

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2014- 2015

Name of Institution: Anahuac University

Name and Title of Chief Executive Officer: Father Jesus Quirce, President

Name of Unit: School of Communication

Name and Title of Administrator: Carlos Gomez-Palacio, Dean

Date of 2014 - 2015 Accrediting Visit: October 26-29, 2014

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit:

Recommendation of the previous site visit team:

Previous decision of the Accrediting Council:

Recommendation by 2014 - 2015 Visiting Team: Accreditation

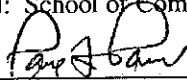
Prepared and submitted by:

Team Chair

Name and Title: Paul Parsons, Professor and Dean

Organization/School: School of Communications, Elon University

Signature _____

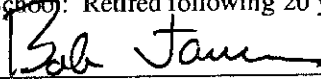


Team Members

Name and Title: Bob Jamieson, Journalist and Consultant

Organization/School: Retired following 20 years as a correspondent for ABC News

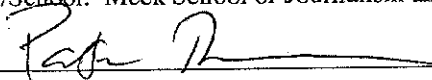
Signature _____



Name and Title: Patricia Thompson, Assistant Professor and Director of Student Media

Organization/School: Meek School of Journalism and New Media, University of Mississippi

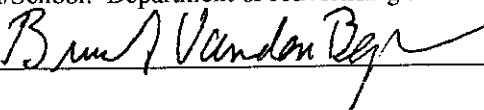
Signature _____



Name and Title: Bruce Vanden Bergh, Professor Emeritus

Organization/School: Department of Advertising and Public Relations, Michigan State University

Signature _____



Part I: General Information

Name of Institution: Anahuac University

Name of Unit: School of Communication, B.A. in Communication

Year of Visit: 2014

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

The Anahuac University has been accredited by:

1. **FIMPES:** Anahuac University has been accredited for excellence since 2006; in spring 2013 the accreditation was renewed by the Federation of Mexican Particular Higher Education Institution (FIMPES).
2. **ANUIES:** Anahuac University was incorporated into the National Association of Universities and Institutions of Higher Education (ANUIES) in 2006.

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.

The Mexican Ministry of Education (SEP) authorized Anahuac University to perform its educational activities as specified in the Official Letter (RVOE) No. 901286, in addition to a Presidential Decree published in the Federation's Official Journey on November 26, 1982.

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: _____

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

This is the first time.

6. Attach a copy of the unit's mission statement. Give date of adoption and/or last revision.

Adopted July 20, 2012

The School of Communication offers professional programs for students with a call to service and social transformation. They are prepared to be responsible and attentive to constant technological innovation and to create text, audiovisual and oral messages for the print press, television, cinema, radio, digital production, and advertising and marketing, which inspire people to solve social problems that have a direct impact on Mexican and world society.

They are educated by means of teaching, research, and contact with the professional world, so that in a committed, analytical, purposeful and ethncal manner, they can be in a position to identify the main social needs and offer integral media solutions for solving them.

The program develops in the students the competencies and theoretical, administrative and technological command of the subject matter that will allow them to position communication at the neurological and strategic heart of public, private and third sector institutions and organizations in an attempt to promote from within profound and positive changes in the economic, political, social and cultural realms of Mexico.

The faculty (1) encourages students to commit to the search for truth, the defense of freedom, and community service and to carry out their professional practices at the highest level; (2) urges them to participate in continuing education throughout their lifetime; and (3) works to achieve national and international leadership in teaching, research, association and production in communication and to enrich the training of students in communication.

The School's educational model helps students to be exemplars of ethical behavior that pursues honesty, justice, solidarity, and the search for the common good, global citizenship, and respect for the rights, liberties and dignity of mankind.

Our teaching of science and research communication has as its source of inspiration the humanities, as well as the social and behavioral sciences, in an effort to foster in the students majoring in the communication sciences a critical, purposeful and socially responsible vision of the media and communication processes.

Our mission is to ensure that Anahuac University communication expert is profoundly convinced of the power of communication to develop a harmonious social atmosphere and to improve the quality of people's lives.

7. What are the type and length of terms?

Semesters of 15 weeks

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

- Four-year program leading to Bachelor degree
- Graduate work leading to Master’s degree
- Graduate work leading to Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees

Bachelor of Arts in Communication

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

360 semester credit hours (64 courses, 5.625 average credit hours per course)

11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit. [Number of hours and credit hours of the three Practicum (internships) that students must take in the last three semesters of their BA program in Communication]

				Totals
Period	6th Semester	7th Semester	8th Semester	3 Semesters
Internship	Practicum 1	Practicum 2	Practicum 3	3 Practicums
Number of Hours in class	3 hours/ week	3 hours/ week	3 hours/ week	9 (Hours per week x 3 semesters)
Number of Hours Outside (Industry)	12 hours/ week	12 hours/ week	12 hours/ week	36 (Hours per week x 3 semesters)
Total Number of Hours	15 hours/week	15 hours/week	15 hours/week	45 (Hours per week x 3 semesters)
Total credit Hours per Practicum	6 credits	6 credits	6 credits	18 (Total credit hours in the 3 Practicum)

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

Name of Sequence or Specialty	Person in Charge
New Media Industries	Allende Marquez
Journalism and Information Industries	Laura King
Radio Broadcasting Industries	Laura King
Television Broadcasting Industries	Allende Márquez
Film Industries	Allende Márquez
Public Relations and Organizational Communication Industries	Clemente Sanchez
Marketing and Advertising Industries	Elisa Ramos

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

Year	Number of undergraduate full-time students enrolled at Anahuac University
2010-2011	8,824
2011-2012	9,376
2012-2013	9,904
2013-2014	10,487

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

Name of Sequence or Specialty	January-June 2014 Undergraduate majors	August- December 2014 Undergraduate majors
New Media Industries	15	16
Journalism and Information Industries	25	42
Radio Broadcasting Industries	6	7
Television Broadcasting Industries	25	32
Film Industries	48	42
Public Relations and Organizational Communication Industries	43	47
Marketing and Advertising Industries	85	98
Sequence not declared	41	65
Core Courses	372	401
Total	661	750

15. 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. Include a separate list for online courses.

2014 60			
CRN	Course	Professor	Enrollment
10598	2D Digital Animation	Pablo Velazquez	7
10606	3D Digital Animation	Pablo Velazquez	4
13753	Advertising Strategic Project II	Eduardo A. Kaye	3
13530	Advertising, Marketing and E-Commerce	Edgar Faugier	23
13531	Advertising, Marketing and E-Commerce	Edgar Faugier	8
14100	Appreciation and Film Analysis	Fernando Bustos	1
13690	Appreciation and Television Analysis	Adrián Palomino	11
14357	Appreciation and Television Analysis	Adrián Palomino	1
13557	Art Direction	María D. Sánchez	9
13592	Audit and Diagnosis of Organizational Communication	Erika Del Castillo	9
14193	Cineclub	Jose Chernovetzky	21
13418	Cinematographic Language	Alicia H. Hernandez	18
13420	Cinematographic Language	Luis Alberto Zerón	17
13422	Cinematographic Language	Mario L. Pacheco	16
13423	Cinematographic Language	Allende S. Márquez	17
14151	Cinematographic Language	Mario L. Pacheco	1
14152	Cinematographic Language	Allende S. Márquez	1
14153	Cinematographic Language	Alicia H. Hernandez	1
14154	Cinematographic Language	Luis Alberto Zerón	1
13548	Cinematography	Rogelio Martinez	5
13600	Commercialization of a Film Project	Gerardo Morán	12
14207	Commercialization of a Film Project	Gerardo Morán	1
10585	Creativity and Digital Innovation	José A. Cortés	2
10587	Creativity and Digital Innovation	Rocío Rodríguez	20
10567	Creativity and Journalistic Innovation	Iván Iturbe	18
10570	Creativity and Journalistic Innovation	Ingrid A. Garcia	13
10571	Creativity and Journalistic Innovation	Monica Soto	17
10590	Design and Digital Edition	Israel Camarillo	14
10591	Design and Digital Edition	Israel Camarillo	9
10593	Design and Digital Edition	Víctor M. Martínez	12
10594	Design and Digital Edition	Víctor M. Martínez	5
10597	Design and Digital Edition	Israel Camarillo	9
13741	Design, Production and Audio Recording	Jorge N. Russ	3
10584	Digital Imaging and Lighting	Marco A. Basilio	5

