of the Commonwealth.

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

Yes No If yes, give the date of the last accrediting visit: October 8-11, 2006

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1948

6. Attach a copy of the unit's mission statement. The statement should give the date of adoption and/or the most recent revision.

College of Communications
Mission Statement

The College of Communications offers professional programs that prepare students for the range of responsibilities and opportunities being created by rapid transformations in the field of communications and information policy.

Through its teaching, research and outreach, its mission is to prepare students to take their place in society as active, critical, ethical and engaged participants in the information society. In a time of

profound change in the structure, content and dissemination patterns of media, the fundamental skills of investigation, analysis and communications through written and visual media are essential for the 21st century.

The College recognizes its mission to educate students for citizenship in a society in which communication and information are major commodities and the basis of the democratic process; recognizes the complex mosaic of changing career possibilities available in the information environment and thus prepares students for a professional climate in which the ability to adapt is a fundamental requisite to success; and facilitates the development of sophisticated abilities in the gathering, analysis and dissemination of information.

The College's mission is to educate persons to assume responsible, decision-making roles in communications industries, academic and government agencies and as participating citizens in an information-rich society. We must lead the way in preparing students for a future being transformed by technology. The College is committed to be a national leader in the discussions, pedagogy and practices that will enhance the professional education of our students.

The College's research, teaching, outreach and creative activities promote effective, responsible use of communications media by individuals, organizations, industries and government. It draws on scholarly traditions in the humanities, law, and the social sciences to increase understanding of the practices and processes of communications, to critically assess the role of media in society, to weigh the implications of media flow and content, and to guide assessment and analysis that paves the way for more informed and responsible use of the media.

Adopted: 2006

7. What are the type and length of terms?

Semesters of 15 weeks

Quarters of _____ weeks

Summer sessions of 4, 6 & 12 weeks

Intersessions of _____ weeks

8. Check the programs offered in journalism/mass communications:

Four-year program leading to Bachelor's degree

Graduate work leading to Master's degree

Graduate work leading to Ph.D. degree

9. Give the number of credit hours required for graduation. Specify semester-hour or quarter-hour credit.

120 semester-hour credits

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

Up to 3 semester-hour credits (student must work 67 hours per credit)

11. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Communications (pre-major status)	Dr. Marie Hardin, Associate Dean
Advertising/Public Relations advertising option	Dr. Robert Baukus, Dept Head
Advertising/Public Relations public relations option	Dr. Robert Baukus, Dept Head
Film-Video	Dr. Anthony Olorunnisola, Dept Head
Journalism broadcast option	Dr. Ford Risley, Dept Head
Journalism print option	Dr. Ford Risley, Dept Head
Journalism visual (photo) option	Dr. Ford Risley, Dept Head
Journalism no options (closed Spring 2008)	Dr. Ford Risley, Dept Head
Media Studies film-tv option	Dr. Anthony Olorunnisola, Dept Head
Media Studies international option	Dr. Anthony Olorunnisola, Dept Head
Media Studies media effects option	Dr. Anthony Olorunnisola, Dept Head
Media Studies society and culture option	Dr. Anthony Olorunnisola, Dept Head
Media Studies general option (closed Fall 2011)	Dr. Anthony Olorunnisola, Dept Head
Telecommunications	Dr. Matthew Jackson, Dept Head

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

University Park 44,679 (Fall 2012)
 Penn State (all campuses) 84,578 (Fall 2012)

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

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Communications (pre-major status)	1243
Advertising/Public Relations advertising option	251
Advertising/Public Relations public relations option	346
Film-Video	117
Journalism (no options closed Spring 2008)	3
Journalism broadcast option	369
Journalism print option	260
Journalism visual (photo) option	47
Media Studies general option (closed Fall 2011)	29
Media Studies law & policy option (closed Fall 2011)	7
Media Studies film-tv option	49
Media Studies international option	21
Media Studies media effects option	37
Media Studies society and culture option	26
Telecommunications	345
Total	3150 (Fall 2012)

14. Number of students in **each section** of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary.

The following table provides Spring 2012 and Fall 2012 skills course enrollments by section.

COMM Course Number/Section	Title	Enrolled Spring 2012	Enrolled Fall 2012*
242	Basic Video and Film Production		
1		13	14
2		14	18
3		16	17
260W	News Writing and Reporting		
1		20	18
2		19	20
3		19	19
4		19	20
5		14	20
6		19	20
7		16	19
8		16	19
9		16	20
10		20	20
11		17	19
12		17	19
13		18	20
14		20	20
15	(Fall semester only)		18
269	Photojournalism		
1		15	15
2		15	14
3		14	15
4	(Fall semester only)		15
282	Television Field Production		
1		17	18
2	(Canceled SP12)		18
3		17	19
4	(Spring semester only)	19	
5	(Spring semester only)	17	
283W	Television Studio Production		
1		18	8

2		15	18
337W	Intermediate Documentary Production		
1		18	19
338	Intermediate Narrative Production		
1		19	21
2	(Spring semester only)	17	
339	Intermediate Alternative Production		
1		20	19
340	Interm. Cinematography & Editing Tech.		
1		16	20
2	(Spring semester only)	20	
342W	Idea Development & Media Writing		
1		18	19
2		13	20
346	Writing for the Screen I		
1	(Spring semester only)	16	
360	Radio Reporting		
1		10	10
2		8	10
3		7	10
4		10	10
5		10	10
6		9	10
7		9	10
8		9	10
9	(Fall semester only)		9
10	(Fall semester only)		10
374	Audio Production		
1		20	20
402	International Reporting		
1	(Spring semester only)	16	
437	Advanced Documentary Production		
1		18	20

438	Advanced Narrative Production		
1	(Fall semester only)		21
440	Adv. Cinematography & Lighting Techniq.		
1		17	17
443	Producing Workshop		
1	(Fall semester only)		21
444	Adv. Post-Production Techniques		
1	(Fall semester only)		19
445	Directing Workshop		
1		12	18
446	Writing for the Screen II		
1	(Spring semester only)	18	
448	Advanced Group Production I		
1	(Fall semester only)		18
449	Advanced Group Production II		
1	(Spring semester only)	21	
2	(Spring semester only)	22	
460W	Reporting Methods		
1	(Canceled SP12)		18
2		15	16
3		21	16
4	(Canceled SP12)		
5	(Spring semester only)	15	
6	(Spring semester only)	12	
461	Journalism Seminar		
1		18	20
2		18	20
3	(Spring semester only)	17	
462	Feature Writing		
1		18	16
2	(Canceled FA 12)	18	
3		18	18
4	(Spring semester only)	16	

463	Newspaper Design		
1		16	18
464W	Editorial, Opinion & Commentary Writing		
1		20	20
465	Broadcast Journalism II		
1		16	17
2		19	19
3		19	18
4		14	20
5		17	10
6	(Fall semester only)		10
466	Public Affairs Broadcasting		
1		12	12
467	News Editing		
1		18	17
2		20	18
3		18	19
4	(Canceled SP12)		20
5	(Spring semester only)	18	
469	Photography for the Mass Media		
1		16	15
471	Public Relations Methods		
1		18	18
2		19	18
3		20	20
4		18	20
5		19	20
6		20	20
7		18	13
476	Sports Writing		
1		19	18
2		20	15
477	Sports Broadcasting		
1		17	16
478	Sports Information		

1		18	18
480	Television News		
1		20	18
481	Advanced Multimedia Production		
1		14	12
2		14	8
3		15	14
497K/383a	Webcast Production		
1		13	11
498A	In the Game		
1		9	8
498E	We Are: The Millenials		
1	(Spring semester only)	10	

15. Total expenditures planned by the unit for the 2012 – 2013 academic year: \$16,563,515
 Percentage increase or decrease in three years: 35.91 percent increase
 Amount spent this year on full-time faculty salaries: \$4,520,694

16. List name and rank of all full-time faculty. Identify those not teaching because of leaves, sabbaticals, etc. (Full-time faculty refers to those defined as such by the unit.)

