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

Name of Institution: San Jose State University  
Name and Title of Chief Executive Officer: Dr. Mohammad H. Qayoumi, President  
Name of Unit: School of Journalism and Mass Communications  
Name and Title of Administrator: Robert L. Rucker, Director  
Date of 2014-15 Accrediting Visit: Nov. 16-19, 2014  
Date of the previous accrediting visit: Feb. 3-6, 2008  
Recommendation of the previous site visit team: Reaccreditation  
Previous decision of the Accrediting Council: Reaccreditation  
Recommendation by 2014-15 Visiting Team: Provisional Reaccreditation  

Prepared and submitted by:  

Team Chair  
Name and Title: Christopher Callahan, Dean and University Vice Provost  
Organization/School: Walter Cronkite School of Journalism and Mass Communication, Arizona State University  

Team Members  
Scott Fiene, Assistant Professor and Director of Integrated Marketing Communications  
Organization/School: Meek School of Journalism and New Media, University of Mississippi  

Signature:  
Patricia B. Rose, Executive Director Organization/School: American Academy of Advertising Advertising  

Ellen Shearer, William F. Thomas Professor, Director of Medill National Security Journalism Initiative and Interim Director of Medill Washington Program  
Organization/School: Medill School of Journalism, Media, Integrated Marketing Communications, Northwestern University
PART I: General information

Name of Institution: **San José State University**

Name of Unit: **School of Journalism and Mass Communications**

Year of Visit: **2014**

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

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

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

___ Private
___ Public
___ Other (specify)

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

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became the California State University and Colleges; in 1982 the system became the California State University. CSU is the largest comprehensive higher education system in the nation with 23 unique campuses serving more than 437,000 students with 44,000 employees statewide. The campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The system is governed by the Board of Trustees, most of whom are appointed by the governor, and serve with faculty and student representatives. The CSU chancellor is the chief executive officer, reporting to the trustees. The campus presidents serve as the campus-level chief executive officers. The trustees, chancellor and presidents
develop system wide educational policy. In 1963 the CSU Academic Senate was established to act as the official voice of CSU faculty in system wide matters. The presidents, in consultation with the academic senators and other campus stakeholder groups, render and implement local policy decisions.

The oldest campus, San José State University, was founded as a normal school in 1857, and became the first institution of public higher education in California. In 1961, it became part of the CSU system as San José State College. In 1974, it became San José State University (SJSU).

In the heart of Silicon Valley, San José State University is located at One Washington Square, San José, CA 95192-0001. Mohammad Qayoumi is president.

The CSU is committed to the continual development of innovative programs, services and opportunities that will give students the tools they need to meet their full potential. (Source: San José State University Catalog 2014–15)

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

_x_ Yes
___ No

If yes, give the date of the last accrediting visit: **2008**

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

The School of Journalism and Mass Communications (JMC School) has been accredited since 1956.
6. Attach a copy of the unit’s mission statement. Give date of adoption and/or last revision.

SAN JOSE STATE UNIVERSITY

Five Year Strategic Plan: 2010 - 2015
School of Journalism and Mass Communications

Mission Statement

The School of Journalism and Mass Communications embraces the innovative spirit of Silicon Valley, emphasizing cultural and intellectual diversity, the First Amendment, and the free flow of ideas. The School prepares students to excel in advertising, journalism, and public relations by teaching professional skills and advanced information technologies, by developing the capacity for critical and original thinking, and fostering creativity and a passion for communications.

Core Principles and Values

- Inspire integrity and ethical practice
- Foster diversity understanding, inclusion and respect
- Encourage learning by doing
- Instill professional responsibility and personal discipline
- Teach applied and theoretical perspectives
- Promote the pursuit of personal and professional development
- Incorporate advanced multimedia technologies

Diversity Mission

As an integral part of our overall educational mission, The School of Journalism and Mass Communications recognizes and values public understanding of all expressions of cultural diversity. Through our academic degree programs and public service efforts, we prepare future media professionals in all forms of global communications with a commitment to responsible outreach and inclusion of all people. We do this best by respectfully identifying and addressing, in a timely, fair and truthful way, issues of race and ethnicity, gender, sexual orientation, religious cultures and disability in our nation and global community. We accomplish this by:

- Hiring faculty from diverse communities with significant research, teaching and/or contemporary professional experiences who work excite interest in diversity appreciation and inclusion.

- Enrolling students of all ages, economic and cultural backgrounds, and challenging them to interact, share information, think critically, and develop new ways to see, value and include diversity in their academic efforts and post graduate pursuits.

- Creating a supportive education climate where the campus and global communities are engaged by inviting all voices and perspectives to be heard, discussed, valued and incorporated in all media outreach efforts.

- Assessing and updating regularly our curriculum, school programs and special events to ensure they address timely, important, and ever changing aspects of diverse life experiences.

- Exploring creative, innovative and ethical uses of new technology to broaden public awareness and enable better understanding of the meaning and impact of diversity in our society and world.
7. What are the type and length of terms?

Semesters of 15 weeks
Quarters of _____ weeks
Summer sessions of 6 to 10 weeks
Intersessions of 3 weeks

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

x Four-year program leading to Bachelor’s degree
x 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.

The three undergraduate degrees are being reviewed in 2014: Journalism, Advertising and Public Relations. There is no online degree.

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

The Bachelor of Science degree in Journalism, Advertising or Public Relations requires 120 semester-hour units. In 2002, it required 124 semester-hour units; prior to 1998, 132 semester-hour units were required. The Master of Science degree in Mass Communications is 30 semester-hour units.

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

Students enroll for a 240-hour required internship, which must be approved by the JMC School and professionally supervised. The course credit is 3 semester-hour units.
12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Person(s) in Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising degree program</td>
<td>Timothy Hendrick</td>
</tr>
<tr>
<td>Journalism degree program:</td>
<td></td>
</tr>
<tr>
<td>Convergence</td>
<td>Richard Craig: Reporting/Editing</td>
</tr>
<tr>
<td></td>
<td>D. Michael Cheers/Kim Komenich: Photojournalism</td>
</tr>
<tr>
<td></td>
<td>Diane Guerrazzi: Electronic/Broadcast</td>
</tr>
<tr>
<td></td>
<td>Scott Fosdick: Magazine</td>
</tr>
<tr>
<td>Public Relations degree program</td>
<td>Matt Cabot</td>
</tr>
</tbody>
</table>

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

**San José State University**

- Fall 2014 enrollment: 32,697
- Fall 2014 full time equivalent enrollment: 26,517
- Spring 2014 enrollment: 29,164
- Spring 2014 full-time equivalent enrollment: 23,570.94
- Fall 2013 enrollment: 31,278
- Fall 2013 full-time equivalent enrollment: 25,406.90
- Spring 2013 enrollment: 27,503
- Spring 2013 full-time equivalent enrollment: 22,180.24
- Fall 2012 enrollment: 30,448
- Fall 2012 full-time equivalent enrollment: 24,530.08

See additional enrollment and FTES information at the end of this section of the self-study.

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):

<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Undergraduate majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>123</td>
</tr>
<tr>
<td>Journalism</td>
<td>145</td>
</tr>
<tr>
<td>Public Relations</td>
<td>157</td>
</tr>
<tr>
<td>Total</td>
<td>425</td>
</tr>
</tbody>
</table>
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.

There are no online courses.

