Report of On-Site Evaluation
ACEJMC
Undergraduate program
2014– 2015

Name of Institution: San Diego State University

Name and Title of Chief Executive Officer: Dr. Elliot Hirshman, President

Name of Unit: School of Journalism and Media Studies

Name and Title of Administrator: Bey-Ling Sha, Director

Date of 2014 - 2015 Accrediting Visit: February 8 -11, 2015

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

Date of the previous accrediting visit: February 15-18, 2009

Recommendation of the previous site visit team: Accreditation

Previous decision of the Accrediting Council: Accreditation

Recommendation by 2014 - 2015 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair
Name and Title: Jan Slater, Dean, College of Media
Organization/School: University of Illinois, Urbana-Champaign

Signature _____

Team Members
Name and Title: Barbara Hines, Emerita Professor
Organization/School: Howard University

Signature _____

Name and Title: Wanda Lloyd, Director, Department of Journalism and Mass Communication
Organization/School: Savannah State University

Signature _____

Name and Title: James Lumpp, Assistant Professor, School of Journalism and New Media
Organization/School: University of Mississippi

Signature _____

PART I: General Information

Name of Institution: San Diego State University

Name of Unit: School of Journalism & Media Studies

Year of Visit: 2015

1. Regional association by which the institution now is accredited:

Western Association of Schools and Colleges

2. Institution's type of control: Public

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state.

Assurance that San Diego State University has legal authorization to provide education beyond the secondary level in California may be found in the State of California Education Code, Sections 66010.1-66010.8. This information is found in Appendix I-A.

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

Yes. Our last accrediting visit was February 15-18, 2009.

5. When was the unit or sequences within the unit first accredited by ACEJMC?   2009

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

Vision Statement: The School of Journalism & Media Studies envisions a global society where citizens are engaged in their communities; where media professionals are ethical and committed to diversity and inclusivity, and embrace technology to serve the public good; and where people from all backgrounds think critically about the media. (Revised March 12 and adopted April 9, 2014)

Mission Statement: To prepare students for the society we envision for tomorrow, while modeling today the values of community engagement, ethical professionalism, diversity in a global world, critical reflection, and technology in service of the public good. (Revised March 12 and adopted April 9, 2014)

7. What are the type and length of terms?   Semesters of 16 weeks
Summer sessions of 6 and 13 weeks

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

Four-year program leading to Bachelor's degree
Graduate work leading to Master's degree

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

Bachelor of Arts, Journalism
Bachelor of Arts, Journalism, Emphasis in Advertising
Bachelor of Arts, Journalism, Emphasis in Public Relations

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

120 semester hours for the bachelor's degree

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

Up to 3 semester hours of internship credit

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
Advertising	Barbara Mueller, Ph.D.
Journalism	Amy Schmitz Weiss, Ph.D.
Public Relations	Hongmei Shen, Ph.D., APR

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

29,392	Students enrolled at Spring 2014 census
25,973.4	FTEs at Spring 2014 census

*Does not include Imperial Valley campus

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 Emphasis	Undergraduate majors[1]	Undergraduate majors[2]	Undergraduate majors[3]
Advertising	74	69	72
		(41 pre-majors; 28 admitted)	
Journalism	170	174	204
		(101 pre-majors; 73 admitted)	
Public Relations	183	196	193
		(117 pre-majors; 79 admitted)	
Media Studies	174	188	172
		(63 pre-majors; 125 admitted)	
Total Majors	601	627	641
		(322 pre-majors; 305 admitted)	

NOTES:

[1]Source: San Diego State University, Office of Analytical Studies and Institutional Research. This source combines majors and pre-majors, and it includes only students actively enrolled. The classification of "actively enrolled" excludes students on study abroad, leaves of absence, medical leaves, etc. Data from Spring 2014.

[2]Source: San Diego State University, Enrollment Services Business Intelligence. For curriculum planning purposes, the School uses these figures, as they provide a more robust picture of the number of "majors," including those eligible to attend but not attending for whatever reason. These more robust figures facilitate the School's ability to schedule the appropriate numbers of skills classes so as to maintain the ACEJMC-recommended enrollment cap of 20 in a skills course. Data from Spring 2014.

[3]Source: San Diego State University, Office of Analytical Studies and Institutional Research. This source combines majors and pre-majors, and it includes only students actively enrolled. The classification of "actively enrolled" excludes students on study abroad, leaves of absence, medical leaves, etc. Data from Fall 2014.

15. Number of students in <u>each section</u> 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.

Fall 2014

<u>Course Number and Section</u>	<u>Course Title</u>	<u>Enrolled</u>
JMS 220, Section 1	Writing for Mass Media	15
JMS 220, Section 2	Writing for Mass Media	14
JMS 220, Section 4	Writing for Mass Media	18
JMS 310W, Section 1	Media Writing & Reporting	20
JMS 310W, Section 2	Media Writing & Reporting	20
JMS 310W, Section 4*	Media Writing & Reporting	8
JMS 315**	Digital Copyediting & Design	20
JMS 420, Section 1	Public Affairs News Reporting	15
JMS 420, Section 2	Public Affairs News Reporting	11
JMS 425	Writing Opinions & Reviews	18
JMS 445	Electronic News	15
JMS 470	Multimedia News Writing	17
JMS 481, Section 1	PR Media & Messaging	17
JMS 481, Section 2	PR Media & Messaging	16
JMS 550, Section 1	Multimedia News Lab	9
JMS 562	Advertising Creative	19
JMS 581, Section 1	Applied Research in PR	15
JMS 581, Section 2	Applied Research in PR	14
JMS 581, Section 3	Applied Research in PR	15

NOTES:

* Section 4 of JMS 310W is reserved for science majors; this course section is offered as part of the Center for Science and Media, a collaboration of the School of Journalism & Media Studies with the College of Sciences. The course section is specially designed to help science majors use traditional and new media forms to communicate about science with lay audiences.

** JMS 315, Digital Copyediting & Design, is in its last semester as a skills course. Please see Standard 2 for details on curriculum changes.