2012-2013 Departmental Faculty
 College of Communications

Advertising/Public Relations

Lee Ahern, Assistant Professor
 George Anghelcev, Assistant Professor
 Robert A. Baukus, Associate Professor and Department Head
 Denise S. Bortree, Assistant Professor
 Colleen Connolly-Ahern, Associate Professor **F12
 Frank E. Dardis, Associate Professor
 Marcia W. DiStaso, Assistant Professor
 Michel M. Haigh, Associate Professor **S13
 Ann M. Major, Associate Professor
 Steve G. Manuel, Senior Lecturer (.75)
 Renea D. Nichols, Senior Lecturer
 Fuyuan Shen, Associate Professor

Ronald G. Smith, Senior Lecturer
Susan M. Strohm, Senior Lecturer
Kenneth E. Yednock, Senior Lecturer 14.75

Journalism

Douglas Anderson, Professor and Dean
Anthony Barbieri, Foster Professor of Writing and Editing
John H. Beale, Senior Lecturer
Curtis W. Chandler, Senior Lecturer
John A. Dillon, Senior Lecturer
Russell E. Eshleman, Senior Lecturer and Associate Department Head
Russell Frank, Associate Professor **F12/S13
Martin E. Halstuk, Associate Professor *F12
Marie C. Hardin, Professor and Associate Dean of Undergraduate and Graduate Education
Shannon Kennan, Senior Lecturer
Ann L. Kuskowski, Senior Lecturer
Steve Kraycik, Director of Student Television and Online Operations and Senior Lecturer
Judy Maltz-Schejter, Senior Lecturer *F12/S13
Marea A. Mannion, Senior Lecturer
Steve G. Manuel, Senior Lecturer (.25)
Pamela A. Monk, Senior Lecturer
Malcolm Moran, Knight Chair in Sports Journalism and Society
Jamey Perry, Assistant Dean of Student Services and Lecturer
Michael S. Poorman, Senior Lecturer and Director of Alumni Relations
Robert D. Richards, Curley Professor of First Amendment Studies
Ford Risley, Professor and Department Head
Christopher B. Ritchie, Senior Lecturer
Steven W. Sampsell, Senior Lecturer and Director of College Relations
John P. Sanchez, Associate Professor
Joseph Selden, Assistant Dean of Multicultural Affairs and Lecturer
Cynthia Simmons, Senior Lecturer
Will Yurman, Senior Lecturer
Bu Zhong, Associate Professor 27.25

Film-Video and Media Studies

Ronald V. Bettig, Associate Professor
Rod B. Bingaman, Senior Lecturer
Barbara O. Bird, Associate Professor
Martin Camden, Lecturer
Jeremy Cohen, Professor and Associate Vice Provost
Josephine A. Dumas, Senior Lecturer
C. Michael Elavsky, Associate Professor
Kevin J. Hagopian, Senior Lecturer
Matthew F. Jordan, Associate Professor
Matthew P. McAllister, Professor
Naomi McCormack, Assistant Professor

Mary Beth Oliver, Distinguished Professor *F12/**S13
Anthony A. Olorunnisola, Professor and Department Head
Michelle Rodino-Colocino, Assistant Professor
Michael G. Schmierbach, Assistant Professor
Maura E. Shea, Senior Lecturer
Richard A. Sherman, Associate Professor
S. Shyam Sundar, Distinguished Professor 18

Telecommunications

Maria Cabrera-Baukus, Senior Lecturer
Robert M. Frieden, Pioneers Chair of Cable Telecommunications
Anne M. Hoag, Associate Professor **S13
Matthew S. Jackson, Associate Professor and Department Head **S13
Krishna P. Jayakar, Associate Professor
Robert P. Martin, Senior Lecturer and Assistant Dean for Internships & Career Placement
Patrick R. Parsons, Davis Professor of Ethics
Amit M. Schejter, Associate Professor *F12/S13
Richard D. Taylor, Palmer Chair of Telecommunications 9

*Leave

**Sabbatical

TOTAL FULL-TIME FACULTY (69)

(07/30/12)

17. List names of part-time/adjunct faculty teaching at least one course in Fall 2012. Also list part-time faculty teaching in Spring 2012. (If your school has its accreditation visit in 2013, please provide an updated list at the time of the visit.)

Part-Time Faculty
College of Communications - Spring 2012

Advertising/Public Relations

Allen, Katharine
Baker, Michelle
Brubaker, Pamela
Chung, Mun-Young
Dolan, John
Khoo, Guan-Soon
Wyckoff, Tara

Journalism

Arbutina, Christine
Blevins, Katherine
Heffentreyer, Sally
Isler, Erika
Reighard, Steve
Rice, Jeff
Rosenblum, John
Shontz, Lori

Film-Video and Media Studies

Ash, Erin
Decarvalho, Lauren
Heresco, Aaron
Jia, Haiyan
Jurgenson, Morgan
Kim, Hyang-Sook
Kim, Keun Yeong
Kumanyika, Chenjerai
Lizardi, Ryan
MacAuley, Brian
Maurer, Chris
Mislán, Christina
Nutter-Smith, Alexandria
Shade, Drew
Winters, Caryn
Woolley, Julia

Telecommunications

Brown, Jeff
Cramer, Ben
Dugan, James
Han, Sangyong
McGough, Michael
Parker, Curtis
Powell, John
Schmidt, Rob
Walden, Justin
Yorks, Topher

TOTAL 41

Part-Time Faculty
College of Communications - Fall 2012

Advertising/Public Relations

Baker, Michelle
Chung, Mun-Young
Formentin, Melanie
Oh, Jeeyun

Journalism

Aneckstein, David
Appleman, Alyssa
Baker, David
Barger, Lori
Calandra Witmer, Erin
Chan, Curtis
Dawson, Michael
Duchene, Lisa
Elder, Andrew
Fledderman, Keith
Hampton, Donald
Hottle, Heather
Jones, Steve
Joseph, Michael
Milewski, John
O'Toole, Kathleen
Rice, Jeff
Reighard, Steve
Rodenbush, Jim
Shontz, Lori
Swayne, Matt
Warren, Lisa
Wechtenhiser, Jaclyn
Zeigler, Jennifer

Film-Video and Media Studies

Decarvalho, Lauren
Go, Eun
Heresco, Aaron
Jia, Haiyan
Khoo, Guan-Soon
Kim, Keun Yeong
Kumanyika, Chenjerai
Lizardi, Ryan
MacAuley, Brian
Mislán, Christina
Sherrick, Brett
Ungar, Charles
Wu, Mu

Telecommunications

Brown, Jeff
 Cramer, Ben
 Jian Cui
 Dugan, James
 Feltman, Linda
 Han, Sangyong
 Lee, Ju Young
 Martin, Brandie
 Norloff, David
 Walden, Justin
 Yorks, Topher
 Yourchak, Thomas

TOTAL 53

18. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

Year	Total Graduates	80 or more semester hours outside the major		65 or more semester hours in liberal arts/sciences	
		Number	Percent	Number	Percent
2011-2012 academic year	975	975	100%	975	100%
2010-2011 academic year	940	940	100%	940	100%

Standard 1: Mission, Governance and Administration

Unit performance with regard to indicators:

(a) The unit has a mission statement and engages in strategic or long-range planning that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

Journalism has been taught at Penn State since 1911 and it has been an accredited program since 1948. The College of Communications was created in 1985. Today, the College has 3,150 undergraduate students (pre-majors and majors, fall 2012). It has the most students of any accredited program in ACEJMC. While its overall structure (five majors in four departments) is largely unchanged since the last accrediting visit, the College has continued to grow and evolve even in the face of the tumultuous times faced by schools of mass communication. It remains a fixture of excellence at Penn State, largely due to a superb dean and outstanding faculty and students, an amazing commitment to student service, internships and alumni and a culture of assessment that could be a model for any program.

In the College's own words:

“The College seeks to be recognized as the largest, most comprehensive, best-balanced, student-centered, ACEJMC-accredited program in the country -- one that emphasizes professional preparation of undergraduates; one that provides a blend of technique and conceptual courses; one that operates an academically rigorous graduate program; one that pushes internship experiences for its students; and one that insists upon scholarly, professional and creative productivity from its faculty.

“The College believes that it has the resources, the critical mass and the capability to achieve its goal. The College is not one dimensional: focusing on the practical at the expense of an intellectually stimulating environment or vice versa. It also covers the communications spectrum: advertising/public relations; film/video; journalism; media studies; and telecommunications. This broad base positions the College well as all forms of communications stretch their wingspans in the 21st century. All of our majors are impacted by the transition to digital applications.”

While there is no question there is more work to do, a strong case can be made that the College is achieving its goals.

It is guided in part by a detailed and very ambitious 2008-13 strategic plan. It is 103 pages in length, plus appendices.