**JMC School – Skills Class Enrollments**

<table>
<thead>
<tr>
<th>Skills Courses:</th>
<th>Section Number</th>
<th>Enrolled Spring 14:</th>
<th>Section (#)</th>
<th>Enrolled Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising 116</td>
<td>01</td>
<td>9</td>
<td>(01) - 11</td>
<td></td>
</tr>
<tr>
<td>Advertising 124</td>
<td>01</td>
<td>24</td>
<td>(01) - 19</td>
<td></td>
</tr>
<tr>
<td>Advertising 125</td>
<td>01</td>
<td>27</td>
<td>(01) - 19</td>
<td></td>
</tr>
<tr>
<td>Advertising 126</td>
<td>01</td>
<td>16</td>
<td>(01) - 20</td>
<td></td>
</tr>
<tr>
<td>Journalism 61</td>
<td>05</td>
<td>23</td>
<td>(01) - 19</td>
<td></td>
</tr>
<tr>
<td>Journalism 61</td>
<td>06</td>
<td>18</td>
<td>(02) - 20</td>
<td></td>
</tr>
<tr>
<td>Journalism 61</td>
<td>08</td>
<td>18</td>
<td>(03) - 20</td>
<td></td>
</tr>
<tr>
<td>Journalism 61</td>
<td>09</td>
<td>18</td>
<td>(04) - Not Offered</td>
<td></td>
</tr>
<tr>
<td>Journalism 95</td>
<td>01</td>
<td>20</td>
<td>(01) - 23*</td>
<td></td>
</tr>
<tr>
<td>Journalism 132</td>
<td>01</td>
<td>22</td>
<td>(01) - 25*</td>
<td></td>
</tr>
<tr>
<td>Journalism 132</td>
<td>02</td>
<td>9</td>
<td>(02) - Not Offered</td>
<td></td>
</tr>
<tr>
<td>Journalism 133</td>
<td>01</td>
<td>13</td>
<td>(01) - 20</td>
<td></td>
</tr>
<tr>
<td>Journalism 135</td>
<td>01</td>
<td>12 / 4</td>
<td>(01) - 12 / 23*</td>
<td></td>
</tr>
<tr>
<td>Journalism 136</td>
<td>01</td>
<td>18</td>
<td>(01) - 20</td>
<td></td>
</tr>
<tr>
<td>Journalism 142</td>
<td>01</td>
<td>9</td>
<td>(01) - Not Offered</td>
<td></td>
</tr>
<tr>
<td>Journalism 153</td>
<td>01</td>
<td>10</td>
<td>J153 (01) - 12</td>
<td></td>
</tr>
<tr>
<td>Journalism 164</td>
<td>01</td>
<td>6</td>
<td>J165 (01) - 13</td>
<td></td>
</tr>
<tr>
<td>Journalism 166</td>
<td>01</td>
<td>18</td>
<td>(01) - Cancelled</td>
<td></td>
</tr>
<tr>
<td>MCOM 63</td>
<td>01</td>
<td>38</td>
<td>(01) - 25*</td>
<td></td>
</tr>
<tr>
<td>MCOM 63</td>
<td>02</td>
<td>40</td>
<td>(02) - 26*</td>
<td></td>
</tr>
<tr>
<td>MCOM 63</td>
<td>03</td>
<td>N/A</td>
<td>(03) - 22*</td>
<td></td>
</tr>
<tr>
<td>MCOM 163</td>
<td>01</td>
<td>23</td>
<td>(01) - 18</td>
<td></td>
</tr>
<tr>
<td>MCOM 100W</td>
<td>01</td>
<td>24</td>
<td>(01) - 20</td>
<td></td>
</tr>
<tr>
<td>MCOM 100W</td>
<td>02</td>
<td>21</td>
<td>(02) - 20</td>
<td></td>
</tr>
<tr>
<td>MCOM 100W</td>
<td>05</td>
<td>10</td>
<td>(03) - 21*</td>
<td></td>
</tr>
<tr>
<td>MCOM 100W</td>
<td>06</td>
<td>25</td>
<td>(04) - 20</td>
<td></td>
</tr>
<tr>
<td>MCOM 100W</td>
<td>08</td>
<td>12</td>
<td>(05) - Not Offered</td>
<td></td>
</tr>
<tr>
<td>MCOM 111</td>
<td>01</td>
<td>42</td>
<td>(01) - 44**</td>
<td></td>
</tr>
<tr>
<td>MCOM 199A / MCOM 199B</td>
<td>01</td>
<td>26</td>
<td>(01) - 29*</td>
<td>MCOM199B</td>
</tr>
</tbody>
</table>

| PR 190          | 01             | 28                  | (01) - 19   |
| PR 190          | 02             | 24                  | (01) - 20   |
* The overload was due to a university directive to accept students graduating within the year.
** This is not a classroom skills course. Students meet with one-on-one with a faculty internship coordinator to confirm eligibility requirements and monitor the workplace learning experience.

During fall semester 2014 all departments were advised to accommodate graduating seniors. This is the only reason JMC School faculty were permitted to exceed designated enrollment limits in skills courses.

16. **Total expenditures planned by the unit for the 2014 – 2015 academic year: Percentage increase or decrease in three years: Amount expected to be spent this year on full-time faculty salaries:**

The total unit base budget for the 2014–15 academic year is $1,436,966.30. This includes full-time faculty salaries of $925,606 and part-time faculty salaries of $322,844 which total $1,248,450.

The JMC School learns its total budget at the end of the academic year. The final amount will be over two million dollars. In comparison, the total budget was:

- $2,048,375.53 in 2013–14
- $2,107,944.12 in 2012–13
- $2,304,265.04 in 2011–12

Overall, there has been a decrease in state funding over the past three years. It should be noted that additional operating funds are often added to a departmental budget.

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.**

<table>
<thead>
<tr>
<th>Full-time Faculty</th>
<th>Rank</th>
<th>Teaching Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Tillinghast</td>
<td>Professor</td>
<td>Yes</td>
</tr>
<tr>
<td>Diana Stover</td>
<td>Professor</td>
<td>Yes</td>
</tr>
<tr>
<td>Scott Fosdick</td>
<td>Professor</td>
<td>Yes</td>
</tr>
<tr>
<td>Robert Rucker</td>
<td>Assoc. Prof.</td>
<td>Yes</td>
</tr>
<tr>
<td>Kathleen Martinelli</td>
<td>Assoc. Prof.</td>
<td>No (*FERP)</td>
</tr>
<tr>
<td>Richard Craig</td>
<td>Assoc. Prof.</td>
<td>Yes</td>
</tr>
<tr>
<td>Matt Cabot</td>
<td>Assoc. Prof.</td>
<td>Yes</td>
</tr>
<tr>
<td>D. Michael Cheers</td>
<td>Assoc. Prof.</td>
<td>Yes</td>
</tr>
<tr>
<td>Timothy Hendrick</td>
<td>Assoc. Prof.</td>
<td>Yes</td>
</tr>
<tr>
<td>Diane Guerrazzi</td>
<td>Assoc. Prof.</td>
<td>Yes</td>
</tr>
<tr>
<td>Kim Komenich</td>
<td>Asst. Prof.</td>
<td>Yes</td>
</tr>
<tr>
<td>John Delacruz</td>
<td>Asst. Prof.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
*FERP designates professors on the University’s Faculty Early Retirement Program. These professors do not take part in unit committee work and usually teach a partial load (one or two courses).

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.)

<table>
<thead>
<tr>
<th>Part-time Faculty</th>
<th>Spring 2014 Course</th>
<th>Fall 2014 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Nelson</td>
<td>ADV 121</td>
<td>Not Assigned</td>
</tr>
<tr>
<td>Michael Brito</td>
<td>MCOM 139</td>
<td>MCOM 139</td>
</tr>
<tr>
<td>Christine DiSalvo</td>
<td>PR 193</td>
<td>PR 190</td>
</tr>
<tr>
<td>Stephen Eckstone</td>
<td>JOUR 61</td>
<td>ADV 121</td>
</tr>
<tr>
<td>Cynthia Fernald</td>
<td>MCOM 100W</td>
<td>MCOM 100W</td>
</tr>
<tr>
<td>Tim Mitchell</td>
<td>MCOM 136</td>
<td>136</td>
</tr>
<tr>
<td>Dona Nichols</td>
<td>MCOM 72</td>
<td>MCOM 105</td>
</tr>
<tr>
<td>Halima Kazem</td>
<td>JOUR 61</td>
<td>JOUR 61</td>
</tr>
<tr>
<td>Lisa Fernandez</td>
<td>JOUR 61</td>
<td>JOUR 61</td>
</tr>
<tr>
<td>Thomas Ulrich</td>
<td>JOUR 132</td>
<td>JOUR 153</td>
</tr>
<tr>
<td>Larry Sokoloff</td>
<td>MCOM 101</td>
<td>MCOM 101</td>
</tr>
<tr>
<td>Ralph Nichols</td>
<td>MCOM 100W</td>
<td>JOUR 61</td>
</tr>
<tr>
<td>Robert Barlow</td>
<td>Not Assigned</td>
<td>PR 191</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–14 academic year</td>
<td>194</td>
<td>194</td>
<td>100%</td>
</tr>
<tr>
<td>2012–13 academic year</td>
<td>201</td>
<td>201</td>
<td>100%</td>
</tr>
</tbody>
</table>

See SJSU Table at the end of this report.
Additional San José State University Information – Question 13.

### Fall 2014 Enrollment Update
(Updated on 09/19/2014 at 3:00 a.m.)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Credentials</th>
<th>Graduates</th>
<th>Total HC</th>
<th>Total FTES</th>
<th>AUL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTES</td>
<td>AUL</td>
<td>HC</td>
<td>FTES</td>
<td>AUL</td>
</tr>
<tr>
<td>CA Residents</td>
<td>25,416</td>
<td>20,906</td>
<td>12.3</td>
<td>478</td>
<td>369</td>
<td>11.6</td>
</tr>
<tr>
<td>Non-Residents</td>
<td>1,161</td>
<td>956</td>
<td>12.3</td>
<td>4</td>
<td>4</td>
<td>14.2</td>
</tr>
<tr>
<td>Total</td>
<td>26,577</td>
<td>21,862</td>
<td>12.3</td>
<td>482</td>
<td>373</td>
<td>11.6</td>
</tr>
</tbody>
</table>

### Comparison: Fall 2013 Enrollment Update
(as of 09/19/2013)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Credentials</th>
<th>Graduates</th>
<th>Total HC</th>
<th>Total FTES</th>
<th>AUL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTES</td>
<td>AUL</td>
<td>HC</td>
<td>FTES</td>
<td>AUL</td>
</tr>
<tr>
<td>CA Residents</td>
<td>24,850</td>
<td>20,507</td>
<td>12.4</td>
<td>508</td>
<td>473</td>
<td>11.2</td>
</tr>
<tr>
<td>Non-Residents</td>
<td>946</td>
<td>780</td>
<td>12.4</td>
<td>1</td>
<td>1</td>
<td>12.0</td>
</tr>
<tr>
<td>Total</td>
<td>25,796</td>
<td>21,287</td>
<td>12.4</td>
<td>509</td>
<td>474</td>
<td>11.2</td>
</tr>
</tbody>
</table>

Note:
- Student HeadCount
- Full-time Equivalent Student
- Average Unit Load
### Degrees Awarded by Gender and Major

<table>
<thead>
<tr>
<th></th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
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<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td><strong>Applied Sci and Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science</td>
<td>135</td>
<td>28</td>
<td>163</td>
<td>130</td>
<td>126</td>
</tr>
<tr>
<td>Hospitality, Tourism, Event Mgmt</td>
<td>52</td>
<td>12</td>
<td>64</td>
<td>63</td>
<td>16</td>
</tr>
<tr>
<td>Journalism</td>
<td>154</td>
<td>63</td>
<td>217</td>
<td>143</td>
<td>77</td>
</tr>
<tr>
<td>Justice Studies</td>
<td>100</td>
<td>100</td>
<td>200</td>
<td>128</td>
<td>108</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>85</td>
<td>95</td>
<td>180</td>
<td>75</td>
<td>77</td>
</tr>
<tr>
<td>Library and Information Sciences</td>
<td>353</td>
<td>112</td>
<td>465</td>
<td>322</td>
<td>71</td>
</tr>
<tr>
<td>Nursing</td>
<td>182</td>
<td>34</td>
<td>216</td>
<td>156</td>
<td>18</td>
</tr>
<tr>
<td>Nutritional Science</td>
<td>59</td>
<td>12</td>
<td>71</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>100</td>
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### Journalism and Mass Communications: 5 Year Breakdown: Degrees Awarded by Ethnicity and Gender

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### Total by Gender

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### Additional Information: College Breakdown – Question 19.