10820	Digital Journalism and New Media	Silvia A. Barona	8
13411	Digital Postproduction	Marco A. Basilio	6
13412	Digital Postproduction	Gerardo M. Greene	10
13414	Digital Postproduction	Gerardo M. Greene	9
10599	Digital Production and Design	José A. Cortés	4
13308	Digital Television Production	Helen Keller	11
13310	Digital Television Production	Luis R. García	20
13312	Digital Television Production	Luis R. García	13
13314	Digital Television Production	Allende S. Márquez	2
13318	Digital Television Production	Allende S. Márquez	17
13321	Digital Television Production	Allende S. Márquez	18
14156	Digital Television Production	Allende S. Márquez	1
14158	Digital Television Production	Helen Keller	1
14297	Documentary Production	Allende S. Márquez	2
13742	Dubbing and Voice Acting	Georgina Sánchez	2
13545	Film Appreciation	Fernando Bustos	12
13731	Film Appreciation	Fernando Bustos	20
13732	Film Appreciation	Mario L. Pacheco	16
13733	Film Appreciation	Rogelio Martinez	9
10609	Global Information System	Iván Iturbe	9
13560	Industry, Language and Television Genres	Adrián Palomino	16
10578	Information Art Direction	Concepción Somuano	17
10579	Information Art Direction	Víctor M. Martínez	17
10580	Information Art Direction	Concepción Somuano	16
10580	Information Art Direction	Concepción Somuano	16
10581	Information Art Direction	Concepción Somuano	18
10582	Information Art Direction	Víctor M. Martínez	20
10583	Information Art Direction	Concepción Somuano	17
10602	Innovation and Journalistic Strategy	Jorge L. Santa	7
13762	Interactive Products	Lazaro M. Lozano	1
10586	Journalistic Tools	Israel Camarillo	14
10604	Journalistic Tools	Israel Camarillo	15
13003	Lighting Media	Francisco X. Sánchez	18
13005	Lighting Media	Francisco X. Sánchez	20
13761	Live Television	Adrián Palomino	1
14320	Locution	Edgar R. Olivares	1
13539	Locution and Vocal Technique	Edgar R. Olivares	3
13764	Online Marketing	Edgar Faugier	2
10520	Photography and Digital Image	Paloma M. Rodríguez	20
10560	Photography and Digital Image	Ixchel Lozano	16
10561	Photography and Digital Image	Arlette Y. Garcia	20
10562	Photography and Digital Image	Jorge Rocafort	17
10563	Photography and Digital Image	Gerardo M. Greene	16

10564	Photography and Digital Image	Francisco O. Mercado	20
10565	Photography and Digital Image	Paloma M. Rodríguez	8
10566	Photography and Digital Image	Paloma M. Rodríguez	20
13707	Postproduction	Luis Alberto Zerón	9
10605	Practicum 1: Journalistic Language for Print, Electronic, Digital and Convergent Media	Arturo Corona	8
13743	Practicum 1: Audio Design	Allan J. Weitz	1
10601	Practicum 1: Digital Design of New Media	Luis F. Ramírez	7
13532	Practicum 1: Globalization and Organizational Legislation	Enrique Uribe	9
13568	Practicum 1: Television Project Design	Juan C. Carredano	5
13586	Practicum 1: Advertising Creative and Strategic Thinking	Tania Gutierrez	15
13775	Practicum 1: Advertising Creative and Strategic Thinking	Claudia De Sampedro	11
10608	Practicum 2: Business Management and New Media Convergence I	Jorge A. Hidalgo	3
13696	Practicum 2: Direction of Advertising and Marketing I	Fernando P. Flores	13
13696	Practicum 2: Direction of Advertising and Marketing I	Delia G. Gomez	13
13776	Practicum 2: Direction of Advertising and Marketing I	Fernando M. Martinez	16
13598	Practicum 2: Direction of Journalistic Companies I	William Hiarmes	11
13689	Practicum 2: Film Directing	Jose Chernovetzky	9
13593	Practicum 2: Integral Communication for Organizations I	Marcos Castañeda	15
13593	Practicum 2: Integral Communication for Organizations I	Maria C. Vilalta	15
14293	Practicum 2: New Media Digital Design II	Luis F. Ramírez	2
13693	Practicum 2: Television Production and Direction I	Jose L. Lara	8
13708	Practicum 3: Direction and Film Production	Cristina Prado	7
13715	Practicum 3: Direction of Advertising and Marketing II	Alejandro Santana	14
13712	Practicum 3: Television Production and Direction II	Jorge N. Russ	3
10613	Practicum 3: Business Management and New Media Convergence II	Luis F. Ramírez	2
10613	Practicum 3: Business Management and New Media Convergence II	Francisco Trejo	2
13705	Practicum 3: Direction of Journalistic Companies II	Ciro H. Di Costanzo	4
13702	Practicum 3: Integral Communication for Organizations II	Clemente Sanchez	5
13558	Practicum 1: Executive Production of Film Projects	Gerardo Morán	5

10589	Production and Screenwriting in New Media	Luis G. Carrandi	5
13692	Production of Advanced Digital Live TV	Adrián Palomino	9
10572	Production of Hypermedia Resources	Yarely Zepeda	18
10573	Production of Hypermedia Resources	Marco A. Basilio	18
10574	Production of Hypermedia Resources	Edgar Faugier	18
10575	Production of Hypermedia Resources	Yarely Zepeda	16
10576	Production of Hypermedia Resources	Edgar Faugier	18
10577	Production of Hypermedia Resources	Yarely Zepeda	17
13561	Production of Hypermedia Resources	Yarely Zepeda	8
13562	Production of Hypermedia Resources	Israel Camarillo	8
13900	Production of Hypermedia Resources	Edgar Faugier	16
13706	Production of Short Films	Alejandro S. Diaz	9
13018	Radio and Audio Production and Innovation	Laura E. King	17
13020	Radio and Audio Production and Innovation	Juan M. Oria	15
13021	Radio and Audio Production and Innovation	Francisco Trejo	18
14101	Scene Design and Production	María D. Sánchez	1
13703	Senior Management, Strategic Planning and New Media Marketing	Eduardo Portas	6
13687	Soundtracks Design	Agustin Ortiz	13
13556	Stage Direction and Acting	Jose L. Lara	10
14107	Stage Direction and Acting	Jose L. Lara	3
13049	Studio and Location and Lighting for Television in HD	Rogelio Martinez	5
14030	Television Strategic Project II	Adriana Hernandez	1
10603	Trends of Entertainment Journalism	Silvia A. Barona	6
10588	Trends of Informative Journalism	Laura E. King	19
14130	Video Post Production Techniques	Marco A. Basilio	1
10600	Virtual Media	Gerardo M. Greene	4
10512	Visual Communication	Paloma M. Rodríguez	20
10513	Visual Communication	Paloma M. Rodríguez	12
10514	Visual Communication	Gerardo M. Greene	20
10515	Visual Communication	Jorge Rocafort	10
10516	Visual Communication	Paloma M. Rodríguez	20
10517	Visual Communication	Francisco O. Mercado	11
10518	Visual Communication	Gerardo M. Greene	18
10519	Visual Communication	Marco A. Basilio	20

16. Total expenditures planned by the unit for the 2014 – 2015 academic year:

January-December 2014	
Full-time salary	1,175,000 USD
Part-time salary	1,162,000 USD
Administrative staff	319,000 USD
Operations	2,695,000 USD
Percentage Increase 2011-2014	59.48%

Years	Percentage increase/decrease
2014 vs 2013	20.41%
2014 vs 2012	90.62%
2014 vs 2011	59.48%

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

Name	Rank
Carlos Gómez-Palacio	Dean of the School of Communication
Jorge Hidalgo	Coordinator of the B.A. in Communication
Elisa Ramos	Coordinator of Marketing and Advertising
Clemente Sánchez	Coordinator of Public Relations and Organizational Communication Industries
Laura King	Coordinator of Journalism and Information Industries; Radio Broadcasting Industries
Allende A. Márquez	Coordinator of New Media Industries; Television Broadcasting Industries; Film Industries
Genny E. Góngora	Coordinator for accrediting processes
Maria A. Rebeil	Head of the Center for Applied Communication Research / Professor & Researcher
Rebeca Arévalo	Professor & Researcher
Rogelio Del Prado	Professor & Researcher
Rafael Ramírez	Professor & Researcher
Cristina Vilalta	Professor
Ingrid García	Professor
Miguel A. Corona	Professor
Pablo Fernández	Professor
Francisco Trejo	Professor
Alicia Hernández	Professor
Myrna Del-Castillo	Professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2014. Also list names of part-time faculty teaching in spring 2014. (If your school has its accreditation visit in spring 2015, please provide the updated list of faculty at time of visit.)