It contains nine goals:

1. Better serve the College's undergraduates, emphasizing a substantive student-centered philosophy;

2. Enrich graduate education;
3. Increase the quality and quantity of research, creative activity, and other scholarship produced by the faculty and graduate students;
4. Supply the ever-expanding technology and infrastructure needs of the College while practicing responsible consumption;
5. Enhance diversity and climate issues;
6. Enhance response to the international context of communication;
7. Enhance outreach and engagement;
8. Provide leadership and opportunity for our disciplinary and cross-disciplinary communities; and
9. Enrich the College community by engaging alumni and friends in our teaching, research and service activities.

Planning at Penn State is a university-wide process that has been in place for more than 20 years. The College follows the university process, which calls for a “participatory, top-down/bottom-up, process that connects planning and budgeting.”

(b)The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

The College has the usual array of faculty-led committees and functions. Policymaking originates in committees and is approved by the College executive committee. Its members are: the four (Advertising/PR, Film/Video and Media Studies, Journalism, Telecommunications) department heads, associate heads, the director of development, the director of human resources, the director of outreach and instructional design, the director of college relations, the director of student television and online operations, the director of international programs, the assistant deans, the associate dean and the dean.

College faculty met three times during the 2011-12 academic year. Departmental faculties met 3-5 times each. Standing College committees include: Promotion and Tenure, Curriculum and Liaison, Academic Integrity, Student Scholarships, Graduate, Sabbatical, Diversity, Equipment and Student Assessment.

This is not a College where a great number of votes are taken. The faculty has responsibility for the curriculum and course development; the Dean keeps firm control of the budget. Faculty are not frequent visitors to the Dean’s office. Ideas do percolate up from the faculty but they typically are filtered through the department chairs or the associate dean. Call this a strongly Dean-centered College with substantial shared governance with the faculty, where ideas are welcome and action is expected once approved. To paraphrase one faculty member: It is a top-down College, but the outcomes are always good, so why would anyone complain?

(c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

The College is fortunate to have a venerable, effective and highly regarded Dean. He inspires an extremely high level of loyalty from his faculty and staff, which could be described as just-about-unanimously happy. The College has never been in better shape than it is today, according to one senior faculty member whose tenure precedes the Dean's arrival in 1999 by about a decade. The Dean is known for running, in the words of the provost, "a well-run, high-demand College with a good mesh of academics and professionals," that serves all three university missions of teaching, scholarship and service. The fact there is no professional vs. academic tension among the faculty and that it is a productive, high-functioning College, particularly given its large number of undergraduates, speaks to the Dean's strong and effective leadership. One faculty member noted that when he proposed creation of an international reporting course he asked the Dean about how they would fund student travel overseas. "He said don't worry about it," and the professor never has had to do so. Another characterized the Dean as never too high or low, but always focused on what needs to get done.

Admiration for the Dean flows through the university, and he is seen as a mentor to less-seasoned deans as well as a stellar university citizen. He has chaired numerous university committees and currently serves on the provost search committee.

The College also is fortunate to have a strong second in an associate dean who does double duty for undergraduate and graduate education as well as being an outstanding professor. The team includes strong academic department heads and committed, hard-working senior staff.

(d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

A search for a dean is handled through the president's office. The Provost appoints a chair of the search committee (typically a dean from another unit). The remainder of the committee consists of faculty and staff members from the College. After initial interviews, a short list is delivered to the Provost, who then decides which candidates to invite back for a second interview. During the second interview, the full faculty hears from the candidates. The President ultimately hires the Dean.

The process for hiring associate deans follows the pattern for a faculty hire though the Dean may opt for an internal candidate. Department heads are appointed by the Dean for renewable three-year terms with faculty input.

The Dean is evaluated every five years by a committee appointed by the Provost. A confidential survey is sent to all faculty and staff in the unit. Internal and external interviews are conducted. The resulting report goes to the Provost, who discusses it with the Dean. The Dean also evaluates the associate dean and department heads annually.

Faculty and staff received an e-mail from the Provost after the Dean's most recent evaluation in 2009 noting it was an extremely positive review.

(e) Faculty, staff and students have avenues to express concerns and have them addressed.

The College follows university policies on complaints. Student complaints involving academic matters start with the course instructor and can percolate up to the department head or associate dean. A formal process begins with a written complaint to the associate dean. The associate dean provides a timely response to the student.

Faculty complaints are sought to be settled among the parties. If that is unsuccessful, the university's ombudsman process can be used. A petition can be filed with the university Committee on Faculty Rights and Responsibilities, which can lead to informal review or a hearing board. Conclusions and recommendations from the committee or hearing board go the university president for a decision.

Most staff complaints are settled in conversations between the employee and the employee's supervisor. There are formal processes that can lead to a third party making a binding decision.

SUMMARY: The College of Communications is a finely tuned machine. Students are getting a strong education. They are prepared by the faculty and supported by the staff. The ongoing success of the College derives from its leadership, a longstanding Dean whose good works have won him respect within the College, across the campus and throughout the journalism education world.

Two examples that indicate the extraordinary nature of the College:

The last university-wide survey of faculty and staff found attitudes at the College to be much more positive than the university as a whole:

- In general, there is a sense of mutual respect between faculty and staff.
College – 51% strongly agree; 33% agree for 84%
PSU – 24% strongly agree; 44% agree for 68%
- In general, there is a sense of mutual respect between administration and staff.
College – 38% strongly agree; 40% agree for 78%
PSU – 18% strongly agree; 47% agree for 65%
- At work, my opinion seems to count.
College – 46% strongly agree; 36% agree for 82%
PSU – 20% strongly agree; 49% agree for 69%
- My unit is a supportive community with good employee morale (staff only).
College – 50% strongly agree; 25% agree for 75%
PSU – 20% strongly agree; 41% agree for 61%
- My unit is a collegial community with good morale (faculty only).

College – 55% strongly agree; 28% agree for 83%
PSU – 24% strongly agree; 41% agree for 65%

As one senior administrator put it, the College of Communications sets the bar for the rest of the university.

Secondly, the College of Communications is one of only two units on campus with its own honor code (along with Business). The code, adopted in 2011, was created by students for students and is posted in the lobby of the College's primary home, the Carnegie Building.

As a member of the Penn State community and the College of Communications, I pledge to be an honorable student.

I will be responsible for the integrity of my work, and encourage my peers to do the same.

I will respect the dignity of all individuals in the Penn State Community.

I will act in an ethical manner by being open-minded, honest and law abiding to the best of my ability.

I pledge to carry this commitment to act with honor and integrity into my professional life.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

(a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit.

The College is in 100 percent compliance with the 80/65 rule.

(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council.

There are five undergraduate majors in the College. These include: Advertising/Public Relations; Film/Video; Media Studies; Journalism; and Telecommunications. Of the five majors, Media Studies has a more academic orientation; the remaining four are professionally oriented. Each has a required set of core courses that varies by option within the major. All majors in the College (except for Media Studies, which is considering adding it) are required to take a one-unit online grammar course as part of the core.

Students who have entered the College over the past few years have an average SAT score pushing 1,200, which has risen since the 2006-07 accreditation. Additionally, their average high school GPA is about 3.7 (the same as six years ago). Students must have a 2.0 cumulative grade point average at Penn State at the end of their third semester to be accepted into any of the majors in the College. Additionally, Advertising/Public Relations requires a 3.3 GPA for acceptance, and Film-Video requires a portfolio review.

Advertising/Public Relations (597 majors, fall 2012): Students take an 11-credit core that includes applied statistics, microeconomics, psychology, and the one-credit basic grammar course. Each option within Advertising/PR has its own set of prescribed courses specific to the discipline, beginning with an introduction to the field, and concluding with a capstone course that allows students to apply learning to a campaign or comprehensive case study. In addition, Advertising/PR majors may choose six credits of electives. Thirty-five total credits are required. Although those choosing the Advertising option have the opportunity to take courses in the Public Relations option and vice versa, few courses are fully integrated. Those courses that are expressly designed for students in both advertising and public relations (this includes a research methods course and electives in ethics and regulation, client/agency relations, and international and intercultural strategic communications) expose students to the complementary nature of the disciplines and the more closely aligned relationships they may find in the workplace. Advertising/PR has 15 faculty, including six associate professors, four assistant professors and five senior lecturers. There are seven part-time faculty. (All faculty numbers are for spring 2012.)

Film/Video (117 majors): The Film/Video major introduced a new curriculum two years ago that faculty believe is much more clear and well integrated; it also offers separate routes for those interested in documentary, narrative and alternative film and video. Among significant changes were adding post-

production courses and modifying a writing course that had been exclusively focused on screen writing to include various other forms of pre-production writing. The core for the major is 15 credits, including six credits in film theory and requirements in basic video/film-making, cinematography and media writing. Thirty-three total credits are required. Film/Video has six full-time faculty, including two associate professors, one assistant professor, two senior lecturers and one lecturer.