Journalism and Mass Communications: 5 Year Breakdown: Degrees Awarded by Ethnicity and Gender
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.

The California State University system is the largest comprehensive higher education system in the nation, with more than 437,000 students on 23 campuses. San Jose State University, founded in 1857 as a normal school, is the oldest campus in the CSU system and the first institution of public higher education in California. It became part of the CSU system in 1961 as San Jose State College and was later renamed San Jose State University. It reported 32,697 students for Fall 2014.

A journalism program was first launched within the English Department in 1934 and conferred its first B.A. degree in journalism two years later. The Department of Journalism first earned ACEJMC accreditation in 1956. The program evolved into the Department of Journalism and Advertising and in the early 1980s became the Department of Journalism and Mass Communications to reflect its broader curriculum. The Department was elevated to a School in the 1990s.

Today the School of Journalism and Mass Communications is one of four schools and seven departments within the College of Applies Sciences and Arts. There is, however, no structural, budgetary or operational distinction between schools and departments. Most administrative functions are centralized on the college level. SJMC has three 120-credit degree programs – Advertising, Journalism and Public Relations. There are 11 full-time faculty and 425 undergraduates. Only the undergraduate program is being offered for ACEJMC review. The School is not requesting reaccreditation for the 30-credit M.S. degree in Mass Communications, currently accredited by ACEJMC. The Dean said the School is among the better programs in the College, and the Provost said SJMC is in the top quartile of the 150-plus programs on the San Jose campus.

SJMC has a mission statement and a strategic plan for 2010-2015. The School’s motto is “Learn by Doing,” which reflects a hands-on curriculum designed to prepare students for careers in advertising, journalism and public relations while embracing the “innovative spirit” of its home base in Silicon Valley. The new curriculum, redesigned in 2012, merged a series of journalism specializations into a single “convergence journalism” program, although there remains faculty leaders of four distinct journalism specializations. The School also requires a 240-hour internship and operates the Spartan Daily student newspaper, website and accompanying TV broadcasts that air countywide on the local cable provider.

The self-study focuses on the “severe and prolonged financial crisis” in California that has dramatically reduced funding for the CSU system over the past seven years and triggered an
“unprecedented financial shortfall” at SJSU and deep university-wide cuts. The School, in fact, cited the budgetary challenges in its request to ACEJMC for a one-year extension in 2012. The extension was granted. It appears, though, that the School fared reasonably well despite the campus-wide budget cuts. The FY13-14 budget allocation to SJMC – $2,048,376 – is almost exactly what it was at the end of the last accreditation cycle in FY07-08 ($2,044,068). The number of full-time faculty remained the same (11) while the number of majors served dropped 41 percent over the seven-year period (from 719 undergraduate majors down to 425). In addition, the School received an $8.7 million gift – its largest and the third largest in the 157-year history of the university.

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

The School does not have its own policy manual or bylaws, relying instead on SJSU policies and procedures. The faculty met 10 times during the last academic year. There are 11 standing committees: Curriculum; Assessments; Recruitment; Scholarship; Technology; Editors Selection; Retention, Tenure and Promotion; Personnel; Journalism Executive Council; and Hearst Visiting Professional Award. The SJMC Director appoints faculty members to committees, in consultation with the faculty at the first full meeting at the start of the academic year. The Chair of the Personnel Committee is elected by members of the committee. Four SJMC faculty members also serve on five College committees.

(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 is led by a Director, who serves four-year terms. The Director is in the second year of his first full four-year term (he served most of one year as an interim before his appointment in January 2013). A veteran member of the SJMC faculty, he is held in high regard by the Provost, Dean, university colleagues and most faculty members. They describe an energetic and charismatic leader who is passionate about student success and has helped move the School forward, particularly on the technology front. He also is well known in the local media community and is considered an effective fundraiser. The Provost said the Director has been an important adviser to him on media relations’ issues.

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

The faculty vote to make a recommendation to the Dean on the appointment of a Director, who then makes a recommendation to the Provost. The Provost makes the Director appointment, but the “general pattern” is to endorse the faculty nominee. The Director is reviewed in the first semester of the fourth year of the appointment. The faculty also can trigger a review at any time with a petition of at least 50 percent of the School’s faculty. Directors can serve multiple terms. The Director reports to the Dean of the College. The long-serving dean in July became another “top-level administrator” at SJSU who “was retreating to the faculty” in the wake of budget strains and
conflicts with the President. There is an interim Dean serving as the University launches a national search.

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

The School does not have a formal review process. The Director has an “open door policy” and “makes himself available daily” to address any concerns by faculty, students or staff. The main venue for faculty concerns and complaints is the monthly faculty meetings. Students with grade disputes are encouraged to first discuss their concerns with the instructor. If not resolved, the student then meets with the Director. Students may challenge the accuracy of the grade calculation, but not the faculty’s assessment of the work. If the Director believes the student has a legitimate case, the student is instructed to contact the University ombudsperson. If in the case of more serious complaints involving allegations of unprofessional conduct by a faculty member, the Director reports the situation to the University’s Office of Equal Opportunity and the Office of Faculty Affairs.

Overall evaluation, compliance/non-compliance: 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:

Summary: The School of Journalism and Mass Communications has a solid curriculum design that takes into account the digital nature of information delivery and the use of technology in journalism, advertising and public relations, lots of enthusiasm among faculty and students and a new large endowment to help provide for the future. But the problem of large sizes in skills classes that was noted in the last assessment has grown drastically and become a systemic problem that prevents the adequate delivery of the curriculum.

(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 of Journalism and Mass Communications has online outlines for all sequences within the undergraduate program: Journalism, Advertising and Public Relations providing course listing by semester to outline what a student must take to fulfill the major’s requirements and where there are choices. The outlines also are available on paper in multiple locations in the SJMC building.

All degrees require 40 units. To graduate with the degree, a student needs 120 units. This leaves room for the student to take eight elective units and still be in compliance with the 72-credit rule. According to the self-study, and a conversation with the director of advising, 100 percent of students were in compliance with this requirement in the past two years.

In the last accreditation report, it was noted that students had few details on how to achieve 80 credits (the number at the time) outside the School. The School added the online information as well as monthly email blasts to students.

Another major change: Mandatory direct advising year-round for all students with either the full-time assigned SJMC academic adviser or school director, and mandatory university-wide orientation sessions for freshmen and transfer students, where departments provide academic credit advising.

Finally, the Student Success Center in the College of Applied Sciences and Arts was created to provide additional advising for undergraduate students majoring or wanting to major in programs offered in all CASA departments and schools.
(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.)

All sequences require the following three-unit courses:

- New Media -- Introductory multimedia skills training
- Mass Communication and Society
- Writing Workshop -- Advanced writing across the media in advertising, journalism and public relations
- Media Law and Ethics -- Principles and case studies of mass communications law and ethics

And two of the following:
- Visual Communication for Modern Media
- Introduction to Mass Communications Research
- Diversity in the Media
- Global Mass Communication.

All students also must take a for-credit internship.

**Public Relations**

Fifteen of the required 40 units – slightly more than a third – are skills courses. Writing is a critical skill for public relations practitioners, and 12 of the required units are writing courses. In addition, a “writing boot camp” is embedded into the content of PR 191. There also are elective writing courses, such as MCOM 139 and ADV 124, available to students.

The optional agency experience (MCOM 199A and 199B) integrates skills and theory, as does the required internship experience, the case studies course (PR 192) and other elective courses. Overall it appears there is good balance among theoretical, conceptual and skills courses.

There is only one full-time faculty member in the public relations program; this is a big challenge given that public relations is the largest major within the School. This gap is widely acknowledged by other faculty and students.

**Advertising**

In addition to the four core courses and internship, all students must take Introduction to Advertising as well as Advertising Campaign Planning and Management. Students then have a choice of taking one of the following: Visual Communication for Modern Media; Lifestyles, Diversity and the Media; or Global Mass Communications. They must also take either History of American Media or Introduction to Mass Communication Research.

Students then choose either a Management or Creative Track, each consisting of two mandatory courses plus two courses from a pool of five or six classes. Management students take Media Planning and Buying as well as Integrated Marketing Communications. Creative students take Copywriting and Advertising Layout & Production. Students in both tracks then take an additional advertising elective to develop additional skills and competencies associated with advertising.
Thus, students do not need to take courses in diversity/global communications or research. Faculty assign class projects that involve diversity issues. While the mandatory campaigns course exposes all students to research, based on the needs of the profession the advertising faculty should discuss how all students might be given a more comprehensive research background.