Part Time Professors August- December 2014		
1. Ignacio Acosta	38. Silvia B. Gonzalez	75. Rocío Rodríguez
2. Enrique I. Aguayo	39. Laura Gonzalez	76. Paloma M. Rodríguez
3. María T. Aguila	40. Gerardo M. Greene	77. Maribel C. Rosas
4. Luis Alarcon	41. Tania Gutierrez	78. Jorge N. Russ
5. Sara B. Arrieta	42. Alicia H. Hernandez	79. Georgina Sánchez
6. Gabriela C. Assaf	43. Jose A. Hernández	80. Francisco X. Sánchez
7. Estrella Asse	44. Adriana Hernandez	81. María de la Paz Sánchez
8. Jose A. Atilano	45. Silvia Hernandez	82. María D. Sánchez
9. Silvia A. Barona	46. Alejandro Herrera	83. Jorge L. Santa
10. Marco A. Basilio	47. William Hiarmes	84. Alejandro Santana
11. Maritza Becerra	48. Iván Iturbe	85. Arturo H. Serrano
12. Fernando Bustos	49. Eduardo Kaye	86. Concepción Somuano
13. Helena V. Calderon	50. Helen Keller	87. Monica Soto
14. Pablo A. Camacho	51. Maria T. Landero	88. Enrique Uribe
15. Israel Camarillo	52. Jose L. Lara	89. Felipe Vargas
16. Luis G. Carrandi	53. Daniel Lara	90. Pablo Velazquez
17. Juan C. Carredano	54. Lazaro M. Lozano	91. Jose A. Villavicencio
18. Jose A. Carrillo	55. Ixchel Lozano	92. Allan J. Weitz
19. Marcos Castañeda	56. Gerardo A. Magaña	93. Yarely Zepeda
20. Jose Chernovetzky	57. Víctor M. Martínez	94. Luis Zerón
21. Josúe R. Contreras	58. Fernando M. Martinez	
22. Carlos C. Cordero	59. Rogelio Martinez	
23. Arturo Corona	60. Francisco O. Mercado	
24. José A. Cortés	61. Javier Montaña	
25. Claudia De Sampedro	62. Gerardo Morán	
26. Erika Del Castillo	63. Edgar R. Olivares	
27. Ciro H. Di Costanzo	64. Juan M. Oria	
28. Alejandro S. Díaz	65. Agustin Ortiz	
29. Edgar Faugier	66. Eugenio Pablo	
30. Fernando P. Flores	67. Mario L. Pacheco	
31. Jose L. Flores	68. Adrián Palomino	
32. Marina T. Galzerano	69. Eduardo Portas	
33. María F. Garbajosa	70. Ma. Cristina Prado	
34. Luis R. García	71. Elisa Queijeiro	
35. Arlette Y. García	72. Luis F. Ramírez	

36. Delia G. Gómez	73. Rene Renteria	
37. José de J. González	74. Jorge Rocafort	

Part Time Professors January-May 2014		
1. Ignacio Acosta	35. Delia G. Gomez	69. Mario L. Pacheco
2. María T. Aguila	36. José González	70. Adrián Palomino
3. Luis Arellano	37. Laura Gonzalez	71. Antonio G. Pérez
4. Akejandro Andrade	38. Gustavo A. Gou	72. Eduardo Portas
5. Ramón Arcos	39. Gerardo M. Greene	73. Cristina Prado
6. Sara B. Arrieta	40. Tania Gutierrez	74. Elisa Queijeiro
7. Gabriela C. Assaf	41. Alicia H. Hernandez	75. Luis F. Ramírez
8. Silavia A. Barona	42. Jose A. Hernandez	76. Muguel A. Recillas
9. Marco A. Basilio	43. Adriana Hernandez	77. Rene Renteria
10. Fernando Bustos	44. Alejandro Herrera	78. Ignacio Robledo
11. Pablo A. Camacho	45. William Hiarnes	79. Jorge Rocafort
12. Israel Camarillo	46. Carlos A. Hurtado	80. Rocío Rodríguez
13. Luis G. Carrandi	47. Juan C. Hurtado	81. Paloma M. Rodríguez
14. Juan C. Carredano	48. Iván Iturbe	82. Francisco X. Sánchez
15. Marcos Castañeda	49. María de la Luz Jaimes	83. María de la Paz Sánchez
16. Carmen S. Cerrillo	50. Antonio Kaye	84. María D. Sánchez
17. Jose Chernovetzky	51. Helen Keller	85. Jorge L. Santa
18. Delia H. Cid	52. Maria T. Landero	86. Alejandro Santana
19. Carlos C. Cordero	53. Jose L. Lara	87. Arturo H. Serrano
20. Claudia Cordova	54. Daniel Lara	88. Concepción Somuano
21. Arturo Corona	55. Ixchel Lozano	89. Monica Soto
22. José A. Cortés	56. Luis A. Luna	90. Enrique Uribe
23. Juan C. De la Parra	57. Gerardo A. Magaña	91. Felipe Vargas
24. Clausia De Sampedro	58. Victor Malpica	92. Pablo Velazquez
25. Myrna A. Del Castillo	59. Victor M. Martínez	93. Erik Vicino
26. Ciro H. Di Costanzo	60. Rogelio Martinez	94. Allan J Weitz
27. Edgar Faugier	61. Javier Montaña	95. Yarely Zepeda
28. Fernando P. Flores	62. Gerardo Morán	96. Luis A. Zerón
29. Laura Flores	63. Francesa Munda	
30. José L. Flores	64. Celia T. Nogueira	
31. Teresa G. Galzerano	65. Edgar R. Olivares	
32. María F. Garbajosa	66. Juan M. Oria	
33. Luis R. García	67. Agustin Ortiz	
34. Martha A. García	68. Eugenio Pablo	

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

Year	Total Graduates	Percent
2013-2014 Academic year	119	100%
2012-2013 Academic year	149	0% *

* For students graduating in 2012-13, all humanities courses were offered in the School of Communication. It is common in Mexico's university system for students to take all coursework in their respective school. To be in compliance with ACEJMC's 72-hour rule, the school transferred a substantial number of courses to the School of Humanities, and this change went into effect for students graduating in 2013-14.

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

OVERVIEW

Anahuac University is a Catholic institution of about 12,000 students in the Mexico City metropolitan area. Founded in 1964, the university today consists of 18 stand-alone schools – one of them being the School of Communication, which began in 1970 and now is the third-largest school with 1,300 students.

The School of Communication has submitted the B.A. in Communication for ACEJMC consideration. The B.A. in Communication has 750 students spanning seven concentrations. The school offers three other B.A. degrees: Entertainment Industry Management, Media Management and Production, and Communication Management and Corporate Marketing. The school also offers three master's degrees and a Ph.D. in Applied Communication.

Accreditation is important to Anahuac as a benchmark of academic excellence. In 2007, the school became the first to be accredited by the Accreditation Council for Communication (CONAC) in Mexico. In 2009, the school became the second in Mexico to be accredited by the Latin American Accreditation Council for Education in Journalism (CLAEP), affiliated with the Inter American Press Association.