Journalism (679 majors): Journalism majors must take 13 credits in basic news-writing skills, news writing and reporting, introduction to multimedia journalism, ethics and law. Thirty-one total credits plus an 18-credit minor are required. Twenty-seven full-time and eight part-time faculty members teach journalism courses. Of the full-time faculty, six are full professors, four are associate professors and 17 are senior lecturers or lecturers. There are eight part-time faculty. They teach an array of courses that provide wide exposure to print, broadcast and visual journalism (photography). All students have a solid range of skills courses available to them, and by their junior year, most of the students who met with the site team reported having had one or more internships. Some students said they considered internships to be de-facto components of their educational plan, offering opportunities for deepening skills learned in the classrooms or laboratories.

The course syllabi reflect the teaching of a sequence of skills progressing logically from basic writing, production and story research to more advanced technical skills appropriate to the options pursued by the student – broadcast, print and visual communication. Some of the basic courses and many of the more advanced classes include online journalism skills, ranging from basic blogging and online research to more complex Web publication.

Faculty vita, as is the case throughout the College, show a strong blend of professional and teaching experience. Random collating of syllabi and faculty class assignments suggested a strong correlation of solid experience directly related to course assignments. Students reported appreciation of working with teachers experienced in “the real world,” and some cited examples of faculty using past professional ties to help with internship opportunities and to schedule well-known professionals as speakers. Universally, students described a faculty effective in the classroom and available and supportive after class.

Some students suggested they would welcome earlier exposure to multiplatform reporting and producing, but others said they were comfortable with gradual inclusion of digital components in the classes, in addition to the one required multimedia class currently available.

Media Studies (169 majors): Students who major in Media Studies must take 15 credits in mass media and society, cultural communications, research methods, mass media and the public and political economy. With the 21-30 additional credits they take in the major, students can select a Film & Television Studies option, an International Communications Option, a Media Effects Option, or a Society and Culture Option. There are 12 full-time Media Studies faculty. Five are professors, three are associate professors, two assistant professors and two senior lecturers. Film/Video and Media Studies has 16 part-time faculty.

Of the five undergraduate degrees offered by the college, Media Studies is the only major without a professional focus. Faculty in Media Studies does yeoman’s work in delivering the bulk of the school’s service courses to non-majors. Courses such as “Mass Media and Society” and “Media and Democracy”

provide a “gateway to critical thinking about the powerful influence of media,” according to one faculty member. Another faculty member described these courses as critical to the program’s “mission of building media literacy and an understanding of how media work.”

Telecommunications (345 majors): Telecommunications majors must take a 10-credit core requirement that includes a survey of electronic media and telecommunications, a telecommunications regulation course, and an introduction to broadcast and management course. Majors must then choose 15 credits from a list of 20 professional courses and six credits from a list of 12 social aspect courses for a total of 31 credits. Students are also required to take a three-hour economics course. The faculty numbers nine, including three professors, four associate professors and two senior lecturers. There are 10 part-time faculty.

Among the professional courses are various production courses (television, audio, webcast), management courses, sales, history, ethics and policy courses. The telecommunications regulation course serves as a required law course; there also is an elective ethics course. Faculty members report that ethics is infused into the curriculum. Both faculty and students say that one of the top advantages of the Telecommunications major is its flexibility, with so many electives available to students. Unlike some of the other majors in the College, there are few prerequisites when it comes to upper-level courses. This makes it easier for students who transfer into the College in their junior year.

A concern expressed by several faculty members is how fast developments are occurring in the telecommunications industry and how quickly the industry is changing. As a result, the department recently held a mini-retreat to discuss a strategic plan that includes an overhaul of a curriculum that was last changed substantially nearly 12 years ago, before many new technologies, gaming and e-commerce were established. Part of the discussion concerns whether to require the emerging telecom technologies course as well as to require a capstone course for graduating seniors.

Both students and alumni are pleased with the flexibility of the major and the quality of instruction. “I love the variety of classes you can take,” said one student. “I’ve taken a sales and promotion course and an Internet law course.” Another student added that the professors were excellent. “They have real-life experiences that I value.” Several graduates of the College said the program did a great job of preparing them for their careers.

The university’s administration sees the College as a good citizen because of the high number of service courses it offers. Between 2006 and 2012, the College increased its general-education offerings to nine courses. Some of the courses are online offerings; others are offered on campus. Nine courses were offered by the College during the 2011-2012 period. About 4,000 students were enrolled in the courses.

(c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.

Both the College and the university offer programs to ensure excellent teaching. The College, for example, offers orientation meetings for new faculty members where best practices in teaching are presented. Additionally, students formally evaluate their professors' teaching effectiveness in every class, every semester. Professors also receive peer feedback. Additionally, the College supports opportunities for faculty members to attend professional development programs, both locally and nationally.

There also is a Deans' award that recognizes faculty excellence in the classroom as well as a College teaching award that recognizes excellent teaching by doctoral students. The College regularly nominates faculty members for university-level teaching awards. Three faculty members in the College have been recognized for their teaching excellence during the past six years with campus-wide awards. Two faculty members received prestigious national teaching awards, one in 2007 and one in 2011. Additionally, three students in the College's doctoral program won university-level awards for outstanding teaching.

The university also offers a multitude of training programs and workshops to improve teaching. Outcomes of the training programs are carefully evaluated.

In recent years, the university has encouraged the development of online courses. The College now offers more than a dozen online courses; faculty members who teach the online offerings are evaluated carefully, as are the courses themselves.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.

The College is in full compliance with the student/faculty classroom ratio rule.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. (If the unit has more than one sequence, address the opportunities by sequence.)

The College has a well-organized internship program that offers between 550 and 650 students for-credit internships each year. Students may take up to three internship credits; they also may take internships for one credit at a time. The program is very structured and well organized. Students who complete internships have to have completed certain courses first. The process for new internship offerings by organizations is spelled out clearly and carefully. An assistant dean oversees the internship program; staff members assist him in making sure that the students and the organization have a satisfactory experience. Students who have completed internships through the program speak highly of it. They

praise the assistant dean and his staff for the quality of the program and the benefits they've received from it. Also, people who have an intern through the College's program are uniform in their praise of the students' skill set and preparedness for the experience. Such praise for the program is uniform across the curriculum.

SUMMARY: The College's professional programs offer flexibility while emphasizing the importance of acquiring valuable skills for today's varied media environment. Like many communication schools, the College continues to work on the delivery of the appropriate amount of digital and multimedia offerings across the curriculum.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.

The College reiterates its commitment to diversity in clear language and in symbolic, subtle detail: Group photos on the College's website, bulletin board arrangements along corridors, and many College public pronouncements reflect an interest in promoting diversity. Taken together with activities described in detail below, they point at a sustained awareness about the importance of diversity for the College. Two of 12 goals in the College's Strategic Plan in place through 2013 focus on fostering a climate of diversity in domestic professional pursuits and on responding to an international context of communications. The College's Diversity Strategic Plan and the university's "A Framework to Foster Diversity" constitute the plans for achieving an inclusive curriculum, a diverse faculty and student population and a supportive climate for working and learning. A 2010 university committee assessment of the College's efforts complimented the College for adopting "a broadened definition of diversity, including groups not traditionally viewed as diverse," including gay, lesbian, bisexual and transgender individuals. The chief example of the College's diversity efforts resides in the work of the Office of Multicultural Affairs, described below.

The strategic plan details objectives, strategies and outcomes, and accompanying data reflect solid advancement in meeting most goals and objectives. For example, active recruitment of undergraduate students of color has contributed to a steady increase in minority enrollment – from 399 at the time of the last team visit in 2006 to 479 in the fall 2011 (the latest number available). The number of students of color earning baccalaureate degrees has grown from 119 in 2006 to 140 in 2011-12.

(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The curriculum includes a variety of examples of efforts to foster understanding of diversity issues and to include diverse perspectives in and out of the classroom. In July 2012, the unit noted that as many as 80 courses included diversity-related modules – anything from discussions of women and minority ownership of media outlets in Survey of Electronic Media and Telecommunications to an emphasis on the need for diverse sources when reporting stories to an examination of issues of gender, race and minority representation, including diversity and sexual orientation, in media portrayals analyzed in ethics classes. In another step that results in enhanced understanding of diversity issues, a second strategic plan goal calls for "expanding and enhancing international programming for students and faculty as an integral part of the university-wide plan to enrich educational experiences, enhance academic excellence and become a more student-centered institution." A rich array of guest speakers and visitors includes many with expertise on issues related to diversity and disabilities.