**Journalism**
The Journalism sequence has just implemented a major curriculum revamp to what it calls a converged curriculum so that it no longer has concentrations in print, magazine or TV and instead calls all students multimedia concentration specialists. The introductory skills course, Writing for Print, Electronic and Online Media, teaches students the basics of writing across those platforms. It is augmented in the sophomore year with beginning photography, News Reporting for Online and Print Media and Editing and News Management.

In their junior year, students choose between Newspaper and Magazine Design and Advanced PhotoJournalism and then proceed to Electronic Newsgathering.

One of the highlights for the students is the opportunity to take classes that are the *Spartan Daily*; “Update News, the weekly TV news show; and the magazines, *SHiFT* or *Access*, which are moving to digital platforms as well as ink on paper.

(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.)

**Public Relations**
Two of the writing courses are specifically focused on digital, technological and multi-media skills: Jour 61 (writing for print, electronic and online media) and PR 190 (writing for the information age). The content of the optional visual communications course (MCOM 70) is new media.

Feedback from students is that the course offerings are good, but that more social media skills should be injected into the curriculum. One elective course (MCOM 139) on social media is a huge hit with students, and they wish there were more opportunity to take it.

All public relations faculty have extensive experience in the profession, and incorporate relevant, current real-world situations into their teaching. The availability of the student agency, and the internship requirement, also provide students with current, practical experience.

**Advertising**
Advertising students report that their courses are challenging and include the latest technology. SJMC has introduced a new, required course in new media that students find exciting. Student teams in the Dwight Bentel & Hall agency have placed first in three out of the last four years in national competitions for such brands as Chevy, Honda and AT&T. The agency has been awarded more than $5,000 for these wins. Student teams have placed second and third over the last seven years in the regional American Advertising Federations’ National Student Advertising Competition.
Journalism

The journalism curriculum was “converged” to better reflect the realities of working as a journalist in today’s media environment. The newly redesigned converged newsroom exposes students to producing news in a multimedia environment. The Spartan Daily publishes on a number of media channels integrating social and digital media with traditional print. Students were enthusiastic about the opportunities to learn about video shooting and editing while working in this converged newsroom and of the opportunities for text reporters to collaborate with video reporters, for instance. Students talked about the opportunities to collaborate and learn digital skills from each other while working in a converged, team environment. Faculty also were enthusiastic about the possibilities offered by the more flexible digital approach to these classes.

Two new skills courses are required to focus on web skills and other digital journalism skills, and the introduction of new courses that focus on digital and social media are actively encouraged. The latest is MCOM 139: Strategic Social Media, which has proven very popular. In the three years it has been offered, enrollment has grown from 20 to 60 students. A new course number (MCOM 170) has been designated for this course in the future.

The new electronic media studio is state-of-the-art and allows all students in the School to familiarize themselves with digital broadcast and recording technologies.

(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 site team overall found a well-designed curriculum that is not being adequately implemented because of the routine violation of the 20-student ACEJMC-mandated cap for skills-oriented classes. The last site team found six of the 40 skills classes in Fall 2007 over the 20-student limit – 23 students all together. That problem was noted in the last site team report. Since then, the problem has escalated dramatically, to the point where oversubscription of skills courses is now a matter of routine at SJMC and is an anticipated part of semester-by-semester enrollment management. For example, in Spring 2014, nearly half of the skills classes – 17 of 35 – were over the 20-student limit. Those classes cumulatively had 110 more students than the maximum that semester. Over the accreditation cycle, 146 skills classes have exceeded the 20-student cap. More than 600 students were oversubscribed.

In small focus groups during the accreditation visit some journalism students noted that as they were working with new technology to produce stories, it would be helpful to have more faculty available to more rigorously critique their work.

In the self-study, the School itself acknowledged it is over the limit on many skills classes, saying, “We continue to raise this issue with our deans and press for smaller classes.”
(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.

Internships are a required component of the degree; an academic internship is a three-unit class. A student must work a minimum of 240 hours. Although faculty provide some assistance to students in finding and applying for opportunities, students generally seem to find their own internships; they know what is expected and figure out how to make it happen. However, a few students said they didn’t like having to find internships on their own and that it made the process harder in terms of finding opportunities that fit into their schedules.

In the Advertising and Public Relations sequences, students may substitute work for the agency (MCOM 199A & 199B) for an outside internship. Feedback from students is that this is often a better experience than an internship because of the breadth of involvement it offers, as well as the convenience. (Advertising students also can substitute ADV 116, Spartan Daily advertising staff.) Prior to the site visit, the accreditation team was provided with a list of employers who have offered public relations internships in recent years. An informal sample of conversations with these providers turned up no red flags. The employers who responded indicated students were prepared, and did a good job. All said they would consider SJSU interns in the future. Several said they would like to be more informed about the internship program itself – the rules and procedures.

Advertising students reported that they learned a great deal from their internships. Employers reported that the quality of the intern was variable, often due to the amount of classes and training prior to the internship.

Journalism students had many positive comments about the internship experience, saying it helped them learn how to work in a professional environment, learn new skills and see what types of opportunities are available. The list of sites provided by the School included many that had not had an intern in quite a while or didn’t remember having an intern. But those who had interns recently reported high levels of satisfaction.

Students in all sequences are required to file weekly reports noting their hours and employers must file a report at the end of the internship attesting that the student worked 240 hours. However, the employer is not required to provide evaluations of the student’s work during or at the end of the process. This lack of assessment and feedback is addressed in more detail in the Standard 9 section.

The School points to the internships as part of its “learn by doing” culture.

Overall evaluation, compliance/non-compliance: Non-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 SJSU Journalism and Mass Communications School has a Diversity Mission Statement that says: “As an integral part of our overall educational mission, we recognize and value public understanding of all expressions of cultural diversity. Through our academic degree programs and public service efforts, we prepare future media professionals in all forms of global communications with a commitment to responsible outreach and inclusion of all people. We do this best by respectfully identifying and addressing, in a timely, fair and truthful way, issues of race and ethnicity, gender, sexual orientation, religious cultures and disability in our nation and global community.”

The School says it hires from diverse communities but that is not evident in adjunct or full-time hiring patterns in recent years. The numbers listed below are indicative of that. There also is not an articulated hiring plan for full-time or part-time faculty to improve diversity.

The School’s student population, however, is a model of diversity. In part, the School is the beneficiary of a general population in the area that is diverse. Nevertheless, the numbers of students from different races and ethnicities is impressive. In addition, there is a wide range of economic and cultural backgrounds among the students.

The School has a well-developed and supportive educational climate for diversity in which all voices and perspectives are encouraged to be heard, discussed, valued and incorporated in all media outreach efforts.

The curriculum has a diversity class but also encourages diversity inclusion in all classes. Students praised the School and faculty for their passion in this area.

(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’s mass communication class, “Diversity in the Media,” is one of the most popular campus-wide course offerings. Hundreds of students enroll each year. The students identify, discuss and assess the impact of traditional and new media messages focused on diversity. For the School’s three sequences, it is one of several that students in each sequence must choose from as part of their required course list.

Numerous community forums hosted by the School provide students and local residents with opportunities to learn and share unique perspectives on timely, sensitive and controversial diversity
issues. In 2012 reporter Tom Peele spoke on the murder of African-American investigative reporter and SJSU alum Chauncey Bailey. Last year, the School held forums around the area to show a student-produced documentary on gun violence and provided the first West Coast screening of “Documented,” a documentary by Pulitzer Prize winner Jose Antonio Vargas about undocumented immigrants, to a community gathering of more than 600 people. The School also arranged for CreaTV, a local cable television company, to broadcast and video stream a discussion between Vargas and Bay Area undocumented immigrants.

In response to a serious race incident in a San José State University dormitory in 2013, the annual School-sponsored Spuler Ethics Symposium in Spring 2014 focused on diversity in the media and discussed how important it is for media professionals to develop a deeper understanding of all diversity issues to help better educate the public. More than 250 students attended.

Instructors encourage student media to discuss diversity issues as they prepare to report campus news to a diverse population. School guest speakers are specifically asked to discuss industry and academic perspectives on initiatives being taken.

Students mention that faculty members regularly make a point of integrating diversity issues and media coverage or advertising/PR campaigns through readings, assignments and activities. Students say faculty members share general and media industry news and information about diversity issues and many show a passion for the issue.

The School asks internship employers and alumni about how to encourage students from diverse cultural communities to express their perspectives, ideas and creativity when working on media projects.

(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.

The School’s 11 full-time faculty members include two African-American men, or 18 percent of the faculty; the rest of the faculty are white. The gender breakdown is nine men and two women, or 18 percent of the faculty.

The last faculty hire was John Delacruz in 2012, a Portuguese-British white male; he was preceded by Kim Komenich, a white man, in 2009, and Diane Guerrazzi, a white woman, in 2008.

For the position filled by Delacruz, there were 25 applications, including 11 women and nine minorities. The finalists included one woman, one minority and one male. Similar numbers were not provided for the other two positions.

The School noted that the high cost of living in the Bay Area makes it hard to recruit faculty, especially members of minority groups.

Among part-time faculty, 84 percent are white; 50 percent are male.

In the last academic year, two part-time faculty were hired from a pool of two applicants that included two women, one of them a minority. Those two women were hired. In the 2012-13 academic year, three hires – all white males – were made from an applicant pool of three, all white males.
The part-time faculty offer an opportunity to increase diversity through recruitment of a larger, more diverse pool of applicants.