The university's published priorities specify seeking ACEJMC accreditation in the School of Communication. After hosting visits and reports from ACEJMC representatives in 2009 and 2010, the school's decision to pursue ACEJMC accreditation posed a formidable challenge. In Mexico, university students enter directly into the school and major of their choice and take all courses within that school. As a result, the School of Communication taught a broad range of humanities courses that normally are part of general education and count toward ACEJMC's requirement that students complete at least 72 credit hours outside the accredited unit. To meet this expectation, the School of Communication negotiated a substantial transfer of courses, and corresponding faculty, to the School of Humanities. Examples of courses transferred to the School of Humanities are Art History, Semiotics and Linguistics, Social Science Research Methods, Cognitive Psychology, and Contemporary Social, Political and Cultural Context of Mexico.

Anahuac University requires 360 credit hours for graduation. This consists of 64 courses, most of them being 6 credit hours (3 classroom hours a week). Based on classroom contact hours, Anahuac's graduation requirement is equivalent to about 180 credit hours in U.S. universities. Anahuac students typically enroll in eight courses a semester, representing 24 classroom hours per week. Seventy percent of Communication students graduate in four years, and the remainder graduate in five years.

(a) The unit has a written mission statement and a written strategic or long-range plan 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.

The School of Communication has a clear mission statement and an exemplary strategic planning culture. The mission is to prepare professionals capable of creating communication strategies that inspire and drive significant changes in society and to prepare leaders committed to improving the quality of people's lives.

The school has an ambitious 10-year strategic plan (2012 to 2022) to become the benchmark program in the Spanish-speaking world and to “evolve and advance to world-class leadership while achieving a positive impact in society.” The five goals are to increase levels of excellence among faculty and students, enhance linkages with communication industries, expand interchange with world-class universities, maintain quality technology and facilities, and become a more diverse and inclusive university community. The school’s strategic plan was reviewed by the academic vice president to ensure it is in sync with the spirit and goals of the university’s strategic plan. All full-time and part-time faculty were involved in workshops about the school’s strategic plan.

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

The phrase “faculty governance” is not common in Mexico’s system of higher education. Certainly the faculty meet and discuss educational policy and curriculum, and the School of Communication has a faculty Curriculum Review Committee. Each curriculum area has a coordinator. These area coordinators report to the coordinator of the B.A. in Communication program, and that individual reports to the dean. The dean strives for a participatory culture that is “as democratic as possible,” considering that the university as a whole operates in a vertical style. The school has four faculty committees, which is unusual in Anahuac’s vertical system, and the dean consults with the curriculum coordinators on a regular basis.

(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.

Carlos Gomez-Palacio is in his 22nd year as dean of the School of Communication. He is described by faculty and the academic vice president as visionary, goal-oriented, energetic, innovative and passionate. The school has grown in size (it is now the third-largest of the 18 schools, behind Health Sciences and Economics & Business), and the academic vice president cites the dean as the reason that the school is so strong.

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

Anahuac selects administrators more through a nomination process than an open application process. Experts in the discipline are asked to propose candidates whose professional, academic and research careers and expertise fit the position. Three finalists are identified and interviewed by a committee appointed by the president. The initial contract is for an evaluation period of six months. If the person appointed meets the university’s expectations, the contract becomes continuous. Deans are evaluated annually by the academic vice president. In a survey each year, faculty and staff have an opportunity to comment on the organizational climate and provide feedback on the dean. This feedback is summarized by the vice president in the annual evaluation process rather than through verbatim responses.

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

Students take their concerns to the coordinator of their curriculum area or to the dean. Faculty and staff take academic or administrative issues directly to the coordinator of the B.A. in Communication program or to the dean. The Human Resources Department and the academic vice president can be involved if needed.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

- (a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.**

The school went to great lengths to seek compliance on this standard. Anahuac University students must declare a major before acceptance into the university and school. Students enter directly into their school, and most take all of their courses within that school, including courses in general education and liberal arts.

In order to meet the ACEJMC accreditation requirement for outside courses, the School of Communication negotiated with the university and the School of Humanities to transfer courses and instruction. The School of Communication gave up 158 credit hours per student in order to be in compliance for this requirement. It was a sacrifice that affected faculty and the school budget, but most of the full-time faculty interviewed said they believe the benefits in seeking ACEJMC accreditation outweighed the sacrifices. University administrators said the School of Communication efforts in this area are a model for other schools seeking international accreditation.

The school was in full compliance for 2013-14 graduates. Graduates from the year before took the same courses, but the courses for that class were structurally located in the School of Communication. Examples of courses transferred to the School of Humanities are Art History, Semiotics and Linguistics, Social Science Research Methods, Cognitive Psychology, and Contemporary Social, Political and Cultural Context of Mexico.

- (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. (If the unit has more than one sequence, evaluate each sequence.)**

Overall, this is an area of strength for the School of Communication. Students at Anahuac University take many more courses and credit hours than those at universities in the United States, and they are in class more hours during the day. The curriculum is comprehensive and structured, with all students seeking the B.A. in Communication required to take the same 46 core courses – 23 in the school and 23 now outside the School of Communication. Most students take their core courses from 7 a.m. to 1 p.m. Mondays through Fridays.

To complete the B.A. program in the school, students take 360 hours of credit. The school requires 64 courses for the B.A., and most of the courses grant six credit hours for three hours of class time each week. Students take an average of eight courses each semester, or about 45 credit hours.

Anahuac University administers two tests to evaluate Spanish language competence as an admission requirement. All School of Communication students must pass the General Exam for the B.A. in Communication, administered by the National Evaluation Center. For admission to the university, students must take an English placement test. Classes are taught in Spanish, but the school offers one course in each area or concentration taught and evaluated in English, in recognition of English as the official business language. Students expressed an interest in having more courses taught in English so that they could gain more practice.

The university requires that the teaching of social and professional ethics be included throughout the curriculum. A “core block” is required of all university students. It includes courses such as History of Ideas, Anthropological Philosophy, Ethics and Bioethics, Social Responsibility, and Contemporary Social, Political and Cultural Context of the World.

Four courses in the school help students analyze communication theories and research. All communication courses are expected to include instruction in ethics, global leadership skills and media solutions to social needs.

Required courses in the School of Humanities include instruction about ethics and how to apply those principles. Humanities courses help develop critical thinking skills; knowledge of freedom of speech, justice and law issues; and other areas. Students take courses in the School of Humanities that develop their research skills, focus on understanding the role of media in society and the social, political, technological needs of Latin America, and courses on fine arts and language.

Students take 12 required school courses that include theory and skills in photography, digital publishing, and radio and TV production. Workshops are required to learn technology skills.

When there are multiple sections of one course, professors meet at the beginning of each semester to review learning objectives, readings, assignments and criteria for evaluation. The syllabus is the same for each section. A curriculum coordinator supervises the way in which courses are taught and reviews drafts of exams.

Several faculty and alumni spoke of the school’s important role in training Mexico’s future media leaders. As one faculty member put it, “Our students have the power to do good in Mexico.”

Students are expected to choose at least one concentration by their fifth semester, thus many of the 750 majors in the B.A. in Communication have yet to declare a concentration. The B.A. in Communication has seven concentrations:

- Journalism and Information Industries
- New Media Industries
- Radio Broadcasting Industries
- Television Broadcasting Industries
- Film Industries
- Public Relations and Organizational Communication Industries
- Marketing and Advertising Industries

Areas of concentration require 13 courses, including three practicum courses. Practicums require three hours of class time each week, plus 12 hours of work each week at a professional site. Students enrolled

in practicum courses often do their internships in the mornings and take their communications classes in the afternoons and evenings. Each concentration has 10 courses to help students develop media management, marketing and production skills.

Students take five elective courses from other schools. They can choose courses in fine arts, leadership, sports, spiritual and religious education, family values, and foreign languages. A popular School of Communication elective course teaches presentation skills to prepare students to express themselves in public or on the stage.