The College participates in “World in Conversation,” a university-wide initiative that engages more than 7,000 university students each year. The program included more than 750 students from College core courses last year. It consists of facilitated small-group discussions that allow participants “to candidly excavate their personal stories, experiences and views.” The College also has worked with the Lesbian, Gay, Bisexual, Transgender and Allies Student Resource Center “to build the network of welcoming faculty and staff in the College” and to promote LGBT content for some courses.

The Office of Multicultural Affairs, led by an assistant dean for multicultural affairs, is charged with responsibility for daily coordination of diversity efforts. The assistant dean, who is widely praised by minority students for being accessible and supportive, works with a variety of campus groups promoting diversity throughout the university.

(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

The College has sought to further diversify its staff through networking and personal contact, with mixed results and limited overall growth in recent years. Numbers provide a snapshot:

- The proportion of minority full-time staff members has inched up from three out of 38 total staff in 2006 to five out of 39 total staff in 2012.
- The number of full-time female staff members has grown from 22 out of 38 total in 2006 to 24 out of 39 in 2012.
- The number of full-time faculty members of color has remained nearly constant, dropping by one from 11 out of 62 in 2006 to 10 out of 69 in 2012.
- Full-time female faculty members, who numbered 19 out of 62 in 2006, totaled 22 out of 69 in 2012.

The College reports aggressive efforts to cast a wide net for a diverse adjunct faculty -- not an easy task in Central Pennsylvania, with a population that is about 90 percent white and where the number of media outlets is limited. For spring 2012, of 41 part-time adjuncts hired, 43.9 percent were white men, 29 percent were white women, 15 percent were minority women and 12 percent were minority men.

The College counts eight white women, one minority woman and two minority men among its top leaders, including an associate dean, a department head, an assistant dean, a financial officer and various directors and coordinators.

The College’s diversity advisory committee meets periodically to assess progress toward the goals enumerated in the university’s Framework to Foster Diversity, and the College uses individual meetings with faculty and staff during annual reviews to identify climate issues. The Provost also monitors updates from all academic colleges on their progress toward implementing the framework.

The College provides resources to support scholarship and professional involvement for all faculty, and staff members are encouraged to participate in conferences, conduct research and develop a network of colleagues. The College says it values multicultural teaching and research in tenure and promotion decisions, though this appreciation is not detailed in tenure and promotion guidelines. The College explains in the self-study that its promotion and tenure guidelines “are written to ensure that research and creative activities are evaluated on their scholarly merits without narrowly judging the topics or methodological approaches.”

(d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The College Office of Multicultural Affairs conducts periodic outreach “phonathons” to reinforce invitations to prospective underrepresented students who have received offers of admission. The phonathons are made possible by student “diversity ambassadors” whose efforts are coordinated with the university admissions office and with university recruitment centers in Philadelphia, New York City, Pittsburgh, Washington, D.C., New Jersey and Harrisburg. Each academic year, each member of the 30-strong student ambassador corps is assigned as a peer mentor to two or three new students, creating relationships that continue for the entire year.

The assistant dean for multicultural affairs also visits high schools to meet with administrators, counselors, teachers, students and their parents. He makes recruiting visits at community gatherings and even churches, and his office also hosts minority students visiting the campus. In recent years, the multicultural affairs unit has launched efforts to reach and develop relationships with parents and even younger populations. For example, a collaborative effort with an alumni organization organized campus visits by fourth and fifth graders from the Philadelphia area during which youngsters were introduced to the College’s radio and television studios. The office also organizes College student attendance at an annual internship and job fair for students of color at Howard University.

The College has developed a scholarship program for students of color – amounting to \$148,000 in 2010-2011. It also recruits students from historically black colleges and universities to attend its Summer Research Opportunity Program, where visiting students are supervised by faculty members in pursuing summer research projects and exploring potential opportunities for graduate work. The College has secured Knight Diversity Scholarship funding and Bunton-Waller Scholarship funds to support high achieving students of color.

The efforts appear to be yielding incremental results. Since the last accreditation in 2006, students of color enrollment at the University Park campus has grown by 20 percent, from 399 to 479, at a time when overall enrollment decreased slightly. Proportionally, the College’s enrollment of students of color compared favorably to the university’s. The College’s retention rates for students of color also exceed campus-wide rates, averaging in the low 90 percent range for freshmen and sophomores and in the low-to mid-80 percent for sophomores and juniors at University Park.

In addition to the student ambassador activities, retention activities highlighted by the College include academic advising efforts, an academic intervention program proactive in contacting students whose average grades fall below 2.0, career placement and internship support.

(e) The unit has a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

In bulletin boards, promotional videos, guest speaker rosters, hiring goals and course content, the College consistently reaffirms its commitment to diversity and a concurrent rejection of discrimination or harassment. For more than a decade, the College's Office of Multicultural Affairs has worked to provide a welcoming environment for students of all races and ethnicities, including a number of disabled students. The College also works with the university's Office for Disability Services to facilitate unhindered access and opportunities for students with disabilities.

The College has welcomed a range of organizations, chapters, committees and focus groups – including the Penn State Association of Journalists for Diversity, the College's Diversity Ambassadors, the National Association of Multi-Ethnicity in Communications, the undergraduate Scholars Focus Group, the Diversity Graduate Students Focus Groups and the African, Hispanic, Asian and Native American Student Organization. In addition, faculty, staff and students have been supported in participating in numerous campus-wide committees that foster diversity.

The College's tone on issues related to diversity emanates from the office of the Dean, who has advocated for diversity in a variety of settings. The Dean and a former associate dean co-authored a chapter for a 2009 book, "Diversity that Works." A column written by the Dean for an ACEJMC diversity handbook was adapted from a column he wrote for a College magazine.

SUMMARY: The College has made diversity a clear goal, and incorporated it as a mandate in student recruitment, instruction and faculty and staff hiring and promotion. The efforts of an upgraded Office of Multicultural Affairs have helped the College make gains in student recruitment and retention. Diversity is now a distinct feature of the College's curriculum and in the content of many individual classes. The College's efforts to attract a more diverse range of faculty and staff have met only with modest success thus far.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Standard 4: Full-Time and Part-Time Faculty

Unit performance with regard to indicators:

(a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

The College says that achieving and maintaining quality depends on the “ability to identify, recruit and retain outstanding faculty members and staff, including women and members of ethnic minority groups.”

The criteria for selecting faculty and instructional staff can be found in Penn State’s and the College of Communications’ search guidelines, which include a 12-page booklet, “Guidelines for Recruiting a Diverse Workforce,” and a three-page document specifying the College’s procedures for faculty searches. The Dean is responsible for hiring all full-time faculty. The department heads select part-time faculty.

The university’s written faculty hiring procedures were included in the self-study, along with documentation of the hiring process for all published advertisements of faculty openings for the past six years. The announcements indicated the required and preferred qualifications of the desired candidates. The following number of openings were advertised for these years: 2010-11 -- associate dean position; 2009-10 -- no faculty searches; 2008-09 -- faculty search suspended; 2007-08 -- one faculty search; 2006-07 -- four faculty searches.

There is some concern among faculty members, particularly those in Media Studies and Film/Video, as well as Telecommunications, that the lack of tenure-track hiring opportunities could make it difficult to “sustain the culture of currency” within the College. The Film/Video major was cited frequently as one in need of “shoring up” with more full-time, tenure-track faculty.

In fall 2012, 10 of the 69 full-time faculty members are persons of color, and they represent a range of ranks. Of those 10, three are lecturers, five are associate professors, and two are full professors.

Of the full-time faculty, 47 are male and 22 are female. Three women are on the tenure track, and nine are tenured. Two women hold the rank of full professor. Ten are senior lecturers.

Of the 53 part-time faculty members in Fall 2012, 32 are male and 21 are female. Seven are persons of color.

Women and minorities are represented in the administration of the College (one department head, one assistant dean, one associate dean and two directors).

Each year, full-time faculty are evaluated in compliance with university policy. Faculty members submit to their department head a report of their activities for the year. The department head uses this information, as well as student course evaluations, to draft performance reviews. The department head discusses the results with the individual faculty member and sets goals for the next year. The Dean uses annual evaluations to help determine salary increases for the following year.

Part-time faculty are evaluated by department heads who meet with them periodically to discuss their work and the student evaluations for their courses.