Spring 2015*

Course Number and Section	Course Title	Enrolled
JMS 220, Section 1	Writing for Mass Media	19
JMS 220, Section 2	Writing for Mass Media	19
JMS 220, Section 3	Writing for Mass Media	19
JMS 310W, Section 1	Media Writing & Reporting	16
JMS 310W, Section 2	Media Writing & Reporting	18
JMS 310W, Section 3	Media Writing & Reporting	17
JMS 420	Public Affairs News Reporting	11
JMS 430**	Digital Journalism	12
JMS 441	Magazine & Feature Writing	18
JMS 445	Electronic News	9
JMS 481	PR Media & Messaging	18
JMS 496, Section 1***	Writing for Spanish-language & Latino Media	7
JMS 529	Investigative Journalism	8
JMS 550, Section 1	Multimedia News Lab	17
JMS 550, Section 2	Multimedia News Lab	8
JMS 581	Applied Research in PR	16
JMS 596	Media Agency & Incubator	11

NOTES:

* Enrollment figures as of Feb. 4. Drop/add for students ended Feb. 3, but some international students have a later deadline date for adjusting their schedules.

** This course offering made possible in part by a $35,000 competitive grant from the Online News Association, awarded to Dr. Amy Schmitz Weiss in Spring 2014. For details, see
http://www.utsandiego.com/news/2014/dec/26/sdsu-departments-to-collaborate-on-air-quality/

*** This course offering made possible in part by an anticipated, second $25,000 grant from the Public Relations Society of America Foundation. Official notification not yet received, as of Feb. 4.

16. Total expenditures planned by the unit for the 2014-2015 academic year: $1,367,245

    Percentage increase or decrease in three years: Increase of 10%+

    Amount expected to be spent this year on full-time faculty salaries: $917,094

       The amounts shown above reflect expenditures from the state general fund, i.e., the state-funded or stateside budget. The state-funded budget for the School includes two components. The first component is an operating budget that is allocated to the unit each year by the College (see item #4 in Standard 7). The second component is a supplementary budget from Continuing Education Revenue Funds (CERF), which largely come from income allocated to the School from funds generated per capita by international and other students who take School courses through Open University.

       The School of Journalism & Media Studies expects total expenditures in the 2014-2015 academic year of at least $1,367,245. Of this amount, $917,094 is expected to be spent on full-time faculty salaries. This estimate of 2014-2015 stateside expenditures does not include travel expenses, which the School typically funds out of CERF income. Because CERF allocations are based on student enrollment, which is not finalized until about one month into each semester, we cannot provide estimates at this time for the CERF portion of the 2014-2015 budget.

       The School's 2011-2012 total expenditures were $1,242,571. Of that amount, $10,710 was spent on state-funded travel (including CERF allocations), and $923,775 was spent on full-time faculty salaries. Thus, for total expenditures, the School of Journalism & Media Studies expects a 10 percent increase in 2014-2015 over three years ago, not yet taking into account the influx of revenue expected from CERF, which would raise that percentage increase above 10 percent.

       NOTE: These figures do not include expenditures or faculty salaries for the Learning Design and Technology program, which merged into the School in July 2014 (see item #4 in Part II, Supplementary Information).

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**	**Name**	**Rank**
Arceneaux, Ronald	Associate	Marshall, James	Assistant
Bober-Michel, Marcie	Full	Mueller, Barbara	Full
Davis, Joel[1]	Full Emeritus	Nee, Rebecca Coates	Assistant
Dodge, Bernard	Full	Schmitz Weiss, Amy	Associate
Dozier, David[2]	Full Emeritus	Sha, Bey-Ling[6]	Full
Eadie, William[3]	Full Emeritus	Shen, Hongmei	Associate
Eger, John[4]	Van Deerlin Chair	Sweetser, Kathleen	Associate
		Vargas, Nicole	Lecturer
Hoffman, Robert[5]	Full Emeritus	Wang, Minjuan	Full
Lockwood, Alane	Lecturer	Wulfemeyer, K. Tim[7]	Full Emeritus
		Zhong, Mei	Associate

NOTES:

[1]Joel Davis is in his first year of the university's Faculty Early Retirement Program (FERP).

[2]David Dozier is in his second year of the university's Faculty Early Retirement Program (FERP) and will not be teaching during the site team's visit in spring 2015.

[3]William Eadie is in his first year of the university's Faculty Early Retirement Program (FERP); he is enrolled in the FERP version that allows half-time work in both fall and spring semesters. But, he will not be teaching in spring 2015 as he has course release time for service to the statewide Academic Senate of the California State University (ASCSU).

[4]John Eger will not be teaching in the School of Journalism & Media Studies in spring 2015, as he will be teaching in the University Honors Program. As the Van Deerlin Endowed Chair in Telecommunications and Policy, Eger's faculty line resides in the College, not in the unit.

[5]Robert Hoffman will not be teaching in spring 2015 because he has course release time for service to the university's Instructional Technology Services.

[6]Bey-Ling Sha will not be teaching in spring 2015 as she is serving as the Interim Director of the School and as editor-elect of the *Journal of Public Relations Research*.

[7]Tim Wulfemeyer is in his second year of the university's Faculty Early Retirement Program (FERP) and will not be teaching during the site team's visit in spring 2015.

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

<u>Spring 2014</u>	<u>Fall 2014</u>	<u>Spring 2015</u>
Barker, Valerie	Barker, Valerie	Barker, Valerie
Cicalo, Lora	Cicalo, Lora	Cicalo, Lora
Coddon, David	Coddon, David	Coddon, David
DiProfio, Erika	Goret, Robin	DiProfio, Erika
Garcia, Aida	Harn, Jay	Goret, Robin
Goret, Robin	Hoskins, Aaron	Harn, Jay
Kordyak, Joel	Kartalija, Melanie	Hearn, Lorie
Kruming, Martin	Kordyak, Joel	Kruming, Martin
Lee, Sarah Meghan	Kruming, Martin	Lee, Sarah Meghan
Littlefield, Dana	Littlefield, Dana	Littlefield, Dana
McBride, James	Martinez, Gabriel[1]	Martinez, Gabriel
Pecsi-Guerrero, Elizabeth	McBride, James	McBride, James
	Mokalis, Alexa	Mokalis, Alexa
	O'Connell, Carrie	O'Connell, Carrie
	Ruggero, Lorena Nava	Pecsi-Guerrero, Elizabeth
	Weiner, Louis	

NOTES:

*These lists do not include graduate teaching associates

[1]Mr. Martinez was hired through a grant from the Public Relations Society of America Foundation to teach two bilingual Spanish/English sections of Mass Media Writing (JMS 220). Both fall-semester sections were canceled after the first week of classes due to lack of enrollment, although the Spring 2014 section with Aida Garcia did run. With permission from the granting agency, the fall semester instructional funds were redirected to support a Public Relations Diversity Education Summit held in October 2014 (please see Standard 8). An upper-division bilingual media writing class (JMS 496, Writing for Spanish-language and Latino Media) is offered in Spring 2015.