(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.

More than half of the School’s students are members of minority groups: Asian-Americans, 21 percent; Hispanics, 27 percent; and African-Americans, 6.4 percent. Sixty-four percent of the students are women. Nearly two-thirds (65 percent) of those awarded undergraduate degrees in 2013-14 were ethnic minorities.

Director Bob Rucker has pushed for more recruitment among high school students in the area and the state encourage more African-American student enrollment and further diversity among the student body. Faculty have attend the state high school journalism conferences to try to attract those students to the School.

(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 followed the University’s anti-discrimination policies and its “Principles and notions of diversity.” [http://www.sjsu.edu/diversity/commission/principles](http://www.sjsu.edu/diversity/commission/principles). Under University policies, training for any supervisory employees is required to better deal with sexual harassment issues. After reviewing the definition in 2013, more employees were required to take the online sexual harassment course including 13 faculty and staff in the School of Journalism and Mass Communications. Each of the following individuals had six months to complete the online course, and will have to retake it in another two years:

Robert Rucker (JMC School director)
Silvia LaRosa (JMC office supervisor)
Deborah Briese (Spartan Daily advertising office manager)
Timothy Hendrick and Chris DiSalvo (faculty coordinators of the DB&H Agency)
Scott Fosdick (graduate coordinator)
Cynthia Fernald (JMC academic adviser)
Richard Craig, Kim Komenich, D. Michael Cheers, Timothy Mitchell and Lloyd LaCuesta (convergence news faculty)
Diane Guerrazzi (Afghanistan Project)
Thomas Ulrich (SHiFT magazine coordinator)

Overall evaluation, compliance/non-compliance: 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 School has 11 full-time faculty, including the director, one associate professor who is on the Faculty Early Retirement Program and 13 part-time or adjunct faculty to teach 425 undergraduate students.

Of the full-time faculty, three are professors, six are associate professors and two are assistant professors. All are tenured or tenure-track. Six have doctorates, five have master’s degrees.

The School’s personnel committee, composed of all tenured professors, reviews the applications, selects the semi-finalists for visits to campus for two days of teaching and meetings with the committee, administrators and students, then votes. The Director relays the committees ranked finalists to the College Dean, who makes the offer. The procedures are part of the faculty policy guidelines.

The committee and the School follow the University’s written policy and procedures on appointment, retention, tenure and promotion criteria. It stresses potential for tenure and promotion and scholarly or professional achievement.

Hiring criteria vary by position and need. For appointment to a full-time tenure-track position, the terminal degree is a doctorate, but this is also qualified by the statement, “A master’s degree and professional experience directly related to the teaching assignment may be substituted for the doctorate in some specialty areas.” In the past, these specialty areas have been in advertising, broadcast, magazine and photojournalism where qualified Ph.D. applicants are fewer in number.

The Journalism Program also emphasizes recruitment of candidates with strong contemporary professional experience in addition to the appropriate degrees. This enables the program to expand its curriculum periodically to meet changing needs in society.

The University provides specific guidelines for adjunct faculty hiring, which the School has adopted. JMC School part-time faculty members are hired by the Director on an as-needed basis. Such faculty members are often identified by full-time professors in the degree programs in which they teach. The Director also periodically receives inquiries and resumes from media professionals in the Bay Area and throughout California.

In the 2013-14 academic year, there were two adjunct openings for which there was a total of two candidates – both women, one a minority. They were both hired. The same pattern occurred in the previous two years – three openings, three candidates in 2012-13 and four candidates and four openings in 2011-12. In 2012-13, the candidates hired were all white men; in 2011-12, one woman and one minority were among the four hired.
During the site visit, the Director noted that his office maintains a binder with resumes from many local and regional qualified individuals who have expressed interest in part-time faculty openings in the School.

The School doesn’t maintain a system for identifying and interviewing a larger and more diverse pool of potential adjuncts to increase diversity among faculty and ensure greater choice in hiring decisions.

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

Fifty-two percent of classes were taught by full-time faculty in the most recently completed academic year.

Faculty hiring letters generally state that faculty members should, above all, be effective teachers; promotion and tenure committees at the School and University level consider effective teaching as the single most important requirement for retention, promotion and tenure.

School full-time faculty members are expected to publish in scholarly journals and/or professional publications, depending on their backgrounds and appointment letters.

The School’s research expectations are set individually based on the interests and qualifications of each faculty member. Those with doctorates are generally expected to do scholarly research and publish, but the School doesn’t establish a production quota or a minimum expectation. The School also recognizes, and to some degree emphasizes, that an equally valuable alternative is major creative or professional activity. The School’s expectation is that faculty should be involved in professional or academic organizations and even take leadership roles; a number of faculty regularly attend annual conferences such as SPJ and AEJMC and several have been Salzburg Fellows. Consulting directly related to a professor’s area of teaching expertise is also considered a professional activity.

Adjunct faculty member Michael Brito wrote a book on social media branding and Halima Kazem assisted Associate Professor Diane Guerrazzi, the leader of the Afghanistan Project, a two-year grant-funded project to train Afghan college instructors in how to teach journalism.

Faculty public service appears to be somewhat less important due to the strong demands of the above two goals, but it is still valued. It is expected that this be done at the University level, and is encouraged at the community level. A number of faculty members serve on various college and university committees.

(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.

Of the full-time faculty, three are professors, six are associate professors and two are assistant professors. All are tenured or tenure-track. Six have doctorates, five have master’s degrees.
The average professional experience of the full-time faculty is 12 years; the median is 10 years.

For the adjunct or part-time faculty, the average professional experience is 23.6 years; the median is 21 years.

Several faculty have been awarded Salzburg Fellowships in recent years, which provide travel to a professional conference in Austria; many attend AEJMC regularly.

The journalism faculty received training in multimedia as part of the implementation of the new converged journalism curriculum.

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

School policies call for monitoring teaching effectiveness through (1) required standardized teaching evaluations (SOTEs) of all full- and part-time faculty members; (2) peer evaluations in the classroom; (3) completion of a required Faculty Activity Report that includes a question about teaching effectiveness; (4) required unit and dean of college review of all tenured faculty members every five years; and (5) regular review of faculty sabbatical and grant applications that include statements and measurements of teaching effectiveness.

Faculty members are evaluated by students using standardized instruments and their faculty peers during classroom visits. The University has developed formal instruments for student evaluations, called SOTEs.

Efforts are made to ensure that temporary faculty members participate in the formal student evaluation process so the school can assess teaching effectiveness and whether the individual should be retained for another semester.

In 2013 School Faculty Peer Observation Guidelines were revised and approved by the College. They explain the criteria for evaluating the performance of both full and part-time faculty.

Peer observations and reports are conducted to provide a formative assessment of teaching. The peer evaluation process uses multiple sources of information to provide a holistic assessment.

Direct observations will be conducted according to the frequency specified in University faculty polices. For probationary candidates seeking tenure, direct observations will be made for a minimum of one course per year. Over the entire probationary period, observations must be made to view the full range of courses taught. For candidates seeking promotion to professor, direct observations shall be made in at least two different courses during the period under review. For tenured full professors, direct observations may be made upon request of a faculty member with the observations used for professional development.

The School Personnel Committee may require direct observations when problems of instruction come to its attention. The committee or its evaluators may make appropriate recommendations for the improvement of instruction.
Faculty in temporary positions are supposed to receive a direct observation in at least two courses during their first semester of appointment. Subsequently, at least two direct observations should occur during each appointment (one-year or three-year appointments).

Any faculty member or the Director may request additional observations.

Procedures for Direct Observations are well-defined and observers, who must be faculty members from the School or other College departments, are encouraged to get training by the Center for Faculty Development prior to conducting peer observations. Criteria for assessment during the observations are provided on a worksheet to be completed during or after the observation.

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

School faculty contribute to the University in two main forms: committee work and special events that include the campus community.

The student media — Spartan Daily, Access and SHiFT magazines, and the weekly broadcast and stream of “Update News” reach for and invite the participation of students across the campus.

Various events involving visits by media professionals get campus-wide attendance. In the past six years that has included the 2009 Visual Journalism Day in Dwight Bentel Hall when multimedia journalists from the Bay Area and Los Angeles gave special presentations and critiqued student efforts; the 2009 creation of “Equal Time,” a new, half-hour public affairs Bay Area program that had aired, and will soon again air, on KTEH/KQED public broadcast television stations; the 2012 School presentation of the William Randolph Hearst Award to Sara Ganim, the 24-year-old Pulitzer Prize winning journalist who broke the Penn State sex scandal story; the 2014 Hearst Award and speech featuring Jose Antonio Vargas for his lifetime work and new documentary focused on undocumented immigrants in America.

As part of the Afghanistan Journalism Education Enhancement Program (AJEEP), in 2012 and 2013, faculty member Diane Guerrazzi developed an extensive international learning experience and invited visiting Afghan journalism educators to discuss their culture and academic efforts with the campus community and the San José Rotary Club membership.

Also in 2013, Assistant Professor Kim Komenich, was named a “University Scholar” for his documentary work updating 25 years since his photojournalism assignment took him to the Philippines to chronicle the fall of Ferdinand Marcos’ presidency.

Overall evaluation, compliance/non-compliance: 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.

SJSU is primarily a teaching institution, with a faculty teaching assignment of 4/4. However, in recent years the University has increased expectations for research and creative output. Accordingly, SJMC has made one of its 2010-2015 goals: “To contribute new knowledge to the field through faculty research and faculty supervision of student research at the graduate level.”