The College's Promotion and Tenure Handbook is a comprehensive 17-page document, which provides a detailed explanation of the timetable for reviews, guidelines, promotion and tenure procedures and regulations, and administrative guidelines.

(b) Full-time faculty have primary responsibilities for teaching research/creative activity and service.

The College's 69 full-time faculty have primary responsibility for these areas.

During the 2011-2012 school year, 72.3 percent of all courses were taught by full-time faculty. In each of the two years prior, the percentage also exceeded 70 percent. Faculty take their teaching responsibilities seriously. In fact, it is not unusual to find a tenured, full professor from the College teaching large lecture general education courses. In discussions with students, they frequently cited the instruction they received from faculty both inside and outside the classroom.

Tenured and tenure-track faculty members teach two courses per semester. Those with Fixed-Term I (one-year contracts) and Fixed-Term Multi-Year contracts teach three courses per semester. It is possible to teach fewer than the prescribed number of courses if a faculty member is given administrative duties or has bought out a course using a research grant.

Faculty are expected to be active in all areas: teaching, research or creative activity; and service. The self-study documents impressive efforts in all three areas. Vitae show the faculty are active participants in the scholarly and creative conversations surrounding their areas of interest and are significant players in professional organizations related to their fields.

(c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

The College is made up of a faculty with an impressive blend of academic and professional credentials.

As indicated by the self-study, six faculty members hold endowed chairs or professorships --the highest percentage of full-time faculty members of the 11 academic colleges at University Park -- and two carry the designation Penn State Distinguished Professor.

The 69 full-time faculty averages about 11 years of professional experience, with the journalism faculty averaging about 19 years of professional experience. The College's part-time faculty, which numbers about 50 in most semesters, averaged 12 years of media experience for the 2011-2012 school year.

Areas of professional expertise complement the focus of instruction in the College. Faculty careers include roles as managing editor of the Baltimore Sun, a vice president from Warner Cable

Communications, Inc., a news director for KCPQ-TV in Seattle and the promotions and publicity manager for the Chicago Cubs.

This experience leads to opportunities for students, who frequently cited their instructor's connections to the professions in discussions with the site team.

More than half of the faculty (59.5%) hold terminal degrees (33 hold the Ph.D., four hold law degrees; four hold the M.F.A.) Fifteen (21.7%) hold master's (nine hold M.A. degrees; two hold an M.Ed.; one holds an MPA; and three hold M.S. degrees); and 13 (18.8%) hold bachelor's degrees.

In classroom visits and in meetings with students, it was clear that the students respected the faculty for their experience and expertise. Perhaps even more impressive was the level of respect those with professional backgrounds and those with scholarly backgrounds indicated they felt for each other. It's a rare faculty that seems to mesh as well as this one.

Rank appears to be balanced among the faculty, with 14 full professors, 19 associate professors and seven assistant professors. The faculty also includes 26 senior lecturers and three lecturers.

The faculty are active participants in professional and scholarly associations. Full-time faculty have served as presidents of the Association of Schools of Journalism and Mass Communication and the American Journalism Historians Association. They are editors or members of editorial boards, participate on film juries and act as reviewers for dozens of publications.

Faculty keep themselves and their students connected to the professions by hosting a wide variety of guest speakers. Recent visitors include Paul Schreiber, executive vice president, Carsey-Warner Television; Mark Lloyd, chief diversity officer for the FCC; and George Dohrmann, senior writer for Sports Illustrated. The College is home to a number of guest lecture series, including the Foster-Foreman Conference of Distinguished Writers, which has been a fixture since 1999 and has brought 36 Pulitzer Prize winners to campus

(d) The unit regularly evaluates instruction, using multiple measures that include student input.

Faculty are evaluated annually by their department heads, as referenced above. This evaluation includes feedback from students, and an example of the student evaluation instrument was included in the self-study. The instrument includes questions mandated by the university, as well as questions specific to individual courses.

The assessment document, which is discussed in more detail in Standard 9, provides additional indicators of instructional effectiveness.

A point of pride for the College is the number of teaching awards earned by the faculty. As noted previously, three College faculty members have won university-wide teaching awards in the past six years. Two of those same faculty members were also recognized with the National Communication Association Award and the Scripps Howard Foundation National Journalism and Mass Communication Teaching Award.

(e) The faculty has respect on campus for university citizenship and the quality of education that the unit provides.

The site team met with members of the academic and professional community, who universally praised the College for its engagement in the university and in other areas of service. A representative of the Pennsylvania Cable Network said that the program has gone from “great to extraordinary” in recent years. The College was praised for the role its faculty plays on the Faculty Senate and was said to be “especially good” at alumni relations.

Communications faculty have been asked to serve as members of the Presidential Taskforce on Child Maltreatment; on a two-year university committee charged with examining every academic unit across the Penn State system to increase efficiencies and lower costs; and on numerous other task forces and committees focused on global initiatives, diversity and technology in teaching, among others.

Faculty, including the Dean, are regularly asked to serve on search committees for key university leaders.

SUMMARY: Faculty in the College appear to be engaged, committed and active in the areas of teaching, scholarly and creative activity, and service. The students regularly and spontaneously praised the faculty for their teaching and mentoring. Faculty stated unequivocally that they felt supported in their development as professionals and scholars and their accomplishments support that assertion. Procedures are in place to allow the College to hire and promote a diverse faculty; however, the College has had few opportunities to do that in recent years.

Overall evaluation (undergraduate program), compliance/non-compliance:

COMPLIANCE

Standard 5: Scholarship: Research, Creative and Professional Activity

Unit performance with regard to indicators:

(a) The unit supports and rewards faculty research, creative activity and/or professional activity.

The College encourages a wide range of research and creative activities in support of its strategic goal to “increase the quantity and quality of research, creative activity and other scholarship.” The College supports research activities in a variety of ways including: an internal grants program that has provided \$142,000 of funding since the last accreditation period; travel support to academic and professional conferences of about \$2,000 a year per faculty member; a dedicated university librarian to assist faculty with their research needs; and relevant tools and technology, such as data collection and analysis software. Faculty feel supported in their research efforts and believe they have the appropriate tools, funding, administrative and technical support to be productive within their academic and professional disciplines.

(b) The unit specifies expectations for research creative activity and/or professional activity for hiring, promotion and tenure

The College clearly emphasizes its research expectations in its faculty recruitment communications. Most job ads also indicate that candidates are expected to have an “active” research agenda. The following statement is included in all faculty ads:

“The College of Communications at Penn State is seeking candidates with the ability to contribute to the broad intellectual and/or creative life of an interdisciplinary program.”

According to the College Promotion and Tenure guidelines, tenure-track faculty are expected to demonstrate excellence in two out of the following three areas: teaching, research and service. The performance expectations for both traditional scholarship and creative activity are clearly outlined in the P&T documents.

(c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty member’s professional as well as scholarly specializations.

By its own admission, the College does not follow a “cookie-cutter approach” to evaluating and rewarding research and creative scholarship, recognizing the wide array of scholarly interests and professional talents of its faculty. In the College P&T guidelines “scholarship” is defined broadly to include: traditional academic research, such as articles in refereed journals; creative and professional activity; in-depth journalistic works and public exhibitions; and active participation in academic and professional organizations.

(d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institutions.

While the P&T guidelines emphasize quality over quantity, faculty in the College have produced a staggering amount of research “products” since the last accreditation review, including more than 30 books, 125 book chapters, and 250 refereed articles; more than 350 presentations at academic and professional conference; 40 films and documentaries; and hundreds of photographs published in books, magazines and newspapers. The range of work is impressive, from a scholarly book on Civil War journalism, to a Holocaust survival documentary, to a feature-film about a mother who marries and runs off with her daughter’s fiancé.

Much of the faculty’s scholarly research has been published in top journals, such as the *Journal of Communication*, *Journal of Public Relations Research*, *Journalism & Mass Communications Quarterly* and *Journal of Consumer Behavior*. Faculty members also serve as editors and editorial board members at several of these journals.

Faculty have won more than 100 awards for their research and creative efforts, and their works have been included in a number of prestigious international film festivals. According to the self-study, one faculty member was named in an article in *Journalism & Mass Communication Educator* in 2010 as one of the most prolific contributors of refereed research to the AEJMC national conference during the past decade.

With the help of the College’s director of research administration, several faculty have also been successful at acquiring external grants for their research. (Increasing extramural scholarship is another stated goal of the College’s strategic plan.) The College generated nearly \$4 million in external grant funding since the last accreditation review, including a \$423,000 grant from the National Science Foundation for a study examining human-computer interaction.