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.

The School of Journalism & Media Studies has institutionalized this 72-unit rule by making it part of the graduation requirements for students majoring in advertising, journalism and public relations. In following the accreditation rules, our catalog copy does not allow advertising, journalism and public relations majors to count more than 48 JMS units toward the 120 required to graduate. Therefore, every student in the School is required to take at least 72 hours outside the unit in order to receive a diploma from San Diego State University.

Any student desiring to take more than 48 JMS units will have to take additional units outside the School in order to meet the 120-unit requirement. Students are informed of this rule, and any student who is having trouble meeting the requirement at the time of graduation would be referred to the School's advising coordinator by the campus graduation evaluator.

The School's advising coordinator reports that, in the five years since we incorporated the 48-unit maximum rule into graduation requirements, she has never received a single referral for a student who did not meet the 72-unit rule.

Academic Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates*	**Number***	**Percent**
2013-2014	77	77	100.0%
2012-2013	83	83	100.0%

*NOTE: Figures given are for majors in advertising, journalism and public relations. For 2013-2014, this figure (n=77) differs slightly from those given in Table 1 (n=75 for advertising, journalism and public relations), due to numbers of degrees conferred in the summer and different databases being used for tracking students (see item #14 above).

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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:

(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.

Instruction in advertising, journalism and public relations at SDSU began in 1950, in the Department of Journalism. The department was accredited from 1971-1978 and again from 1985-1997. With budget reductions in the 1990s, the Department of Journalism merged with two other units to form a School of Communication, and in the process relinquished its accredited standing. In 2007, journalism decoupled itself from the School of Communication, and the School of Journalism and Media Studies was established, adding an emphasis in media studies. In 2009, the School received accreditation. In the Fall 2014, the Learning Design and Technology unit of the College of Education was added to the School. JMS is one of 10 academic units within the College of Professional Studies and Fine Arts, the largest of seven academic colleges at SDSU. The School of Journalism and Media Studies is the fourth largest program in the College.

SDSU is the oldest and largest higher education institution in the San Diego area. With 33,483 students in the fall of 2014, it attracts primarily students from the region, and more than 50 percent of the graduates each year remain in San Diego, to take advantage of the 28th largest media market in the country.

At the time of the site visit, the School enrolled 641 majors, which amounts to approximately a 59 percent decrease in the number of students since the previous site visit. While on campus, the site team did learn that there was an increase in applications for Fall 2015, and the interim director was positive about the ability to grow these enrollment numbers.

JMS adopted an academic (strategic) plan in 2011-2012. It has been reviewed informally every year. Following faculty input during a retreat in August 2014, the plan was revised to reflect the new programmatic efforts and to align with the University's strategic plan that was released in 2013. Faculty voted to adopt the updated School strategic plan in September 2014. The plan outlines aggressive goals with initiatives focused on student success, strong scholarship and community engagement. The Dean credited the unit in being ahead of others on campus in strategic planning, and intends to use JMS's strategic plan as a model for other units in the College.

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

The School has a governance document that was revised and adopted in May 2014. It outlines policies and procedures in accordance with the policies approved by the Board of Trustees of the California State University system and with the contractual requirements of the California Faculty Association. The faculty met 10 times over the previous academic year, in addition to multiple meetings of the standing committees (Undergraduate, Graduate, Peer Review, Student Affairs, and Assessment) as well as several ad hoc task forces. Faculty report they are appreciative of the transparency of the interim director and

the collegiality within the department, yet they find that many meetings are not always productive or necessary.

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

The School's founding director retired in 2013. An interim director was appointed and began that fall. The interim director has been a faculty member since 2004. She is a prolific scholar in the field of public relations and was promoted to full professor in 2013. She is on several committees across campus and in national organizations, and faculty appreciate that she has brought national recognition to the School. The faculty have confidence in her leadership and value her vision and the transparency she provides. Her ability to use resources wisely is admired by College administration, other leaders on campus, as well as the faculty. College administration conveyed a high level of admiration for the School "accelerating" faster than would be expected in such a short time under interim leadership. Additionally, there is great respect across campus for how the School is grappling with the evolving changes of the industry, keeping true to the standards of the discipline, but focusing on innovation. Leaders across campus praise the collaborative spirit, enthusiasm and organization of the interim director.

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

Procedures for selecting unit administrators in the College begin with the Dean appointing a search committee. This committee is elected by the faculty of the unit, and is comprised of two tenured faculty members, one probationary faculty member, one staff member from the unit, and two sitting chairs and/or directors from departments or schools within the College. Nominations are made, pools are determined, interviews are convened and decisions are made by the Dean, in consultation with the faculty.

Evaluations of school directors are consistent across the College based on policies established in August 2012. Directors are evaluated in the spring semester of the second year of their appointment. The process includes a self-study produced by the Director; an online survey of faculty and staff; and a faculty committee that reviews and interprets the data. The Dean reviews the report of the faculty and can gather additional information as desired. Following the performance review, a referendum vote by the faculty occurs in the spring semester of the third year. The School's interim director is currently completing a self-study, and a process for evaluating her will proceed during the spring semester.

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

The School's governance document does not incorporate policies and procedures for addressing complaints from faculty, staff or students. The self-study indicates students with concerns about academic issues would be heard by the academic adviser. If there is no resolution via this path, the student is encouraged to contact the School's director. The self-study also states that faculty and staff are encouraged to share concerns at faculty or committee meetings. While there is every indication that faculty are extremely collegial and the students report they obtain great assistance through the adviser, the governance document articulates no specific, private process for students, faculty or staff to file a

complaint, have that complaint investigated, attain resolution to the complaint, and seek an appeal if necessary.

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.

Students in the School of Journalism and Media Studies must complete 120 semester credit hours.. Of that number, 72 must be taken outside of the school. Only 48 credits in the major (JMS) are accepted. During both 2014 and 2013, the graduating classes were 100 percent compliant with ACEJMC requirements.

There are 641 students in the School. In the programs being evaluated for re-accreditation, there are 72 students in Advertising, 204 students in Journalism and 193 students in Public Relations. The balance of the students enrolled, 172, are in Media Studies, which is not being evaluated.