The self-study and vita indicate that all 11 full-time faculty have published and/or engaged in creative activity during the past seven years. Work includes creative activity, writing textbooks, book chapters, documentaries and academic journal articles. The majority of the research is being done by faculty hired during the past eight years.

Based on current funding, limited funding is available for research and/or travel.

Within the past seven years, two faculty members have taken advantage of the sabbatical program to begin writing books.

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

A review of advertisements for new appointments indicates that all potential faculty must have either a Ph.D. or an appropriate terminal degree with an active research/creative agenda. Research or creative activity is a requirement for tenure, and the requirement is clearly communicated.

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

The School’s tenure and promotion policy clearly states that both effectiveness in teaching as well as scholarly or artistic or professional achievement are required for tenure. SJSU policy requires faculty members be evaluated within the scope of their academic assignment. Thus, the guiding document behind tenure and promotion decisions is the individual letter of hiring, which delineates expectations for creative/professional achievement in some cases, research productivity in other cases, and a combination of the two in still others. The letter varies from individual to individual.
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.

Since the last accreditation report, three tenure-track faculty members have been hired. At the same time, two full-time faculty members have left and six have retired. One of the six retirees is on FERP (Faculty Early Retirement Program), which allows faculty to teach half time and cease all other duties.

The School is proud of its performance on this standard. The self-study lists a total full-time faculty output of 94 works. Most impressive, 17 of these are grants – including $2 million from the U.S. State Department for the Afghanistan program. While the number of refereed works is limited (seven referred journal articles, six juried exhibits, 11 conference papers), the numbers represent an impressive amount of work for faculty teaching a 4/4 load.

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

Faculty and students report that there has been a continual flow of speakers to the School and that they are always discussing current issues. Hillary Clinton spoke on campus in April. Sara Ganim, a 2012 Pulitzer Prize winner for her reporting on the Penn State sexual assault scandal, spoke with the convergence journalism students about investigative reporting last year.

Based on the constraints of a 4/4 teaching load, this is a productive faculty in terms of scholarship and professional activity, and one that is willing to engage in conversations about the future of the profession and the best ways to prepare students for professional lives.

Overall evaluation, compliance/non-compliance: 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.

The School uses centralized advising, handled by a long-term adjunct who also teaches one or two courses per semester. This ensures more consistency, and hopefully accuracy, than having many people do it. It also means that any exceptions or special waivers to the requirements are applied uniformly. Students are required to receive advising at least once each year. Students sign up for an advising session with the adviser, who maintains regular office hours (about 15 hours per week). Special advising sessions are held for freshmen and transfer students. In some cases, transfer records are not available for viewing by the adviser until after a student has already been advised and begun taking classes, meaning there are a few cases where prerequisites are missed, or students end up taking a class they don’t need.

New since the last accreditation visit is MySJSU, a portal that allows students to monitor their own academic progress. Program and course requirements also are available as handouts and on the School’s website. The website also lists course descriptions and current class listings.

(b) Faculty are available and accessible to students.

Faculty members hold regular office hours (approximately 4-5 hours per week), which are posted on their office doors and in their syllabi. Since academic advising itself is centralized, these office hours are for students who want to discuss course assignments, internships, jobs or other things.

In one class observed, the instructor knew the students by name, and informally conversed with them about things unrelated to the course at the start of the class. In another class, students who were asked about the accessibility of faculty in general reported it was good – they expressed no concerns. Another group of students indicated they feel nearly all faculty are accessible and approachable.

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

Program descriptions and policies are explained on the website (with the exception of Journalism, where it is indicated content was “coming soon”). There appears to be some small discrepancies between the core PR curriculum as described in the self-study and as indicated on other advising materials. For example, MCOM 063 is listed as required in the self-study but not mentioned on the pink advising sheet for public relations.
There is signage in the building about various class offerings, events and activities. Advising sheets, graduation applications and other forms are kept on the wall outside the adviser’s office.

The “Buzz” is an email sent periodically to students to alert them about events, deadlines and news about the School. The samples provided to the accreditation team contained useful information. Students said they were familiar with the Buzz, and that they appreciated being kept informed in this way.

Although internships are required, students must ultimately find these opportunities on their own. There appears to be no master list of available opportunities, but students said almost all of the professors email openings and mention jobs in their classes – and that the professors are well connected in the community, which assists in the effort. Students also indicate that because of the School’s location in Silicon Valley, internship opportunities are plentiful – they just need to look to find them.

In all, it appears students are well informed about the things they need to know.

(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 may work for the Spartan Daily newspaper, the “Update News” TV program, or various magazines (Access, SHiFT). There is a student-run advertising/PR agency, a magazine club and chapters of the Public Relations Student Society of America (PRSSA) and the Radio Television Digital News Association (RTDNA), as well as other clubs and organizations. Some faculty members also lead trips abroad, where students tour agencies, media outlets and do projects.

Students said they don’t feel there is any lack of opportunity for getting involved.

(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.

Retention/graduation rates are easily found on the website.

Overall evaluation, compliance/non-compliance: 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 budget reported in the self-study is comprised overwhelmingly of salaries and benefits – 98.6 percent of the $2.05 million budget. Less than $30,000 is listed as non-salaries/benefits, but the reported budget included only the university allocation and not foundation funds spent on technology, facility improvement, faculty travel, guest speakers, special programs and other expenditures. It also does not include revenue generated by the Spartan Daily, the campus newspaper that is operated by the School. The Spartan Daily is self-supporting, although it recently had to cut back to three editions a week.

(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.

The self-study focuses heavily on the dramatic cuts the CSU system and SJSU have suffered over the past seven years due to severe reductions in state support. But the School budget has remained remarkably steady. The University’s allocation to the School decreased 11.1 percent from FY11-12 to FY13-14. But since the last site team visit, the budget remained the same at $2.05 million (actually up 0.2 percent). And during that same seven-year period, enrollment has dropped significantly. Undergraduate majors have gone from 719 in Fall 2007 to 425 in Fall 2014 – a 41 percent decrease. Advertising saw the steepest decline – more than 55 percent over the seven-year period. Journalism lost 50 percent of its majors while Public Relations remained the same. The Dean was surprised by the enrollment decline in the School, which is not occurring in other College programs. The Director said he hopes recruitment and student yield will increase with the recent installation of new technologies and building improvements. Meanwhile, the number of full-time faculty remained the same at 11. That means the School received the same funding as it did seven years ago to support 41 percent fewer students. Indeed, the self-study notes: “While any unit could want/use more funding, JMC allocation allows successful pursuit of our education mission.”

The relatively good news on the budget front makes the routine oversubscription of skills classes more puzzling. During the last ACEJMC visit, the site team found six of the 40 skills classes over the ACEJMC-mandated maximum of 20 students per class in Fall 2007 – 15 percent of the classes. Overall, 23 students were oversubscribed across those six classes, a concern noted by the 2008 site team. Yet by Spring 2014, the oversubscription problem grew to levels rarely, if ever, seen in an ACEJMC-accredited program. Nearly half of the skills courses that spring – 17 of 35 classes – were over the 20-student cap, including individual skills classes that enrolled 40, 38 and 35 students. In all, 110 students were oversubscribed in Spring 2014. The problem lessened slightly in Fall 2014 leading up to the site visit, but remained severe: Nearly one third of the Fall 2014 skills classes – nine out of 29 – were oversubscribed, with 45 students over the cap. Since the last site team visit,
146 skills classes have been oversubscribed – more than one in every four. And that ratio grew steadily over the period. More than 600 students were oversubscribed in skills classes since the last accreditation cycle. School leaders said they have been forced to exceed the cap due to the University’s mandate to increase student-to-faculty ratios.

Both the Dean and Provost were aware of the problem. The Provost said the oversubscribed skills classes were “certainly a concern.” But they cited the difficult budget situation of the CSU system and the system’s mandate to increase student-to-faculty ratios. They added that the School has failed to successfully manage enrollment by adequately growing the size of lecture classes in order to reduce the size of the lab-based classes. Both said they understood the severity of the problem could put ACEJMC reaccreditation at risk, but added that additional funds would not be provided. They recommended improved enrollment management by building registration in lecture classes and by taking advantage of supplemental revenue available by offering winter term and other off-cycle courses. The Dean added that she plans to use one of 12 new College faculty lines next year for SJMC (the Director said that position would be used for a professor in the growing Public Relations major).

A site team analysis of Spring 2014 SJMC courses illustrates the enrollment management potential. The review showed that non-skills sections in both public relations and advertising were about the same size as the skills sections in those disciplines, and in journalism, the non-skills classes actually had smaller enrollments than the skills courses. The review also showed that the majority of non-skills courses throughout the School are capped by SJMC at 20, 25 or 30 students, and smaller multiple sections of the same course were regularly offered in the same semester. For instance, there were four sections of Media Law and Ethics taught in Spring 2014. They were capped at 30 each, and had enrollments of 29, 30, 28 and 14 students respectively – 101 students in total. The largest SJMC course enrolled in Spring 2014 had 70 students.

The site team also was surprised to learn that in the wake of the severe over-enrollment of skills classes, the School routinely enrolled non-majors into the classes. The Director said that likely would have to change in the future.