(e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view

The College’s self-study notes that its curriculum exposes students to “a wide range of perspectives, viewpoints and methodologies.” Our on-site observations confirmed that the College promotes a culture of inquiry and engagement through its course readings and assignments, classroom discussions, and public lectures and presentations.

Collaboration across disciplines is fostered through the research activities of the College’s institutes and centers including the Media Effects Research Laboratory, Institute for Information Policy, Jim Jimirro Center for the Study of Media Influence and John Curley Center for Sports Journalism. The centers produce high-profile scholarship and service in such areas as digital divide policy, which raise the profile of the College and help it recruit top graduate students.

SUMMARY: Faculty in the College of Communications have been highly productive in research and creative scholarship, publishing in top academic journals, winning national awards, and generating significant extramural funding. In fact, research is one of the signature strengths of the College and is recognized as such by both the larger university faculty community and upper-level administration. The College is highly supportive of faculty's efforts in this area and does not seem to discriminate between traditional academic activity and creative activities produced at a high level.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Standard 6: Student Services

Unit performance with regard to indicators:

(a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

The Dean's commitment to and respect for professional advising and his willingness to invest the resources required to build and maintain a quality student services operation helped turn what had been an underperforming unit prior to his arrival into a key asset for the College. To put the quality of faculty and professional advising at the College into perspective, students frequently cite advising as one of the things they like best about this extraordinary unit. Students praise their experiences with professional advisors, whom they say help them keep on track, even when they have multiple minors, transfers or other complex situations. Roles for faculty and professional advisors are clearly delineated and complementary, and students know where and how to get information they need. An attractive and comfortable suite of student services offices is a hub of activity, accommodating students by appointment as well as walk-ins.

(b) Faculty are available and accessible to students.

Although the College is the largest nationally accredited communications program in the country, the level of personal attention and support provided to students by faculty rivals that of much smaller institutions. Students offered high praise for the academic and career counseling, professional connections, and other guidance they receive from faculty. They indicate that faculty are responsive to them and easily accessible, even when they raise issues that require attention outside regular office or classroom hours.

(c) The unit keeps students informed about the activities, requirements and policies of the unit.

Students are well aware of the myriad of activities and events at the college and of job and internship opportunities available to them and they are actively encouraged to participate. The College utilizes databases and electronic mailing lists it has built, as well as social media, to support tailored communications to students and groups of students. These vehicles are complemented by traditional outreach through meetings, bulletin boards and class announcements.

(d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

Faculty and professional advisors are clear with students about the criteria for success in the College: 1) doing well academically, 2) taking advantage of on-campus activity related to their interests and 3) completing internships. This formula relies both on student initiative and intense support from faculty and staff. A stellar example of this approach is the way the College assists students with preparing for and obtaining jobs in the professions. Under the leadership of an assistant dean with seemingly unflagging energy and enthusiasm for his role, the Office of Internships and Career Placement facilitates 550-650 internships taken for credit each year and assures that each graduating senior leaves with a career plan tailored to his or her interests. An annual on-campus communications job expo draws recruiters and companies from across Pennsylvania; nearly 500 students and graduates attended the 2012 event. When students expressed a desire for more job opportunities with major media, advertising, public relations and other communications positions in New York City, the College created its “Success in the City” event. Now in its 10th year, the 2012 event drew more than 150 recruiters from 60 communications organizations to meet the 350 Penn State students who traveled there by buses sponsored by the College.

(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success.

The College pays close attention to data on enrollment, retention and graduation as well as other evidence related to the student experience with services provided by the College. Although satisfaction with services is already high, according to a university survey last fielded in 2010, the Dean and his leadership team are committed to continuous improvement and are always introducing new strategies for enhancing student success. Graduation rates at the College are exceptional, with four-year rates consistently in the 78 to 80 percent range and five-year rates in the 86 to 88 percent range.

SUMMARY: With a highly talented and dedicated staff of 13 full-time employees focused on advising, internships and career placement and multicultural affairs, this self-proclaimed “student-centered” College lives up to this promise. Its consistently high graduation rates no doubt reflect the personal attention provided to students beginning the moment they cross the threshold of the Carnegie building. Faculty and staff advisors work hand-in-hand with students throughout their time in the unit to help them understand their options, guide them toward graduation and successfully launch their careers. This approach engenders intense loyalty among alumni, who often express their gratitude by supporting the College and its graduates in multi-dimensional ways as they become established in their careers. “It is a pay-it-forward mentality,” says the assistant dean for internships and career placement. “We don’t even need to ask them to give back.”

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

(a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The College is presented a budget allocation each year by the Provost. Then, the Dean, associate dean, and financial officer determine the allocation for each academic department and administrative unit. Most of the expenditures in the \$16-plus million budget goes toward personnel, but other expenditures, such as the \$1.3 million under the category “research,” suggest funding is directly tied to the College’s strategic priorities. As another example of its “strategic” budget allocation since the last accreditation review, the College added another full-time adviser, to support its goal to: “Better serve the College’s undergraduates, emphasizing a substantive student-centered philosophy.”

(b) The resources that the institution provides are fair in relation to those provided other units.

Despite budget cuts at the state level, the College has seen a 24 percent increase in its central allocation since the last accreditation review. Most of that additional funding went to support an increase in faculty from 60 to 69 members. Funding toward operating expenses has remained relatively stagnant, similar to other academic units on campus, with each college also being expected to return a small percentage of its budget each year. However, the College has been successful at obtaining additional one-time funding from central administration to support renovations and building improvements. The Provost indicated the Dean has been “very good” at making a case for additional support on an as-needed basis.

The overall budget of the College has increased by 33 percent in the past six years, due in large part to its success in private fundraising. The College has a sophisticated fundraising unit, with the Dean being a key element to its success. Since the last accreditation, the market value of the College’s endowments has increased from \$16 million to \$26 million. Evidence of the College’s success in fundraising can be seen throughout its buildings by the number of named facilities and learning labs. The university is currently in the midst of a capital campaign, and to date, the College has raised more than \$12 million of its \$15 million goal.

(c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

The College has a fairly large footprint, occupying nearly 59,000 of square feet in five buildings spread across the main campus and just outside its perimeter. The primary home of the College is the historic and beautifully restored Carnegie Building, which houses several learning labs, conference/seminar rooms, and multiple faculty and administrative offices. The College also utilizes space in the Willard Building, just across the street, and the James Building, several blocks from campus in downtown State College. The college’s state-of-the-art television studio, Internet radio station, and other production facilities are located in two buildings at Innovation Park, three miles off campus.

In total, the College is home to 21 functional learning labs, studios and lab suites, offering a mixed computer environment of Apple and PCs. The College has spent more than \$3 million on hardware, software and furniture since the last review. Most recent improvements include the addition of a professional HD studio and news set for the Centre County Report, the College's national award-winning student newscast. The College's institutes and centers, such as the Media Effects Laboratory, provide space for faculty, graduate and undergraduate students to conduct research and other scholarly activities across academic disciplines.

(d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

Students in the College have access to a great array of equipment and technology relevant to their academic disciplines. In Carnegie, there is a checkout room for visual and multimedia students, containing 29 DSLR digital cameras, 41 audio recorders, and multiple lenses and other accessories. The College has a unique relationship with Nikon that allows it to "borrow" nearly \$30,000 of camera equipment each year, with the option to buy at the end of the year. Students can also sign out cameras from the university's Media Tech Center, which is part of the college library system. The Media Tech Center has literally hundreds of high-quality digital cameras -- both still and video -- accessible to all students in all academic disciplines.

Most of the College's video and film equipment is stored in the Lubert Building at Innovation Park in a facility that would be the envy of any communications program. The equipment room holds 70 JVC HD (tapeless) video cameras, several higher-level HD cameras, multiple film cameras and accessories, nearly 100 Marantz audio recorders, and 30 "palm-corders" for non-broadcast Web production. The equipment can be signed out Monday through Friday, 9-5, typically for 24 hours, and it is overseen and maintained by a full-time equipment coordinator and several part-time student workers. The College carefully tracks equipment through a card swipe system, and students are assigned a \$50 late fee for every day they are late returning equipment.