(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.)

SDSU students are first pre-majors and must meet three requirements to advance: earning a score of 80 (of 100) on a test of grammar, spelling and punctuation; a minimum cumulative GPA of 3.0 in a minimum of 45 college-level units; and a minimum GPA of 3.0 in six preparation-for-the-major courses. Those courses include Introduction to Contemporary Media, Social Media in the Digital Age, Writing for the Mass Media, Principles of Economics, Introduction to American Politics in Global Perspectives and Introduction to American and California Government and Politics.

Courses in the School's core are, according to the self-study, primarily oriented to the academic understanding of mediated communication. There is a heavy emphasis on conceptual learning about the role of professional institutions, free speech and press, law and ethics, and critical thinking.

Students are encouraged to get professional experience through work on the independent *Daily Aztec* or *Mundo Azteca*, through activities available through the Center for Science and Media, or through various course-based media outlets (JMS Reports, Website Creation, Television Newscast, Public Relations Plans, Public Relations Collateral Materials and the newly funded JMS Media Agency, Arrow Media Group). Student organizations (Advertising Club, the Public Relations Student Society of America and the Society of Professional Journalists) provide real-world experience giving students the chance to work with professionals from the communications-rich San Diego community.

Advertising
Five advertising courses are required for the advertising major – Principles of Advertising, Advertising Strategy and Social Media, Advertising Creative Development, Advertising Research and Advertising Campaigns.

A recently added course, Advertising Strategy and Social Media, represents a solid commitment to keeping the curriculum up-to-date, incorporating practical instruction centered upon digital media applications. Other courses have newly enhanced content further strengthening digital competencies.

A popular elective course – International Advertising – was mentioned favorably by several students, with the diversity element one of its strong features.

At present, several of the required courses are offered only one semester each academic year, creating course sequence obstacles that may detract from the attractiveness of the program to potential majors. JMS is attempting to solve the problem by changing the schedule so all the required courses will be offered both semesters. It will be necessary to hire additional faculty to fulfill this objective; the scheduled retirement of one senior faculty member exacerbates that challenge, as it leaves only one full-time faculty member in advertising.

The School is seeking to create a new degree (currently a B.A. in Journalism with an Emphasis in Advertising) to more clearly represent the true focus of the advertising program to potential students and employers. The B.A. in Advertising could also improve the major's visibility to other important parts of the area's business community.

Journalism
The program has two full-time faculty teaching in the Spring 2015 semester. In addition, a faculty member (not teaching in the current semester) is in the Faculty Early Retirement Program, and he taught three classes in the Fall 2014 semester. Two other non-tenure track, yet full-time, faculty teach Journalism students, specifically Media Writing and Reporting, as well as Journalism Internship.

The current semester includes eight part-time faculty teaching journalism courses.

Courses required of journalism majors include: Principles of Journalism, Media Writing and Reporting, Public Affairs News Reporting, Multimedia News Writing and Multimedia News Laboratory (senior capstone course).

Journalism students may select courses from a range of other topics related to digital and electronic news. Students interested in broadcast journalism currently have one course, Electronic News Reporting and Gathering, available to them. However, students are also required to learn and produce a range of multimedia projects based on the course syllabus and students' topic of interest.

The School worked with the campus Department of Facilities Planning, Design & Construction in the Division of Business and Financial Affairs to create multimedia labs that encourage collaboration and innovation in classes. The School uses mobile devices to help journalism students create complete multimedia packages that prepare them for some of the industry's emerging positions as multimedia journalists who can write, edit, design and maintain websites, shoot and edit video, cover breaking news and produce news documentaries. Students say they feel comfortable and competitive on all of these platforms.

Two new faculty members have been hired to begin in Fall 2015. These two hires will teach newly created journalism courses that will prepare students to work in media targeted to consumers who are Latino in a market where these opportunities are increasing. There will be an emphasis on writing news in Spanish and covering diverse communities.

One full-time journalism faculty member was successful in competing for a grant from the Online News Association for $35,000 for a student reporting project on the quality of air in the San Diego region. Students created devices to monitor air quality in 12 locations in the region, and they are working on an investigative piece that will be published on inewssource.com, a local news site.

Journalism students appreciate the rigor of their classes. "I feel so confident when I write," one said. Students are challenged to learn AP Style, and they said they believe they are better than most of their student colleagues when they work together at internship sites.

Students are encouraged to work in student media on campus and to take advantage of the non-mandatory internship course. Many students boast about having multiple internship opportunities.

Students appreciate the recent and real-world experience that part-time faculty bring to their classes. One part-time writing instructor, for example, worked as a reporter for 25 years in the local market. Students note the lack of a dedicated class for photography in the current semester, but seniors say they get some of those skills in the capstone course.

Journalism students say they believe the strength of their program is the dedicated faculty, the opportunities to put to use the skills they learn in class, and support for internships and advising. They believe the faculty is nimble enough to create new courses based on industry standards, especially as this relates to the changing nature of digital and broadcast media. Students point out that the School may want to address the availability of broadcast equipment, which includes six HD camera kits, but limited hours and times for use of equipment may put undue stress on students who are carrying a full academic load, and working at paid jobs and/or internships.

Public Relations
The required courses include a principles course, a public relations writing course, a public relations research course and a senior capstone case studies course, all courses recommended by the 1981 Commission on Public Relations Education, established by the Public Relations Society of America.

Coursework in public relations is very much hands-on: from the initial principles course to the case studies course, students work in teams to develop strategic thinking, enhance writing, and execute community-based service-learning activities. In advanced courses they design and conduct quantitative research and study cutting-edge professional practices. Students choose 12 elective credits from JMS courses across the disciplines at the 300-level or above. A special topics course allows the School to offer timely courses; during the spring semester, two were offered: (1) Digital and Social Media Analytics and (2) Social Media Leadership: Developing Online Communities.

During the current semester, there are two full-time public relations faculty members teaching six courses. There are three part-time faculty teaching an additional three course sections. One senior faculty member is in the Faculty Early Retirement Program; another is serving as interim director of the School. As the enrollment continues to increase, there could be challenges in maintaining the required and elective courses in public relations.

Alumni and industry professionals cite the exceptional work of the faculty in providing global leadership in the field of public relations. Students report that, because of the instruction they have received in JMS, they are confident of their ability at graduation to serve clients industry-wide.