Because of the need to balance the media industry's demands for both specialization and multimedia digital skills, the school plans to consolidate the specializations from the current seven to four in 2015. The four future specializations will be:

- Journalism and Digital Communication
- Radio and Television Broadcasting
- Strategic Communication
- Film

Mexican law requires all college students to conduct social service activities to help communities solve problems. The program is administered by the Ministry of Education. To get a B.A., students must work 480 hours for a social service program, without payment. They can enroll in the program after they have completed 70 percent of their degree credits, and the social service requirement must be in an area related to their major.

Here are overviews of the current concentrations, placed in four groupings consistent with the school's four coordinators:

Journalism and Information Industries / Radio Broadcasting Industries: Journalism and Information Industries has an enrollment of 42 students in fall 2014, and Radio Broadcasting Industries has an enrollment of 7 students. Students are expected to use critical thinking skills to analyze and produce content for print, electronic and digital media. Students generate programming; write, design, direct and produce talk shows and music programs; and create and produce original soundtracks.

Students described the curriculum as dynamic, with a strong mix of theory and professional/practical courses. They had high praise for full-time and part-time professors. When students graduate, they get good jobs at print publications, TV and radio news shows, nonprofits, radio networks and other media. Students said the curriculum prepares them well for practicums and full-time jobs.

Media professionals described students they hire from the School of Communication as creative and well-trained, and they praised the well-balanced curriculum and technical training that students receive. Many students and alumni expressed a desire for students to get more writing and reporting practice in their courses and to create more alliances with networks and new media platforms. Many students also said they would like to see courses available in sports journalism, business/economics, and entertainment. They also believe the school should give credit for paid media internships, contending that some of the most ambitious students are penalized by having to drop paid jobs to enroll in credit-only practicums. They pointed out that the practicums and internships are grueling on top of their course requirements, but all agreed they are worth the effort required.

Administrators, faculty, students and alumni noted that there are few students interested in hard-news reporting; journalism is a dangerous profession in Mexico, particularly in the regions known for narcotics crimes. But the few students who want to be news journalists are passionate about it and are aware of the dangers. One student said she had twice been threatened while on assignment. Students said journalists are performing an important public service.

New Media Industries: This is the youngest concentration in the School of Communication. It has an enrollment of 16 students in fall 2014 and will graduate its first class in 2015. The concentration resulted from the expansion of the earlier Digital Communications concentration to include platforms such as phones, tablets, social media, video games, digital animation and virtual reality. Courses embrace new production techniques and areas such as integration with digital databases and digital marketing. The two students who will be the first new media graduates described the curriculum in that area as a work in progress. They said they get the basics, but need more than that to be fully prepared for practicums and jobs.

Television Broadcasting Industries / Film Industries: Television Broadcasting Industries has an enrollment of 32 students in fall 2014, and Film Industries 42 students. In addition to the core subjects, students are required to take 16 specialized courses beginning in the first semester. The courses mix theory with classes that teach hands-on skills in all phases of television production, ranging from industry analysis and the impact of globalization to script writing and live broadcasting. Students must produce a final project of a documentary or news broadcast.

Television students complained that the curriculum does not give them enough freedom to take electives outside communications that would broaden their experience, and they would like more courses and guidance toward careers earlier in the curriculum.

Students specializing in cinema are required to take 18 specialized courses beyond the school's core requirement. The mix of classes ranges from such practical areas as cinematography, sound design and acting to theory-based courses such as how to market a movie at a film festival. The final project is a film, requiring actors, that the student must write, direct, photograph, edit and then present to a panel of judges. Cinema students said they need more cinema courses and particularly need to learn about cinema as a business. There was general agreement that, overall, the problems are minor. As for the faculty, students saw different strengths in the full-time and part-time faculty and gave them high ratings.

Students in the session for television/cinema/new media majors said that practicum experiences are uneven, and they said the school needs to sponsor more international practicums.

Marketing and Advertising Industries: The specialization has 98 students enrolled in fall 2014. The curriculum is organized along traditional and widely accepted lines with a strong marketing orientation that starts with foundation courses in marketing research and consumer behavior during the students' fifth semester in the school and first semester in the sequence. During the sixth semester, students take a strategy course in integrated marketing communication, a global law course for marketing and advertising, and a merchandising course. The first of three required practicum experiences also is taken during this semester. The curriculum becomes more specialized during the third year in the sequence, with courses in media planning, advertising and marketing e-commerce, strategic management of integrated communication, and the second practicum experience. The final semester of the program integrates and applies prior coursework with courses in advertising campaign planning and execution, social marketing strategies, and a final practicum that produces a project portfolio that students can use in their job searches.

In addition to the required coursework, students have the opportunity to participate in competitions sponsored by companies such as Nike and Mini Cooper. Anahuac students won first place in the Nike-sponsored competition and the first three places against 150 other schools in the Mini Cooper competition last year.

Students in the concentration emphasized the social and humanistic philosophy underlying a lot of their coursework. This philosophy, according to the students, creates a class environment in which they are encouraged to challenge each other as well as focus on how they can use their marketing and advertising knowledge to solve societal problems. For example, students mentioned an advertising competition in which they developed campaigns to fight alcohol abuse and drug addiction.

Overall, the marketing and advertising industries curriculum is characterized by a strong strategy and planning emphasis. Students do receive instruction in various skill areas such as radio and TV production before they enter the sequence so they are able to execute and produce their ideas. The curriculum is up-to-date on topics such as e-commerce, social marketing, global law, and integrated marketing communication. Students responded that the combination of their very extensive coursework and three practicums made them feel well prepared for their first jobs and future careers.

Public Relations and Organizational Communication Industries: The concentration has 47 students as of fall 2014. It requires coursework in areas such as strategic planning, business finance and sales, public relations evaluation, e-commerce, corporate social responsibility, and strategic decision-making.

Third- and fourth-year students in the concentration praised the quality of their teachers, the professional expertise that part-time faculty brought to the classroom, good student-teacher interactions, the curricular emphasis on leadership development, and the connective nature of courses in the concentration. Student concerns focused on wanting more workplace options for the practicum (especially wanting organizations that have more of a global reach), the need for insight into the economic realities that students will face (for instance, how to determine what to charge a client), the need for more writing instruction, and the desire not to have late-evening courses (a concern particularly of female students returning home at night).

(c) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)

The school emphasizes hiring professors with teaching and professional experience. Students said that most instructors are knowledgeable and prepared. Students land top-level jobs in a variety of media. Employers said that the students they hire compare favorably to other college graduates in Mexico and that they receive current training in their courses using top-quality equipment. Employers said that what students don't learn in the School of Communication can usually be learned quickly on the job because of their preparation.

Students and alumni praised the multimedia training that students receive. Some students said the curriculum could be even more rigorous and take more advantage of the school's rich resources, and some alumni said that professors would benefit from more recent professional experience. But the overwhelming sentiment was that the school is doing an excellent job in this area.

At the end of each semester, the school grants awards to students with the highest grades. Each year, students are recognized for their creative work with Angels Award statuettes, presented for outstanding work in TV and radio production, photography, and for writing research and other papers. Faculty are recognized through Excellence in Teaching Awards, which are given to the top 5% of professors at the university, based on student evaluations. School faculty members have been honored. Teaching is included in the university's Academic Productivity Assessment System, and faculty can get merit bonuses based on their performance.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

The School's student-faculty ratio is 30:1 for theory courses, and 20:1 for skills courses, online courses and blended courses.

(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. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours). Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals.

All students are required to take a three-course practicum. School administrators have agreements with 40 companies and organizations in Mexico City that provide professional experience. Students are required to work 12 hours a week for 15 weeks during three semesters, for a total of 540 hours of internship. There are 18 total credit hours for the three practicum internships, equivalent to 6 credit hours in a 120-credit-hour system common in the United States.

A 15-question internship evaluation form asks employers to rate students. The questions include: Do students know and apply the principles of freedom of expression; know and apply theories to the presentation of ideas, images and information; perform their work in an ethical manner; watch for truthfulness, accuracy, justice and diversity in information; think critically, creatively and independently; write correctly, clearly and consistently for each media and audience; know and use statistical analysis procedures.