The College's computer labs are equipped with updated software relevant to the courses and disciplines, including Adobe Creative Suite (design and photo editing software), Hindenburg (audio editing), and Final Cut Pro (video editing). Most video editing is done at the Innovation Park facility, in the ComMedia Suite and the Finestra Digital Editing Lab. The multiple work stations run Final Cut Studio and have high storage capacity. In addition, every computer is linked to the facility's own high-speed server. While most students seem very satisfied with the quality of equipment provided by the College, the team received a handful of complaints from Journalism students who said they wished that more computers in the Carnegie Building were also equipped with Final Cut. For the most part, students seem to accept the tradeoff of traveling by bus or car to Innovation Park to have access to its high-quality production facilities, equipment and technology.

The College has a dedicated facilities manager, who oversees 10 full-time technical staff, including several systems administrators, production/technical coordinators, a network systems specialist and a

computer support specialist. Both faculty and students praised the level of technology and facilities support available to them.

(e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

Faculty and students have access to the comprehensive resources of the Pattee-Paterno Library, one of the largest university libraries in the country, which is located less than 200 yards from the Carnegie Building. In addition, the library has dedicated one full-time librarian to work with the College's faculty and students on their research projects and assignments.

SUMMARY: Students in the College are very fortunate to have access to fine learning facilities and plenty of top-quality equipment and current technology. Students across the board seemed more than satisfied with the availability of resources and with the technology support provided by the College. Faculty are equally pleased with the tools and technology available to support their teaching and research. While many students expressed the desire to have all of their teaching and learning under "one roof," they also recognized the size limitations of the Carnegie Building and the opportunities available to them at Innovation Park.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

There is a constant exchange of ideas and information between professionals and the College that is maintained through both formal and informal means. The College Office of External Relations, including directors of alumni and college relations, serves as a vital link between the campus and the professional communities and facilitates frequent campus visits by alumni and other professionals. Three major advisory boards involving nearly 75 alumni and other professionals meet regularly and interact with the leadership team and the faculty to help define and advance issues of interest to the College. The Alumni Society Board plays a critical role in assessment; its Student Learning Assessment Committee assists the College annually in reviewing student work with regard to ACEJMC's 12 professional values and competencies. Departments within the College, as well as a number of student media organizations, also maintain alumni boards to address their more specialized interests and maintain connections between the College and the professions.

(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.

The College regularly sponsors public events, lectures and other activities and has permanently endowed lectures on journalism ethics, advertising ethics, telecommunication and international communication. The College has national visibility and influence thanks to initiatives like its annual awards for media criticism and for excellence in the coverage of youth sports.

(c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

Faculty are encouraged to be involved in professional and academic associations and receive the financial support they require to do so. Not only are faculty members active in state and national professional societies, many of these professional organizations are represented on committees and boards of the College.

(d) The unit contributes to its communities through service projects, internship and job placements, and faculty involvement in civic activities related to journalism and mass communication.

A weekly student television newscast airing in 29 Pennsylvania and New York counties and an Internet radio station that offers news, public affairs, sports and light jazz 24 hours a day are two of the services the College provides for the campus community and surrounding areas. An array of public scholarship and service learning programs involve students in the production of documentaries, news stories and advertising and public relations programs that inform and benefit area residents.

(e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

High school students have multiple opportunities to learn about and gain practical experience in various aspects of communications through summer camps, workshops and institutes including those focused on multimedia journalism, print journalism, multicultural journalism, high school sports journalism and broadcast journalism. The College also offers programs for high school teachers, such as a multimedia workshop designed to expose them to audio and video equipment, software, and techniques they can utilize in their classrooms. College faculty and other professionals design and teach these sessions, which are often held in partnership with relevant professional societies.

SUMMARY: A well-respected and visible leader in the communications fields, the College recognizes the importance of making meaningful contributions to society, the professions and the community. The faculty and staff are intensely engaged in all of these arenas and are skilled at fostering mutually beneficial relationships between the College and its many constituencies. The connections forged through outreach and related activities often yield benefits for many years. The example we heard from one student was illustrative: a faculty member took a personal interest in her during a high school journalism workshop on campus and inspired her to enroll in the College. She was initially surprised to find that he remembered her from that session; as she neared graduation, she reflected with gratitude that she had been able to count on his guidance over her entire time at the College.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

(a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council.

The College’s formal assessment plan defines learning goals based on ACEJMC’s 12 professional competencies and is applied to all the College’s majors. The plan is designed to evaluate student-learning outcomes to assess whether the College’s students have mastered those professional values and competencies. The assessment plan was originally adopted in November 2003 and has been revised five times since then, the most recent in March 2012.

(b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

Among the direct measures associated with the assessment plan are faculty/alumni evaluation of student portfolios; direct assessment by faculty who complete a survey on student learning; and an intern supervisor assessment.

The indirect measures include retention rates, graduation rates, and student performance in national competitions and student and alumni surveys.

(c) The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.

The College strongly encourages alumni involvement through participation in job fairs, regional alumni events and alumni events on campus. The College’s alumni office maintains 14 social media groups that comprise more than 11,603 members. The College also tracks graduates to determine the jobs they have obtained after graduation, salaries and how well the program prepared them for their careers. For example, the 882 graduates of the class of ‘09 were surveyed via SurveyMonkey this year. The College received responses from 19 percent of those surveyed.

(d) The unit includes members of journalism and mass communication professions in its assessment process.

The College includes professionals in two separate stages of its assessment process. First, working professionals including alumni are recruited to help conduct the annual assessment. The chair of the Curriculum Assessment Committee of the Alumni Society board works with the associate dean and the coordinator of undergraduate education to recruit 10-20 professionals. These professionals are then trained and assigned to teams to conduct the assessment and write the annual Student Learning Assessment report. Once that is completed, the results are presented to the Alumni Society Board, composed of a different set of professionals, who are then invited to provide feedback to the report. Those professionals then may recommend how to improve curricula, instruction and learning, based on the report.

(e) The unit collects and reports data from its assessment activities and uses the data to improve curriculum and instruction.

Data from the assessment report has been used in several ways to improve curriculum and instruction. Among the changes made by the College based on assessment results:

- The addition of Comm 160, a basic, one-credit course on grammar and punctuation originally developed for Journalism majors but extended to other majors in the College.
- The development of a required lower-level multimedia course for the Journalism major.
- The development of a diversity-focused course in the Advertising/Public Relations major and the inclusion of diversity-related material in several Telecommunications courses.
- The development of ethics courses for the Telecommunications and Advertising/Public Relations majors
- An update of the Film-Video curriculum to strengthen the program's emphasis on production skills.

SUMMARY: The College's assessment plan could be a model for all of the ACEJMC-accredited programs. Its Student Learning Assessment program was adopted in 2003 and so far has completed eight large studies of student learning outcomes. Faculty buy-in of the assessment program has been considerable. The College's assessment plan requires that more than 45 faculty members, alumni and working professionals collaborate each year on sampling and assessing large portfolios of student work. The Provost says the College was an early adopter when it comes to assessment and is "one of the trendsetters at the university."

Overall evaluation (undergraduate program), compliance/non-compliance:

COMPLIANCE

Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Excellent, experienced leadership that serves the College internally and externally.
- Strong, collegial faculty and staff that work well together and are accomplished in the classroom -- and in scholarly and professional work.
- A camaraderie and overall level of satisfaction among the faculty and staff that is eye-opening and uncommon.
- Prolific scholarship by tenured and tenure-track faculty.
- Outstanding student services, particularly around advising and internships, as well as an equal commitment to alumni relations.
- Important special centers and institutes around timeless topics such as ethics and the First Amendment.
- Extraordinary facilities and equipment including state-of-the art studios that create real-world learning for students.
- Growing opportunities for students to get international experience through study and internship experiences.
- A culture of assessment that permeates the work of the College and results in tangible improvements to curriculum.

Weaknesses:

- While progress has been made, more work is needed to incorporate digital learning across the curriculum.
- The College's web site does not befit a unit of this size and sophistication. In short, it is badly in need of overhaul (which is planned).
- Over the near term all junior faculty eligible for promotion and tenure will have completed the process, leaving at least a short-term concern about ongoing injection of freshness and new ideas into the College.

2) List the standards with which the unit is not in compliance.

N/A

3) Summarize the problems or deficiencies that must be corrected before the next evaluation (i.e., related to non-compliance with standards).

N/A

4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected before the provisional status can be removed.

N/A

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that recommendation.

N/A

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

N/A

7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members' judgment of the self-study.

The self-study was very well done. It was clean, clear, coherent and well-organized. An important detail: All the numbers added up and were expressed consistently throughout the study. Appendices were also logically put together and easy to access. It also was written with a tone of self-confidence that is unusual for these reports.