(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.)

Students uniformly praised the experience and enthusiasm of their instructors both in and out of the classroom. They value the fact that they are being taught by faculty who have authored internationally respected textbooks, written widely about their field or maintain their professional expertise in their discipline. The outstanding reputation of the School's faculty is well known across the campus. Faculty from other disciplines welcome opportunities for shared research and instruction. SJMS faculty have won national teaching awards and fellowships; they have written innovative interdisciplinary grant applications (e.g., Knight News Challenge, Public Relations Society of America Foundation diversity program grant, 2014 Challenge Fund for Innovation in Journalism Education) that are changing the traditional modes of instruction.

There is a high level of faculty and staff collegiality that affects the classroom. Students were complimentary of their instructors and value their professionalism. They mentioned the cooperative attitude that helped to lessen their stress. While some commented the grading in some courses was overly rigorous, they admitted that at the conclusion, they felt confident of what they had learned.

Students have use of excellent classrooms that meet the needs for instruction featuring digital and social media technologies. Faculty, too, are well versed across media platforms and have instilled an entrepreneurial spirit among students.

The School is now also offering a minor in Digital and Social Media Studies, a minor in Learning Design and Technology and a Certificate in International Media.

(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.
Enrollment in skills classes in both 2014 and 2015 ranged from 7 to 19. There are no online courses offered in the major. Two required courses in the School are offered using a hybrid method of in-class lectures and alternating in-person activity sections and discussion sections offered through Blackboard, the University's online instructional platform.

(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.

Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

JMS students can enroll for internship credit once they have met the prerequisites, usually in the senior year. San Diego and Imperial counties offer a wide variety of sites, in addition to national, competitive

opportunities. Local, unpaid internships require that students be compensated with academic credit. Paid internships often do not require credit. There is an internship coordinator who, students say, is available 24 hours a day. Students can communicate via the JMS Homeroom on Blackboard, accessible to JMS majors and pre-majors, and receive current information. Students may earn from 1 to 3 credits, based on the total number of hours they work, ranging from 50 to 150 hours. Students may enroll for the internship credit twice; enrollees maintain a log of work hours and complete a final internship project.

Both faculty and students across the disciplines have confidence that JMS offers a very good program, well matched to what students upon graduation will need to know as they enter the very competitive job market. The entrepreneurial-thinking, hard-working faculty are keeping ahead of the twists and turns in the industry to ensure the curriculum is a blend of the highest quality conceptual and skills instruction.

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 unit's 2014-2017 Diversity Plan highlights the School's definition of diversity, especially Hispanic students as the strategic area of focus. The faculty met last fall to define the unit's underrepresented groups. Faculty searches during the past six years have included women and people of color.

The student population in the unit includes: White (45.8 percent); black/African American (4.3 percent); Hispanic (27.0 percent); Asian (6.8 percent); and two or more races (8.2 percent).

(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.

Students have access to several courses as electives that focus on global and diverse issues, such as Media Technology in the Global Environment, Using Media to Understand Cultures, International Advertising and Global Telecommunications.

Considering the market's large Hispanic demographic and the large numbers of first-generation college students, the faculty have had discussions about the affordability of international travel for students who want to study abroad, a practice of globalization that is strongly pushed by the University as a core value.

(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.

Among the unit's full-time faculty population by race are: White (73.3 percent); Asian (20.0 percent); and Hispanic (6.7 percent). There are no African Americans on the full-time faculty, although two African Americans are listed among part-time faculty that also includes two Hispanics and one Asian.

Until recently, the School had not hired any domestic minority faculty in the past six years. However, in a recent faculty search to fill one position, the unit had the support of the Dean and the Provost and so was able to hire two new faculty members – both of whom are Hispanic and bilingual Spanish/English – to support the School's plan to increase its capacity for courses to help students to ready themselves for careers with media that serve bilingual Hispanic populations. These two faculty positions, while not reflected in the numbers above, will put the unit in a unique position to supply bilingual students with internships and help them secure entry-level jobs with organizations such as Univision (Miami); Enlace, the Spanish-language section of the *UT San Diego*; Entravision/Univision/Telemundo (San Diego); Azteca America, Spanish-language programming for ABC 10 (San Diego); Red Corp Alliances, an international digital marketing and advertising agency that works with Hispanic markets on both sides of

the border; *inewssource.com* (investigative news nonprofit) and Scatena Daniels (a public relations firm).

Faculty members engage on campus and in the community in a range of public service that includes participation in diverse discussions and hands-on experiences.

(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.

Voces Aztecas, an initiative to attract and mentor Hispanic high school students, informs students about what the School has to offer. Faculty members have visited local high school journalism programs and informed teachers and students about the School's academic programs and interest in educating minority students about careers in advertising, journalism, public relations and other media. One faculty member created a Facebook page with information about what students can learn in the School.

The School's internship coordinator has served as a faculty member for the summer Young Latino Journalism Scholars program sponsored by the *UT San Diego*, the local newspaper. This workshop has yielded students who became students in JMS. The unit also reaches out to minority students through social media.

Based on data from the University, the School has done a better job than has the University in retaining Mexican American students.

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.
Appointments of full- and part-time faculty members are governed by the San Diego State University Policy File, which is maintained by the University Senate. Written student and peer evaluations are utilized to evaluate faculty performance.

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

The faculty is governed by a collective bargaining agreement, and their responsibilities are designated by the State of California Master Plan for Higher Education. The School has 15 full-time and 24 part-time faculty members. Of the 15 full-time faculty members, eight lines are non-emeritus, tenured/tenure-track, of which the interim director is one. So only seven in this group have primary responsibility for teaching more than 600 undergraduates and 36 graduate students, and for research, creative activity and service.

Full-time faculty in the School of Journalism & Media Studies have taught the majority of courses in the last three academic years: 2011-2012 – 85.9 percent 2012-2013 – 80.6 percent; 2013-2014, 60.6 percent; Fall 2014 – 60.0 percent.

(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.
Credentials are well-balanced on several dimensions: 15 full-time faculty members in Fall 2014 included ten Ph.D.s, two Ed.D.s, one J.D., one M.A., and one B.A. The 24 part-time instructors who taught in calendar year 2014 included one Ph.D., one J.D., one MFA, 11 with master's degrees, and five with bachelor's degrees.