The practicum classes include three hours of classroom time each week. Employers file reports about the students' work, and the faculty member teaching the practicum visits the place of employment. Students write a report at the end of the practicum. The faculty member gives the student a grade, with input from the employer. School administrators said that it is not unusual for students to work for the same employer all three semesters and land a job with the same company after graduation.

School and university administrators are especially proud of the practicums. They said that higher education in Mexico used to be separate from the job market. Students graduated without knowing what to expect in their professional careers. Since 2006, the government has required college students to gain professional experience. Anahuac University introduced the requirement for three practicum courses in 2010.

At the end of Practicum 3, students present the results of a two-semester project that is reviewed by faculty and outside professionals. One of the goals is to help students develop an entrepreneurial spirit to consider starting their own businesses. Many of the practicums have a creative aspect.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

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 diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.**

The School of Communication created a Diversity and Inclusiveness Plan in 2012 that defines diversity primarily as gender, socio-economic status and disability. The school's self-study notes that 86 percent of Mexicans are mixed-blood (Spaniards and Indians), 10 percent belong to one of 68 Indian groups, and the remaining 4 percent are of European origin. The self-study states that the word "minority" is not used in Mexico.

- (b) **The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.**

The school requires students to take courses that address issues of diversity in a global society. A course titled Media Solutions to Social Needs, taught in the School of Communication, focuses on the role and impact of communications on social justice, the common good, and quality of life. Another course is The Evolution of Thought in Communications, which focuses on the role of media in building democratic, fair and inclusive societies. The courses reflect the university's commitment to humanistic principles, to human dignity and to the respect for each person.

- (c) **The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.**

Four of the last six faculty hires in the School of Communication are women, bringing the 18 full-time faculty to nine men and nine women. The part-time faculty is not as balanced, with two-thirds being men. The student body in the School of Communication is 65 percent female.

The school's self-study observes that Mexico's concern for achieving gender equity began late compared with other developed countries. Mexican women did not acquire the right to vote until 1953 and had no meaningful access to higher education until the 1960s.

- (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.**

In terms of socio-economic status, the Mexican Association of Market Research Agencies and Public Opinion reports that 21 percent of the nation's population is affluent or upper middle class, 34 percent middle class, and the remaining 45 percent lower class.

As a private university, Anahuac attracts a large number of students from affluent and middle class families, and the School of Communication is using financial aid to try to serve an increasing number of students from the lower socio-economic spectrum. Today, about a third of students receive financial aid to attend the school.

A great challenge in recruiting students from Indian groups is that a number of groups speak only their native language or dialect, and the majority reach only third grade.

The vast majority of Mexicans are Catholic, and Anahuac is a Catholic university. Nevertheless, the School of Communication (which selects its own student body) strives to be an inclusive community for those with different religious identities. For instance, 7 percent of students are Jewish.

An extraordinary dimension of the school's diversity plan is its commitment to students with disabilities. It's not a matter of accommodation, which is the typical standard at most universities, but of active welcoming of students with disabilities. In 2014, 10 of the 20 students with disabilities attending Anahuac University are students in the School of Communication. One student who is partially blind spoke eloquently at a student session about learning opportunities in the school. The school's diversity plan calls for doubling the number of students with disabilities by 2018. In addition, the university has an Inclusive University Program to serve students with physical and mental disabilities such as Downs Syndrome.

(e) The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The School of Communication offers awareness workshops and training for faculty and students to build an inclusive campus community. Discrimination is not permitted on the basis of gender, socio-economic status, religion, sexual orientation, disability or other forms of difference.

COMPLIANCE

PART II — Standard 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

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 selection of full-time and part-time faculty follows a similar process with four additional steps for full-time faculty. The School of Communication defines the desired profile of the candidate and then uses its substantial network of contacts to identify potential candidates from which it selects three finalists. The appropriate curriculum coordinators, the coordinator of the B.A. in Communication program and the dean interview the candidates and select the most qualified. For full-time faculty, the dean and human resources director determine salary, working hours and projects under the candidate's responsibility. Part-time faculty do not go through this stage. Part-time faculty vita are sent directly to the Department of Research and Academic Development. Full-time faculty vita also are sent to the Department of Research and Academic Development after the nature of the job offer is decided upon. Potential hires then are invited to present a master class to three professors for an evaluation of teaching abilities.

At this point, the dean and coordinator review the part-time candidate's credentials and make a decision to hire. Full-time faculty are given psychometric and personality tests after which the academic vice president interviews the candidate. The final decision to hire is made by the dean and academic VP. Mexican law requires a six-month probationary period for all full-time hires.

The school's criteria and system for evaluating the performance of all full-time and part-time faculty is published in the Full-Time Academic Personnel Handbook and is titled "Comprehensive System for the Evaluation of the Academic Personnel's Productivity." At Anahuac University, all full-time and part-time faculty members are given the title of professor. There are not faculty ranks. The faculty evaluation system for all professors consists of: 1) evaluation by students, 2) self-evaluations, 3) evaluation by curriculum coordinators, and 4) assessment of achievement of educational tasks. In addition, full-time faculty members are evaluated on the basis of their academic productivity.

The teaching, scholarship and service of each full-time faculty member is evaluated each year using the Academic Productivity Assessment System. The assessment is based on points awarded to a combination of activities agreed to in the faculty member's work plan. A professor's annual rating is a total of points awarded for these agreed-upon activities that are weighted by the proportion of workload dedicated to each activity.

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

Full-time faculty members are responsible for teaching, research and service activities in the school, while part-time faculty have responsibility only for teaching.

The school has 18 full-time faculty members (a 19th had been hired at the time of the visit and soon would be joining the faculty). The school listed 94 part-time faculty in fall 2014, but that term has a

different meaning in the Mexican higher education system than at U.S. universities. Half of Anahuac's "part-time faculty" teach three or more courses a semester, thus the equivalent of full-time instructors in most U.S. programs. Mexico's system refers to a teacher not on a "40 hours contract" as part time, even if that teacher is responsible for three or more courses during a semester. Overall, full-time faculty and these "part-time faculty" responsible for three or more courses a semester are teaching three-quarters of the school's courses, with part-time faculty teaching a single course or at most two courses a semester responsible for the remaining quarter of the school's courses.

Four reasons explain the higher percentage of courses taught by part-time faculty (including what U.S. universities would consider full-time instructors): 1) Mexican universities typically have a heavy reliance on part-time faculty; 2) Anahuac is located in the media-rich capital of the nation, and part-time faculty frequently are working professionals who bring current expertise into the classroom; 3) Full-time faculty in the School of Communication serve as curriculum coordinators and thereby teach less because of course releases; and 4) Full-time faculty in the school teach the practicums, which count as only one course but are the equivalent of five courses taught by part-time faculty.

The school has a goal of adding four new full-time faculty members this year (which was being done) and two more full-time faculty members next year, which the academic VP said would be done, with the goal of having 24 full-time faculty members by fall 2016.

(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.

Seven of the 18 full-time faculty have a Ph.D., four are Ph.D. candidates, five have M.A. degrees, and two are M.A. candidates. Nine of the part-time faculty have a Ph.D., four are Ph.D. candidates, 48 have M.A. degrees, 13 are M.A. candidates and 20 have B.A. degrees.

The full-time faculty are active scholars and attend conferences frequently as part of their personal development programs. The school provides support for the full-time faculty in terms of release time, financial support and merit salary recognition. Faculty report satisfaction with the school's support of their research activities.

Many of the part-time faculty are industry professionals working in Mexico City and are valued by the students for the experience they bring to their classes. The school does provide tuition support for both full-time and part-time faculty who desire to pursue advanced degrees.

(d) The unit regularly evaluates instruction, whether on site or online, using multiple measures that include student input.

Faculty teaching is evaluated with a student survey every six months. A 70 percent response rate is required for the results to be considered valid. This assessment has five criteria: planning, skills and didactic strategies, evaluation of learning, personal traits, and professional and institutional identification. Each criterion has a set of questions the students use to evaluate their professors. Graduating students also evaluate their professors and identify the most effective ones they had while in school.