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

The School is housed in Dwight Bentel Hall, one of the original buildings on the main campus quad, named after the founder of the journalism program. The two-story turn-of-the-century structure was completely renovated in 1991 and updated again in 2006. There is a duality to the structure. A handsome brick and stucco exterior that evokes the Spanish-influenced early architecture of the campus leads into a largely utilitarian interior replete with beige walls, steel doors and well-worn tile floors. Yet recently renovated areas of the building would be the envy of most journalism schools: A state-of-the-art TV control room and adjacent studio with Sony HD studio cameras and a virtual set, plus an eye-catching creative space for the advertising and public relations agency that blends the materiality of the historic building with bold colors and modern furnishings and designs. Other rooms seem untouched by time, with chalkboards and wooden schoolhouse-style combined desk and chair units. Building problems do not seem uncommon. Right before the beginning of the Fall 2014 semester, an underground water pipe leak caused significant water damage and mold issues, forcing
the relocation of 48 classes for one week. During the site team visit, the elevator was out of service. The self-study said future fund-raising efforts must include either another renovation of the building or a new structure, but there was no other reference to plans for such a campaign.

Bentel Hall succeeds in serving as a showcase for student and faculty work, with impressive displays of photojournalism work and a digital monitor in the main hall for upcoming events and announcements. The School also pays homage to its rich past, with a display in the main lobby that includes details on some of the program’s six Pulitzer Prize winners, the faculty bio list from 1950 and an original copy of the Spartan Daily’s extra edition on the assassination of John F. Kennedy published on Nov. 22, 1963. The program’s mission statement and core principles and values also are clearly displayed.

(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 received its largest gift – and the third-largest in the 157-year history of the university – last year, an $8.7 million gift from Jack and Emma Anderson, who ran the printing company that published the Spartan Daily for decades. The SJSU Tower Foundation put $6.4 million of the gift in an endowment for the School, which should give SJMC some $300,000 a year in new money for technology and faculty support. Meanwhile, $2.3 million was earmarked for immediate use for major technology and building upgrades. An analog TV studio in Bentel Hall, previously under the control of the College, was reassigned to the School, which transformed it into an HD studio with three Sony HD digital studio cameras, a virtual set and a news desk donated by the local NBC affiliate. Adjacent to the studio is a state-of-the-art TV control room with the latest HD equipment. The School’s first full-time staff engineer also was hired. The new control room and studio opened in August. An abandoned section of the building that had housed an old photography wet lab was transformed into a remarkable “creative suite” to house Dwight / Bentel / Hall Communications, the immersive professional experience for advertising and public relations students. This uniquely designed space includes a conference room enclosed by a glass garage door and other gathering and work spaces conducive to creative and collaborative work. Another classroom, a “Telepresence” room, is used by advertising classes to regularly videoconference with ad agency executives in New York. The Spartan Daily newsroom was upgraded to a converged space that now includes multimedia and TV capabilities and separate advertising classroom. And two new 16-station Apple computer rooms were created side-by-side with a moveable wall separating them.

SJMC students are required to provide their own laptops for their lab classes, field work and outside assignments, although there are some computer classrooms around the building. In addition to the two new Apple labs, there is a lab with 13 aging Apple computers and another with 13 PCs. The “Update News” space for broadcast students in that program has a nine-computer newsroom and an adjacent 12-computer editing area with Final Cut Pro. There is also a 75-seat lecture hall and two smaller classrooms. All teaching spaces have overhead projectors and video capabilities. There is also a small reading room open to all (Dennis E. Brown Faculty Reading Room).
Students can access limited field equipment from three locations. The “Update News” students have access to eight Panasonic video cameras and field units. There is also an equipment check out room open 18 hours a week and operated by a student worker. Students in the appropriate classes can check out some cameras and video cameras, though no inventory was available. There also is a resource center open to all university students that have some video equipment. No inventory was provided, but students said the selection was quite limited.

The main office is open 9 a.m. to 4 p.m. The building is accessible for students 7 a.m. to 9 p.m., Monday through Thursday and up to 5 p.m. Friday, though Spartan Daily staff has off-hours access. Bentel Hall is closed on weekends and holidays.

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

The Dr. Martin Luther King Jr. Library, a collaboration between SJSU and the City of San Jose, is an extraordinary resource for all University students. The striking eight-story, 475,000-square foot complex holds 1.6 million volumes in addition to a series of special collections that are used in journalism class assignments. The 11-year-old building serves as the main library for both the University and the San Jose Public Library system.

**Overall evaluation, compliance/non-compliance: 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:

(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.

There is information on the alumni tab on the School’s website – news, pictures, video, an alumni survey, a letter from the director and other elements. The self-study reports that more than 2,800 alums regularly receive communication.

Results of the recent alumni survey indicate 188 responses; that represents about 6 percent of the alumni who it is indicated regularly receive communications. The survey asked things like year of graduation, skills learned while attending the School, areas of expertise and willingness to assist current students. What is unknown is what is or will be done with this information.

Two alums who attended a lunch with the accreditation team were very passionate about, and engaged with, the program. Some faculty are graduates of the program.

There is no alumni advisory board, a deficiency noted in the last accreditation report.

(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.

There is evidence of leadership in professional associations such as PRSSA, the California College Media Association, the Journalism Association of Community Colleges, AEJMC, SPJ and other groups, as well as leadership/involvement in various community groups, civic and philanthropic boards, clubs and other organizations.

(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.

In all, according to the self-study, faculty and students participate in more than 35 professional organizations. Nearly all faculty (both full-and part-time) have leadership roles, serve as judges, present, organize events and/or are otherwise involved in professional organizations/associations. Many also write, edit and/or review for professional or industry publications, serve on boards and are involved in other endeavors.
Although there are budget constraints, some faculty who were interviewed indicated the School will fund approximately $1,000 toward some travel expenses to attend conferences and events although this seems to be more on an ad-hoc basis as opposed to being a rule.

(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.

There is an on-going effort to modernize journalism in Afghanistan. State Department grants help facilitate a partnership among both SJSU, Herat University and Balkh University. This partnership includes short courses in journalism, continuing education and the sponsorship of speakers. There also are summer academies to teach professors from Afghanistan, and some faculty in the School help develop courses to be taught in Afghanistan.

In addition to Afghanistan, there have also been documentary projects in the United Arab Emirates.

Students have traveled to Cuba, and for the past four years have traveled to Europe as part of a global leadership program.

Nationally, the School has hosted/organized events featuring Pulitzer Prize journalists, national political figures such as Hillary Clinton and other professionals and sent students on trips to learn about topics such as civil rights and politics.

In April the School was one of 10 sites selected to host a PRSSA conference.

On a local level, the School and/or faculty has hosted symposiums, created other documentary projects, invited alums to speak to classes, hosted a “Public Relations Day,” workshops to inspire high school students in the area and more.

There are a variety of posters, brochures and other printed materials highlighting these activities in the building.

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

Although this is not a big focus, and many high school and community college journalism programs have been cut, various faculty from the School sometimes participate in career fairs. The School hosts open house events for high school students and sends at least one faculty to a state convention for high school journalists. High School and community college teachers receive copies of the Spartan Daily and Access magazine.

Overall evaluation, compliance/non-compliance: 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:

Summary
While faculty have spent much time and energy attempting to assess learning outcomes, it is not obvious how the PLOs reflect the 12 ACEJMC values and competencies. Nor are the measures objective since they are based on the individual instructor’s grade. Assessment must consider the broad spectrum of degree seeking students and measure what they have learned across the curriculum.

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

Assessment efforts dating back to 2007 are posted. At that time, SJMC had a plan for evaluating specific classes each semester by asking instructors to report whether objectives were met, and assess the level of achievement. These classes were assessed on the then, 11 ACEJMC values and competencies.

In A/Y 2013–2014 the SJMC Assessment Committee developed a strategy and process it thought could accommodate both the Western Association of Schools and Colleges and ACEJMC needs. The full SJMC faculty approved four overarching goals (or Program Learning Objectives) for all classes based on the 12 ACEJMC guidelines. However, many of the ACEJMC values and competencies are not transparent in the PLOs. The PLOs are:

- PLO 1 — Global perspective/cultural competence
- PLO 2 — Critical thinking
- PLO 3 — Concise and effective print, visual and audio reporting
- PLO 4 — Clarity in writing, visual and audio production.

The unit also adopted a modified version of the Accrediting Council’s professional values and competencies for further class assessment. One competency is omitted: “Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.” The School believes this is implied in the value/competency “diversity of groups in a global society.” SJMC considers these to be Class Learning Outcomes rather than program objectives. They are measured through class assignments, tests, presentations, multimedia productions, group projects, and other media industry inspired approaches. There is no expectation that all degree-seeking students achieve these outcomes.

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

The School developed a strategy and process for assessment in AY 2013-2014. While individual processes are detailed, there is no inclusive plan. SJMC completes a report for the Western Association of Schools and Colleges as part of the University’s assessment plan. Faculty identified which courses embodied the core competencies and determined the appropriate overarching PLO into which they fit. All syllabi list the four PLOs and well as the specific competencies addressed in the course.
All assessment information is gathered from observation, testing and self-reporting from three different levels. The unit purports that data is collected from individual courses, internships and alumni surveys.

1) “Direct” measures based on course work

The unit prepares an Annual Program Assessment Form for WASC accreditation that lists the four PLOs, maps them to the university learning goals, gives an assessment schedule, and collects the results with an online assessment tool.

For Class Learning Objectives, there is a five-year rotating assessment plan that was finalized in Spring 2014. Some courses were evaluated in Spring 2014. All but two assessments were made by the instructor via an evaluation of projects or papers grades on projects; the exceptions were classes in which there were embedded questions.