Collectively, the 15 full-time faculty members had accumulated 143 years of full-time professional experience and 262 years of full-time teaching experience as of Spring 2014. The 24 part-time faculty members in calendar year 2014 together had accumulated 384 years of full-time professional experience and 152 years of adjunct teaching experience.

Nine of 15 full-time faculty in Fall 2014 were women, and 13 of 24 part-time faculty members in calendar year 2014 were women. In other words, 22 of 39 instructors in the School were women, or 56.4 percent The School's founding director was a woman, and the School's interim director is a woman and minority. Four of 15 full-time faculty members in Fall 2014 were minorities, and six of 24 part-time faculty members in calendar year 2014 were minorities. A total of 10 of 39 instructors are minorities, or 25.6 percent.

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

Probationary faculty members working toward tenure are evaluated annually on teaching effectiveness, professional growth (research/creative activity) and service. They must submit to the Peer Review Committee a "Personal Data Summary" (PDS) highlighting their top five achievements in each of the three areas.

For "teaching effectiveness," the Peer Review Committee evaluates data from instructor/course evaluations, classroom visitation reports from senior faculty, and descriptions of teaching innovations provided by each probationary faculty member. For "research/creative activity," the Peer Review Committee evaluates each probationary faculty member's scholarly publications, conference presentations, and research grant activities. For "service," the Peer Review Committee evaluates each probationary faculty member's academic and professional service activities.

Tenured faculty members are evaluated using the same processes/criteria outlined above if they apply for promotion, i.e., from assistant to associate professor or from associate to full professor. Tenured faculty members not seeking promotion still are evaluated every five years in a process called "post-tenure review."

Non-tenure-track faculty are evaluated every year in the areas of teaching effectiveness, currency in their fields and service. Instructors submit copies of syllabi, teaching philosophy descriptions, exams/quizzes, course evaluations and a résumé. In addition, tenure-track/tenured faculty members periodically visit the classrooms of the non-tenure-track instructors and write a brief report on how well each instructor performs as a teacher. The Peer Review Committee examines all the documents, and committee members write evaluation letters for each instructor. Informally, the interim director meets regularly with part-time faculty members to provide them with feedback on their teaching.

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

As demonstrated definitively at a luncheon with several senior university officials, the faculty and interim director have earned respect on campus for their citizenship and their programs' educational quality, in addition to frequent initiatives in proposing and implementing thoughtful innovations. They are active in cooperative ventures across disciplines and are known for collegiality.

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 University's Carnegie Foundation classification as a "research university with high research activity" sets the tone for its research mission. Within the College of Professional Studies and Fine Arts, there is a mentor policy whereby new tenure-track faculty are mentored regarding research, teaching and professional activity by senior faculty. While there is a 12-credit per semester teaching load stipulated by the union contract, there is an opportunity to apply for a reduction in the teaching load (assigned time).

In the past six years, the School supported four faculty members on sabbaticals that assisted with domestic and international research travel and publication support. The School also provides annual support for faculty to present refereed papers at academic conferences.

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

Expectations are defined in the School's Governance Document (Article 8: Policy on Appointment, Reappointment, Tenure, Promotion and Post-tenure Review), explains how to build a case for tenure, promotion and post-tenure review. The Governance Document includes sections on Effectiveness in Teaching, Professional Growth, and Service to the University and the Profession. It guides tenured faculty who are reviewed every five years on instructional performance, continued professional growth and service. The University's Policy File has stipulations on Reappointment, Tenure and Promotion, criteria that guide the School's related to the reappointment, tenure and promotion of faculty.

The greatest weight is placed on scholarship that is externally reviewed by peers and published in refereed journals. While there is a list of "premier journals" in which faculty are encouraged to publish, there is some flexibility for faculty to showcase work in other journals; the individual faculty member is responsible for demonstrating the comparable quality. Much of the scholarship on teaching is defined as "service" or "teaching effectiveness" by the University, and teaching is of major importance throughout the promotion and tenure process.

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

In documents regarding evaluation criteria, University and School requirements account for both professional growth and research. With the emphasis on publication of peer-reviewed scholarship, faculty often focus their work in the area of their teaching and seek ways to enhance their skills. A recent collaborative effort, the JMS Digital and Social Media Research Collaborative, encourages faculty across the disciplines to focus on research that will strengthen one of the School's marquee programs: Digital and Social Media.

(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.

During the six-year period under review, 13 faculty members were considered "research-active" in the School. They produced 81 refereed journal articles, 153 refereed conference papers, 10 books, and 43 book chapters, monographs or instructional manuals. They received 26 awards and honors for their work, in the categories considered of highest importance in scholarship by the School. Their research has complemented the University's Teacher-Scholar model, and has given the University widespread national and international recognition. Research and creative activity produced by faculty support the School's mission and strategic plan, with special emphasis on the areas of digital and social media, history, public relations, advertising, journalism, science and the environment. It has been published in major journals including, but not limited to, *Journal of Advertising, Journal of Broadcasting & Electronic Media, Journal of Communication, Journal of International Communication, Journalism, Journalism & Mass Communication Monographs, Journalism & Mass Communication Quarterly, Journal of Public Relations Research, New Media & Society,* and *Public Relations Review.*

Because the School's governance document does not consider grants, invited academic papers, encyclopedia entries or book reviews to be of major consequence in the tenure and promotion scholarship process, the self-study did not include summaries of these in the Scholarship standard. However, the site team was impressed with the level of grant activity, including externally funded projects, in which JMS faculty are involved (e.g., the Gates Millennium, the U.S. Department of Defense Military Public Affairs Officers Graduate Program, the Public Relations Society of America Foundation, the Online News Association, the National Institutes of Health/National Cancer Institute and others).

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

There is no question that the School supports and encourages intellectual curiosity and engagement among its faculty. This is a collaborative faculty that has produced a wide variety of quality books, funded grants, refereed articles and conference presentations. In interviews across the School, faculty shared stories and results of their engagement in the SDSU research and creative community. Their collaborative and critical analysis has encouraged students at the undergraduate level to seek to emulate their work – with senior students learning about and submitting their research proposals to the University's Institutional Review Board, as well as presenting their research papers at a national conference.

With the heavy teaching loads and challenges to the School's budget, JMS faculty have shown great research aptitude and collegiality while exhibiting a focused entrepreneurial spirit to enhance the program.

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.