Curriculum coordinators evaluate the work of their professors. Professors also conduct a self-evaluation of their teaching performance at the end of each semester. These evaluations are reviewed by the Department of Research and Academic Development, dean and coordinators and provide a basis for a proposed program of actions and training for each professor.

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

The academic vice president indicated that the School of Communication is one of the best and most respected schools on campus. Faculty participate in the Research Center on campus, and the school has its own Center for Applied Communication Research housed within the Research Center. University administrators who regularly work with School of Communication faculty describe them as intellectually demanding, creative, and having a passion to teach and foster critical thought on campus.

COMPLIANCE

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

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

The School of Communication is making a concerted effort to improve the research productivity of its faculty. The school is doing this in a system that does not have faculty ranks or the reward of tenure. However, the Mexican government does have a program that awards funding to faculty based on their research productivity, providing financial incentives and valued recognition to researchers.

The school supports its full-time faculty with release time and the awarding of salary bonuses based on their performance on the annual Academic Productivity Assessment System described under Standard 4.

While Anahuac does not have a sabbatical system, the school has supported short visits by faculty to other universities. The school provides travel support for attendance at conferences and meetings. These grants are based on resource availability from a university vice president once the dean has reviewed, approved and submitted faculty requests for travel support.

The school established the Center for Applied Communication Research in 2004 and a Ph.D. degree in Applied Communication in 2010 that provide additional support for the research activities of full-time faculty. The center and the Ph.D. program have helped to change the expectations in the school from a primary emphasis on teaching and service to a more equal emphasis on teaching and research.

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

Anahuac University does not have a promotion and tenure system, but does establish the work responsibilities of new faculty during the hiring process. New faculty are given workload allocations. They know when they are hired how many hours a week they are expected to devote to teaching, research and service. For example, a new faculty member might be hired with the expectation of devoting 24 hours to research, 12 hours to teaching and 9 hours to service. The percentage of time devoted to each then becomes the weight applied to performance ratings in each area and totaled for an annual performance number. Salary merit raises or bonuses would be awarded based on this assessment. This is described in greater detail under Standard 4.

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

Anahuac University's system does not include promotion to higher faculty ranks or tenure. It does have a system for merit raises, or what it terms bonuses. The system starts with the expectations for each faculty member when he or she is hired. Each faculty member's contract specifies the number of hours

and assigned activities. The annual performance evaluation is based on how well each faculty member performs the assigned activities.

(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 institution.

In the last six years, the full-time faculty of the school have published 58 refereed journal articles; presented 193 conference papers; made 29 poster presentations; published 19 books; written 51 book chapters; participated in various media including radio, TV and the Internet; and directed and edited six film, radio or TV productions. Future planning in the School of Communication seeks to increase the research and creative productivity of its faculty and to disseminate the research internationally through journals and presentations at conferences.

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

Faculty report that they are encouraged to pursue their intellectual interests and are not pressured to research or study any particular communication topic. The research topics and findings disseminated over the last six years are wide-ranging in terms of intellectual interests and methods employed.

Faculty and students alike are motivated and energized by the intellectual environment in the school. Critical thinking and challenging points of view appear to be a unifying force behind the spirited intellectual activity of the school.

COMPLIANCE

PART II — Standard 6: Student Services

The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

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.

Students are required to meet with an adviser – a full-time professor – in their first year. They must meet with their adviser at least five times each semester. Advisers have an average of 12 advisees, are expected to devote 1.5 hours each week to advising, and submit a report at the end of each semester to the advising coordinator. After the first year, advising and career counseling are voluntary.

Students uniformly praised their advisers and tutors. Even though meeting with an adviser is not required after the first year, students stay in touch with their advisers not only for enrollment advice but also for career counseling and help with personal issues.

Courses and workshops are available to help advisers improve their skills. To evaluate advising and counseling services, the school chooses a course that all students take in their first semester. The advising coordinator visits each classroom to administer a questionnaire to students. Quantitative and qualitative responses are recorded and a report is produced. The deans and curriculum coordinators review results. The advising coordinator noted that not everyone is good at advising, and said that he works hard to make sure that advisers who don't do a good job are replaced. He said he is personally advising and tutoring more than 80 students during fall 2014.

The university offers a course to improve students' study habits and a program with activities and counseling for those facing academic and personal difficulties.

(b) Faculty are available and accessible to students.

Students said this is a strength of the School of Communication. Faculty members are usually available, they said, and if an adviser or tutor is too busy, or if students develop a rapport with another faculty member, they said it is easy to switch advisers.

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

The university and school communicate regularly through emails and social media and social networks.

(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.

In addition to the extensive experience that students gain in the required practicum courses, as outlined in Standard 2, students have student media opportunities. Anahuac sponsors a radio station, TV programming and a digital magazine.

Anahuac Radio broadcasts 24/7 to the university and local community. For 10 years, the station was Internet-only. Three years ago, it started to broadcast as an AM station. It is a non-commercial station and the only student-run station in Mexico. It has about 170 students on its staff in fall 2014; most are School of Communication students, but participation is open to non-majors.

Radio content is a mixture of live programming and recorded shows. Students select programs to broadcast for an hour, with advice from the curriculum coordinator. They receive course credit for their work. The radio station recently signed an agreement with Notimex that will allow students to use the national information service for their programming. They have begun to participate in contests. The school also is exploring the difficult process to convert the station to FM, which students strongly recommend.

Students in television courses contribute to Anahuac TV. Students in the practicums contribute work to COMA, a four-year-old digital magazine for students and alumni. Students write articles, design pages and take photographs. New material is posted online each week, and, at the end of the semester, a digital magazine is produced with help from the design faculty.

The school has two student societies, chosen democratically in an election each year in which two student parties compete to represent the school's student body before university and/or school leaders.

(e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit regularly publishes retention and graduation information on its website.

The school is in compliance. Retention is especially strong. The retention rate for freshmen in 2013-14 was 83 percent and seven out of 10 students who entered the school will graduate. Nationally, only two out of every 10 students who enter college actually graduate. Retention and graduation information is available on the school website.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

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.

With no endowment and only modest alumni giving, the university and thus the School of Communication are dependent on tuition revenue. The university decides the allocation of revenue after budget requests from individual units. The result is that the School of Communication boasts remarkable facilities for programs in radio, television, cinema production, graphic design and other multimedia courses.

(b) The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.

There is wide agreement among students that the amount of equipment and the editing and computer facilities are sufficient for their needs. What is not sufficient is the space now occupied by the School of Communication. Faculty say it must be increased in due course to serve a growing student body.

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

Anahuac University is on a beautiful campus in a suburb of Mexico City. The School of Communication is housed in an attractive 12-year-old, 23,700-square-foot building but occupies only a third of that space. At its center is a 1,000-square-foot television and cinema studio with state-of-the-art lighting. Four high-definition studio cameras with teleprompters are connected to an adjacent digital control room. Available for production is a motion capture unit permitting live performers to interact with cartoon characters – the only one at a Mexican university.

The most recent addition to the building is a special newsroom that provides access to Mexico's largest news agency, Notimex. Under an agreement with the School of Communication, students now can use news reports, video, audio, still photographs and infographics from the agency for classroom and production use.

The building also houses a large number of computer labs and editing suites and its own server.

(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.

The school has six Mac labs and three PC labs, each with 20 computers. Students report that they use the labs to do their projects when no classes are present. There is an additional study center in a different building with 100 computers.

An Avid ISIS 5000 storage and edit system is connected to 37 edit workstations with PCs and 24 edit stations with Macs. In addition, there is a “Hyper Media” center for multimedia and video game production.

For television fieldwork, students can check out 12 camera packages that contain the high-definition Sony PMW EX-3. For cinema, five dedicated packages contain Sony PMW F-3 cameras. For photography courses, students are required to buy their own digital cameras.

For radio courses and production, the unit has four studios, each with digital recording systems and solid state memory. They also include a console and analog mixer, which faculty members say is easier for beginning students before moving to the unit’s digital mixers.

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

The School of Communication library is housed in the university’s general library, which has 235,000 volumes. The school’s library has about 3,500 specialized volumes.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfills obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

OVERVIEW

Professional and public service at the School of Communication flows directly from its mission statement. It calls on students to engage in service and social transformation and calls on the faculty to produce graduates who carry out their professional practices at the highest level.

- (a) The unit consults and communicates regularly with its alumni and is actively engaged with its alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.**

The school's Alumni Council – 25 prominent figures in journalism, television, radio, advertising and cinema – meets twice a year with the dean. The council reviews the school's strategic plan and curriculum and keeps the administration and faculty abreast of industry developments. Other contact with alumni is via a regular newsletter, the school's website and social networks.

The School of Communication maintains associations and partnerships with 17 professional associations and councils. They range from the Latin American Accreditation Council to the International Advertising Association to the International Editorial Group.

- (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 school works with many professional organizations and associations to offer short courses and workshops and degree-seeking courses to professionals in journalism, digital communications, marketing, advertising and public relations. Diplomas are awarded in such areas as digital journalism, marketing strategy and branding. Workshops are offered on topics such as leadership and management.

Each year, the school organizes national awards for excellence in communication. The awards include one for distinguished performance in communications by graduates of the school and an award for brand of the year.

- (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.**

The school's full-time faculty is supported in its involvement with professional organizations that promote excellence in journalism and other areas of communication. One professor is president of the National Council for Education and Research in Communication Sciences and a member of the citizen

council of the National Journalism Award. Another professor is a director of the Mexican Association of Business Communications.

Public and professional service play a role in each faculty member's merit review. In addition, faculty members are given support to deliver lectures and seminars and attend national and international conferences with an annual school travel budget approaching \$30,000.

(d) The unit contributes to its communities through *unit*-based service projects and events, service learning of its students, and civic engagement of its faculty.

The school's overall basis for public service is its linkage to the alumni, NGOs, businesses and community groups, offering continuing education and workshops. The school is responsible for the management of campus media, including Anahuac Radio, which serves the wider community as well as the university.

The school organizes and promotes public lectures by leading national and international figures in journalism and communication. A research project by faculty was recently presented as a report on the expectations of Mexican children for their future and on their fears, security in the country, and the image of the media derived from their parents.

A communications student leadership program (CREA) organizes the annual University Film Festival *Lantern*. Last year, more than 300 shorts from more than 25 countries were entered. Public service by full-time professors includes direction of the radio program "Building the Mexican Family."

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

The school, along with the department of vocational guidance, organizes a special day for high school students to learn about communication education and career opportunities. It also conducts a range of courses and workshops for high school students. They are given the opportunity to write reports, present radio and television programs, and develop advertising campaigns. The school offers pre-university courses each August on film, television, radio and advertising. A national scholarship contest for high school students has been sponsored each January for the past 15 years. More than 2,500 students have participated.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

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.

Anahuac’s School of Communication has adopted ACEJMC’s 12 values and competencies as written. These are communicated to students through posters prominently displayed in the school’s building in both Spanish and English.

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

The school’s written assessment plan includes direct measures administered by the school and a national examination to assess communication competencies. The two key direct measures are expert evaluations of student projects from the final-semester practicum and a standardized test given early in a student’s curriculum and again as the student prepares to graduate. In addition, all students in the school are required to pass a standardized exam administered by the National Center for Higher Education.

Indirect measures include a survey of School of Communication alumni administered by the university every two years and surveys of professors and students. Student awards and prizes are another indicator of student performance.

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

Since deciding to pursue ACEJMC accreditation for its B.A. in Communication, the School of Communication has embarked on an assessment path. As one direct measure of student learning, the school administers a standardized test early in a student’s curriculum and again as the student prepares to graduate. The school began doing so in 2012, so it has only one set of cohort results, but the results to date show evidence of student learning. For example, the test contains 15 questions related to the competency about understanding and applying the principles and laws of freedom of speech and press. Questions focus on guarantees of free speech in Mexico’s Constitution and issues such as access to information and protection of sources. In fall 2012, 20 percent of students excelled in answering the law questions in the exam, 38 percent were satisfactory, and 42 percent were unsatisfactory. In spring 2014, 25 percent of students excelled, 50 percent were satisfactory, and 25% were unsatisfactory. Another example: 10 questions on the exam focus on the competency of writing, and these require students to write (for instance, one question requires students to write three paragraphs on a particular topic). In spring 2014, 50 percent of students were judged as excelling in writing, 35 percent were satisfactory, and 15 percent unsatisfactory. This reflected an improvement from when the student cohort took the test two years earlier.

The other substantive direct measure involves expert evaluation of student projects emanating from the senior-year practicum. Both professionals and professors use a standard rubric to evaluate student work that can be grouped to reflect ACEJMC's 12 values and competencies. For example, professionals scored student writing in the practicum projects as a cumulative 8.5 on a 10-point scale, and professors scored student writing as an 8.4. On the competency of understanding professional ethical principles, professionals gave student practicum projects a cumulative 8.3 score, while professors gave a 9.0 score.

To cite one of the indirect measures of assessment, Anahuac University conducts an alumni survey every two years. In the 2013 survey, more than 80 percent of responding School of Communication alumni reported they are currently working in a communications field or for a company they founded. The alumni rated most highly the school's educational quality, facilities and administrative efficiency. They were less pleased with links to professional reality and their preparation for international environments.

The school discussed the assessment findings in faculty meetings, implemented training and coaching sessions, and asked professors for advice and pedagogical recommendations on how to "close the loop" so that assessment of student learning can lead to improved student learning.

The school reported two changes in response to assessment findings. One was the creation of remedial seminars (18 hours) to improve student knowledge and skills regarding writing, grammar and spelling and APA guidelines for standardization of references in research papers. The other was to reinforce ethical principles through case-study analysis in the Communication Ethics course so that students learn how to apply such principles in professional careers.

The ability of assessment to impact curriculum and instruction will be more robust when the school has compiled more than three years of results of direct and indirect measures.

(d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.

The School of Communication has a 25-member Alumni Council drawn from the leadership of major media and communication organizations in Mexico City. Council members keep the school informed about professional and business practices and also review the curriculum and classroom technology to ensure that the school is preparing students well for communication careers in Mexico and Latin America.

The school provided an impressive list of graduates who have distinguished themselves in media and communication careers. The school did not complete the self-study question requiring a listing of the graduating class of three years ago and what those graduates currently are doing. The school noted that the University Alumni Office, not the school itself, maintains records of its alumni. This is common at universities; still, the self-study question requires the unit seeking accreditation to create a list of recent graduates.

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

Many of the school's part-time faculty members are alumni, and they currently work in journalism and communications in Mexico City. In developing its assessment plan, the school conducted focus groups to ask professionals, employers and alumni to describe current trends, technologies and new competencies required. The school also conducted ongoing meetings with professionals and alumni to review current classroom instruction and to advise on its relevance to professional practice. At the start of each semester, the school meets with part-time faculty to keep instruction responsive to changes in the professions.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

- ❖ A learning environment that prizes student access to professionals and professional experiences
- ❖ Hardworking faculty members who are good in the classroom
- ❖ Students who are high energy, aspirational, and engaged in their education
- ❖ A dean who has propelled the school to academic excellence and a growing reputation
- ❖ A comprehensive curriculum that connects students with communication industries
- ❖ Technical facilities and equipment available to students in all curricula

WEAKNESSES

- ❖ Need for a larger percentage of full-time faculty
- ❖ A space squeeze that threatens expansion of the program
- ❖ A perception by students that more choices are needed for the practicum experience
- ❖ Lack of student news outlets in a nation where hard-news journalism is in jeopardy

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

N/A

3) Summarize the problems or deficiencies that must be addressed 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 addressed 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 the 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. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study.

The self-study told the school's story with clarity. It was well written, concise and particularly helpful in understanding the substantial differences in higher education systems in Mexico and the United States. For the next accreditation cycle, the school should provide more documents in translation (such as the standardized tests and other assessment materials) and should have an English version of the school's website to reach a larger international audience.