JMS students have access to an adviser within the School who oversees all advising services. The position is only part-time, but it is obvious it is a full-time job. The part-time adviser has an impressive peer-advising program, where upper-division students are recruited and trained to assist other students. JMS pre-majors are "technically" advised through campus resources, yet advising records and students admit to seeking advice within the school on classes, GPA requirements, and preparing for the GSP (grammar, spelling, and punctuation) entrance exam. No doubt, students attempting to get into a restricted, highly selective major would have a good deal of anxiety and require substantial personal attention. Furthermore, there is a need for assistance if the student does not pass the GSP and wants to petition for admission to the major. The advisor is the source for this as well.

This is a valuable service in the School and no doubt positively affects the time-to-degree statistics. Students rave about the adviser and credit her with their being able to graduate on time. In discussions with the students, they understand she is part-time and is stretched thin, but they made it clear the service is important to them, they value her assistance, but need more of her time.

The adviser (who also teaches two writing-intensive courses a semester) goes beyond just the typical academic advising during a semester. She does orientation for new students, handles all petitions for pre-majors, monitors enrollment in the major as well as in classes, and is able to determine capacity in both majors and classes. Additionally, the advising coordinator surveys students each semester about their course plans for the following semester. The information collected is as precise as possible, which allows the School to determine exactly how many seats will be needed in the small, professional skills and capstone courses. The School also facilitates the timely graduation of students by guaranteeing seats in required courses once students are admitted to their majors. This is a powerful message, and the students all agreed that they have no issues with getting classes when they need them.

(b) Faculty are available and accessible to students.

Faculty hold regularly scheduled office hours. Students report that all faculty are accessible on campus as well as being responsive to emails at all hours of the day and night.

Faculty also serve as advisers to student organizations. Students were emphatic in their praise of the assistance faculty provide as well as helping with career advice, etc.

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

The School keeps students informed using various tools and methods. Blackboard is the online portal used and includes a JMS Homeroom that allows students to access information at their convenience. Here they can obtain announcements, student organization information, assistance with registration, etc. Students are enrolled in the JMS Homeroom through the University; therefore, every student has access and the Homeroom announcements appear when a student logs into Blackboard. Additionally, the advisor sends emails to students, the campus can send emails to students through the online registration system (called WebPortal), and the School uses Facebook, LinkedIn, Twitter and a YouTube channel to convey information to students.

(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.

Students have access to multiple organizations and extra-curricular activities. *The Daily Aztec* is an independently funded, student-run newspaper, and while it is not associated formally with the School, JMS students report they are highly involved in the daily activities of the paper. Student organizations that are relevant to the profession are prevalent in the School. These include PRSSA, Ad Club, SPJ, and Kappa Tau Alpha. Students were enthusiastic about these organizations, and it was clear in the discussions with them that the clubs are doing extensive programming in their areas of specialization.

(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.

Graduation and retention rates are posted on the JMS website. Overall, the School's retention and graduation rates are higher than the University's. As discussed previously, a primary reason for these strong numbers is the "guarantee" of course seats after admission to the major, as well as the personal attention given and student tracking done by the part-time adviser.

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.
The unit has a detailed annual budget for the allocation of its resources, but there are very few unrestricted funds to invest in the long-term goals of the strategic plan. The PSFA dean allocates state funds based on the number of faculty and staff lines. These funds pay for salaries and some of the services and supplies operating expenses.

The School's state budget covers salaries, including tenure-track and part-time faculty. Additionally, the School receives an allocation from the Continuing Education Revenue Funds (CERF), based on non-matriculated students enrolling in School courses through Open University.

(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.
At the time the School was founded in 2007, the state of California was suffering a severe budget crisis that would result in damaging reductions of state funding. These financial woes would continue until Fall 2013, when the state budget began to stabilize somewhat. While the campus has received an increase in appropriations since, the increase nowhere begins to match the loss of funding for the six years prior. No one expects that state appropriations will return to the pre-2007 level.

The annual School budget is $1.44 million, which is a 16 percent increase from 2011-2012. Approximately 4.5 percent of the total represents CERF funds, which can be used for non-teaching activities. As noted previously, these funds fluctuate based on enrollments; therefore, it is difficult to plan. Over the last four years, these funds have been as high as $104,000 and as low as $44,000. The unit has been able to carry over these funds, and it has been a good steward of those resources, using them wisely to build digital labs and update equipment. It doesn't, however, address the School's most urgent needs of equipment support and maintenance, staffing support or faculty.

(c) The facilities of the unit enable and promote effective scholarship, teaching and learning.
The School has updated digital labs with innovative classroom arrangements that include movable furniture to encourage creative thinking by students. The labs include mobile devices with connectivity to big monitors so students can view progress on mutual projects.

Updated labs are assigned to the unit, but traditional classroom space is centrally controlled by the University. However, there does not seem to be an issue with finding adequate lecture space. All classrooms are outfitted with smart boards and comfortable seating for students. Faculty members move about larger classrooms in an engaging way so students are able to see and hear them without problems.

(d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.
Students seem to have access to cameras, tripods, mobile devices and space to work. The unit does not have a systems person in the main facility and sometimes minor systems issues slow the process of getting started when computers don't work. The system for checking out HD cameras is housed in a nearby facility shared by the School of Theater, Television and Film. That facility also houses edit bays and a television studio (shared space with theater furniture). Students who need to use the edit bays must

do so during the Monday-Friday work hours that the area is staffed; there is no night or weekend access, forcing students who work or have internships during the day to struggle for time to use the facility. The staff in this area, while competent and very accommodating during their work hours, closes the facility at 4 p.m., in keeping with their contractual obligations in the collective bargaining agreement. Students in the broadcasting class note that they would like more HD camera kits and longer hours of access to equipment.

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

The San Diego State University Library offers a variety of services and resources specifically designed to assist the SDSU teaching faculty. These resources include teaching support, research support, and collections. The library has a clearly designed website with clear directions to informational blogs and library references.

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:

Faculty of the School of Journalism and Media Studies are involved in numerous service activities that provide solid support with respect to each set of criteria – (a) through (e). Many of the activities fit into more than one grouping.

(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.

Friends of Journalism and Media Studies is the flagship organization made up of the School's alumni and other professionals in the San Diego area. Members provide feedback on current industry developments, which are invaluable to the School's ongoing efforts to stay knowledgeable and up-to-date. The organization also sponsors events that attract members to the campus at least once a year. Since August 2013, the interim director has held events to connect with alumni in San Diego, Washington, D.C., New York City and San Francisco.

(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 offers a Professional Certificate in Digital Media in cooperation with the University's College of Extended Studies, serving the needs of working media practitioners as well as individuals who wish to move into the profession. More than 200 participants have earned certificates since the program's inception in 2009.

Other training the School has offered includes Border Reporting, Strategic Public Relations, Crisis Communication and Disaster Response, and International Journalism and Media Relations.
Recent grants have enabled the School to sponsor a very successful Colloquium Speaker Series for the Center for Science and Media; as well as to launch a Bilingual Mass Media Writing Initiative.

The School has also hosted these professional development events: International Symposium on Communication in the Millennium (2011), Public Relations Diversity Education Summit (2014), and the twice-yearly PRSA San Diego/Imperial Counties Chapter pro bono counseling series.

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

Faculty members are encouraged to contribute and stay current by active involvement in professional organizations, including the San Diego Press Club, the San Diego Ad Club (SDX), the Public Relations Society of America, the Society of Professional Journalists, the San Diego Association of Black Journalists and the Asian American Journalists Association on the local level. At the national level, these include the Accrediting Council on Education in Journalism and Mass Communications, Association of Schools of Journalism and Mass Communication, the Commission on Public Relations Education, and the Universal Accreditation Board.

Travel support is available primarily for faculty presenting research papers at academic conferences. Some support is also provided for faculty service involvement with professional and academic associations.

(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.

Nearly all of the activities mentioned in items (a), (b), (c) and (e) are unit-based contributions for the benefit of the School's many internal and external constituents. In addition, the team noted exceptional pro-bono work provided to the community through the various courses in advertising, journalism and public relations.

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

The School of Journalism & Media Studies is a consistent supporter of high school journalism programs – through direct contact with high school students and through in-person meetings with scholastic journalism teachers at both the high school and community-college levels.

Faculty frequently volunteer and participate in high school journalism workshops, as well as national high school journalism conferences (e.g., National Scholastic Press Association, Young Latino Journalism Scholars, California Scholastic Press Association). They also host campus visits by high school and middle school students and offer multimedia and mobile workshops at the School for high school students.

The School maintains strong relationships with the local media community and community colleges.

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.
The School's learning objectives are identical to ACEJMC's values and competencies.

(b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.
The School has an assessment plan that was updated in 2008, and new matrices were developed in 2014. The plan does not clarify direct and indirect measures and how they are employed. However, supplemental materials contain descriptions of the two direct measures used for assessment of learning outcomes. No indirect measures are included.

The faculty has developed an extensive and intensive student assessment exam (SAE), its primary direct measure. This is a pre/post test written by faculty and administered through the University's Office of Student Testing, Assessment and Research. Faculty developed 426 multiple-choice items measuring all the learning objectives across advertising, journalism, media studies and public relations. Each emphasis determined the questions used for their specific assessment, as well as determining within the curriculum where specific learning outcomes are delivered. The School requires four core courses, and multiple objectives are measured with the SAE for those. Then each emphasis has its own SAE.

This is a cumbersome instrument to administer and for students to take. There is a concern about the challenge in ensuring the students take the exam – pre and post. There is some evidence that certain data is being collected for the sake of collecting it, but there is little evidence that this data is being used to make decisions. There appear to be some inconsistencies across syllabi as to how a faculty member incorporates the learning objectives in the required classes, and it is obvious that the SAE is duplicative in what it measures. The faculty intend to revise the SAE during the coming academic year in order to improve its validity.

The other direct measure is a portfolio and presentation compiled via the internship credit course. Students present the portfolios to industry professionals, who rate the objectives present in the portfolio. While the School does not require students to take an internship for credit, typically 75 percent of the graduating class across all majors have enrolled, providing a solid sampling for measurement.

While the School wants to include indirect measures such as placement rates, they do not have the resources to maintain systematic student contact following graduation.

(c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.
The School does a good job of collecting and analyzing the data from the SAE. They have set aggressive benchmarks to be met through the exam. While the data is reported, it suffers the same issues as the instrument – there is more of it than is needed and the reporting of it needs to be streamlined.

The faculty review the data at a spring curriculum meeting. The School's curriculum has been undergoing some rapid change. However, it is unclear if these decisions regarding curriculum change are evidenced by the data. Change seems to be occurring every spring following the data collection. However, due to the small number of graduates each year, it might be beneficial for the faculty to look at two cohorts at one time instead of one.

(d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.
Alumni tracking is done mainly through faculty as the unit does not have any resources for tracking alumni systematically. The School does have access to a database of alumni through the University's Office of Alumni Engagement, and a part-time alumni coordinator for JMS has access to the files. Much of that information is outdated, and the coordinator is working with the campus office to update alumni records. The School anticipates using a Google form on its new website that would enable alumni to provide updates to their information.

JMS conducted a survey of alumni in fall 2013 to determine their engagement levels and image of the program.

(e) The unit includes members of journalism and mass communication professions in its assessment process.
Professionals have been involved in assessment within the School since 2008. At the earliest stages of assessment development, focus groups were conducted with professionals and faculty to determine the learning outcomes for the program. Additionally, professionals are used in the evaluation of the portfolios and presentations that are a result of a student's internship course.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.
<u>Strengths</u>
    Dedicated, productive faculty
    Proud and confident students
    Ability to adapt curriculum to meet the needs of the changing landscape of the industry
    Innovative and entrepreneurial spirit
    New programs that advance the preparedness of its students
    Strong leadership in the interim director

<u>Weaknesses</u>
    Faculty fatigue
    Cumbersome assessment instruments and data reporting
    Lack of IT support
    Part-time adviser should be full-time adviser
    With phased-in retirements, unit will need replenishment of tenure-track faculty

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

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

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

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

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.
The site team in 2009 found the School out of compliance on Standard 9: Learning Outcomes and Assessment. The site report stated that the School "must develop and implement appropriate direct measures of professional competencies, analyze the findings, and apply them to improving curriculum, instruction and learning outcomes."

The School revised its assessment plan and incorporated alumni and media professionals into the direct assessment of students. The plan calls for two direct measures. Results of the assessment measures are reported to faculty at a spring curriculum meeting, and faculty discuss ways to facilitate improvement.

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 overwritten self-study was difficult to maneuver, and information was not easily retrievable.