The assessments will be evaluated by a faculty committee during Fall 2014 for possible changes to be made in the Spring 2015 semester. The School recognizes there are still problems to be resolved with the assessment and plan on looking at, among other items:

- Should multiple methods be used on the same objective?
- Should additional assessment methods be utilized? If so, what?
- Should achievement scores be comparable across and/or within majors?
- Whether faculty should utilize a standardize form to measure the objectives.

A review of data shows that the vast majority of evaluations were based on an instructor’s grade, be it on a project or the final grade. Additionally, the majority of the course assessments were made on elective courses. Note that the 2007-2008 accrediting team stated that the process relied on the use of grades and suggested that the unit revisit the entire process.

Assessment must be objective; the combined measures for each degree program’s learning objectives must be standardized; the School must assess the broad spectrum of degree students -whether by census or by random sample; and that assessment should indicate what students have learned across the SJMC curriculum. While assessing individual classes is helpful to the professor, ACEJMC is more interested in the totality of the student body; accordingly, classes that are not taken by everyone in a sequence do not provide a true assessment of the learning of all students.

2) Internships

Students must enroll in a mandatory 240-hour internship at an appropriate agency, corporation, media organization, or advertising/public relations’ agency. Students may substitute the internship by taking MCOM 111 (DB&H Communications) or ADV 116 (Spartan Daily Advertising Staff).

While the School keeps files on student and employer evaluations of the internships, other than attesting to the fact that students have completed their 240 hours, there is no assessment or evaluation being done by the employer.
3) Alumni Surveys

An online alumni survey was developed and launched February 2014 that included questions relevant to assessing the value of classes and faculty. There is also a detail question as to “how SJMC contributed to their knowledge of each of the 11 competencies” as re-written by the School. The survey indicates that the School contributed most to their understanding of writing clearly and accurately, valuing truth, accuracy and fairness, appreciating free speech and press, and applying ethical ways of thinking. SJMC contributed least to using technology and using numbers and statistics. The survey includes a wealth of open-ended comments. No content analysis was done.

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

The unit states that the Spring 2009 and 2010 assessment reports alerted them to the fact that students wanted more instruction on emerging technologies. A majority of students felt the technology tools and concepts were appropriate, and at least one-third thought more would be beneficial. As a result, an experimental course, New Media Technologies, was developed.

(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 has just resumed an alumni survey; the last survey was done in 2007. Although the unit would hope to survey the alumni on a more regular basis, due to the lack of people resources it has not done so.

Alumni are invited to speak in classes, some alumni are lecturers, and two have become full time faculty members within SCJMC.

The unit does not have an advisory board.

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

While the advisers to the Spartan Daily did consult with professionals and alums on the revised journalism curriculum, they were not included in the assessment process.

No external professionals have been used in the assessment process.

Overall evaluation, compliance/non-compliance: Non-Compliance
PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:
- An extraordinarily diverse student body, representative of the service area
- Location in a major media market and a mecca of high technology
- A hard-working, collegial and self-described “scrappy” faculty with a heavy focus on student success
- New building renovations and technologies, including a state-of-the-art high-definition TV studio and control room and a “creative suite” that houses the School’s advertising and public relations agency
- Immersive professional programs including a weekly newscast that airs on local cable TV, a converged student media newsroom with print, broadcast, multimedia and advertising students and the advertising and public relations agency
- Development successes led by an $8.7 million gift, the third-largest in the history of the University
- Two $1 million U.S. State Department grants to teach journalism students and professors in Afghanistan

Weaknesses:
- Routine and systemic oversubscriptions of skills courses in violation of the ACEJMC-mandated 20-student cap, preventing the School from adequately delivering its curriculum
- Lack of an ACEJMC assessment plan
- Lack of ethnic and gender diversity on both the full-time and part-time faculty
- Lack of systemic data analysis to manage enrollment

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

Standard 2 – Curriculum
Standard 9 - Assessment

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

Standard 2. The School needs to adhere to the 20-student maximum on skills courses.
Standard 9. The School needs to design and implement an assessment plan that uses direct and indirect measures for the 12 ACEJMC values and competencies
4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be addressed before the provisional status can be removed.

Standard 2. The School needs to adhere to the 20-student maximum on skills courses.

Standard 9. The School needs to design and implement an assessment plan that uses direct and indirect measures for the 12 ACEJMC values and competencies

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.

Research. Faculty research and creative activity has increased substantially since the last site team report, a laudable record for a faculty with a 4/4 teaching load.

Technology. The Anderson gift has led to substantial advancements on the technology front, making elements such as the new broadcast facilities a strength of the program.

Strategic Plan. The School now has a strategic plan.

Software. Students report adequate access to various software programs.

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 was problematic – long on words and short on data. It lacked synthesis and analysis of data throughout. The self-study would have been aided by short, fact-based executive summaries for each standard.
January 22, 2015

Prof. Susanne Shaw
Executive Director
Accrediting Council On Education
in Journalism and Mass Communications
University of Kansas School of Journalism
Stauffer-Flint Hall
1435 Jayhawk Blvd
Lawrence, Kansas 66045-7575

Dear Professor Shaw:

Thank you for this opportunity to offer a response to the recent visiting team report on our undergraduate journalism program.

Please know we felt privileged in November, 2014 to be visited and evaluated by such a distinguished group of media professionals and academics from across the nation. We were particularly impressed by their individual warmth and ability to connect with our faculty and students so quickly. They helped put us all at ease.

The faculty in the JMC School thank the visiting team members for their thorough and overall positive evaluation of our undergraduate degree programs. Most importantly we appreciate their specific insights and very helpful suggestions on how to resolve areas of concern. We have taken those suggestions to heart, and as promised, have hit the ground running to address them immediately.

Please review the ten steps we have already taken to demonstrate San Jose State University’s determination to meet the expectations of the AEJMC Council. By the time of the council meeting in Chicago in March 2015, my colleagues and I plan to provide you, the team chair, and council evidence of our follow-up efforts in the hope you will recommend accreditation for the JMC School.

Thank again. See you in Chicago.

Sincerely,

Robert L. Rucker III
Director and Associate Professor,
School of Journalism and Mass Communications
San Jose State University
Part II – Standard 9: Assessment of Learning Outcomes: Actions Taken

Visiting Team Chair, Provost Christopher Callahan, will receive a revised JMC School assessment plan before the ACEJMC council meets in March. He has been very helpful and supportive of our efforts, and we are willing to work with him and all the members of the visiting team to put in place the appropriate assessment plan. Since their visit, JMC School faculty have been assiduous and aggressive in following the helpful suggestions offered by visiting team members. Specifically:

1. We have identified and engaged the services of several assessment experts to thoroughly revise of efforts. Dr. Doug Swanson, Cal State Fullerton professor trained in the ACEJMC and WASC leadership academy, has been asked to help us develop a variety of assessment data collection methods including pre and post-tests, embedded common assignments, portfolio assignments and new surveys for internship employers and students.

Leadership in our college administration have also volunteered their help including associate dean, Dr. Greg Payne, and Dr. Emily Wughalter, college Assessment Coordinator for eleven departments and schools. Together we will in short order produce a more meaningful and comprehensive evaluation process for our three undergraduate degree programs.

2. As we assess Fall semester 2014 internships, employers will now receive a more detailed survey evaluating JMC student performance. We have also developed and implemented a new beginning survey for Spring 2015 internship employers. From now on both they and our faculty will have clear parameters for evaluating student learning and progress from the outset to the end of the media internship experience. We promise to send the visiting team chair an additional report with the results of a content analysis of these internship surveys.
3. Two new student surveys will now be given. One is a new student entrance survey, the other a graduate exit survey. Both will be implemented immediately and maintained to assess student knowledge of media from the outset to the completion of their degree programs. Content analysis each semester will guide faculty in developing classroom strategies to consistently and more effectively enhance the learning experience of matriculating students.

4. We have identified more than 3,000 JMC alumni contacts and are revising our outreach efforts to include a more thorough assessment component. It will provide content analysis of alumni comments, suggestions and reasons to growing philanthropic support. This will help the JMC School conduct more effective curriculum planning, fundraising efforts and assessments of graduate learning.

5. We have created a new JMC School Alumni and Professional Advisory Board. They were selected from a long list of Silicon Valley, Bay Area and California media professionals and distinguished alumni who know and support our program. They also represent both traditional, new media and social trends in the three undergraduate media disciplines we offer, advertising, public relations and convergence journalism. Members include:

Joseph Rodriguez, journalism graduate and minority community columnist, San Jose Mercury News;
Jonathan Mitchell, Vice-President of News and Big Data project supervisor for NBC Bay Area;
Rene Shimada Siegal, public relations graduate and President of Silicon Valley firm High Tech Connect;
Elias Castillo, journalism graduate, author and retired award-winning AP and SJ Mercury News reporter;
Steve Lopez, journalism graduate, LA Times columnist, and author of the book and movie ‘The Soloist;’
Jane McMillan, journalism graduate, and Associate News Director, KCBS Newsradio San Francisco;
Dr. Shaun Fletcher, journalism graduate, and Program Manager, Global Talent Development, Apple, Inc;
Egan Schulz, JMC School masters degree graduate, former Senior Director of Pay Pal and eBay;
Kiet Do, former JMC School adjunct, Emmy Award-winning television journalist, CBS 5, San Francisco.

Part II – Standard 2: Curriculum and Instruction: Actions Taken

1) Following the visiting team report, in December 2014, the full-faculty of the JMC School voted unanimously to immediately institute a no-negotiation, permanent JMC policy to limit enrollments in all skills development classes effective Spring, 2015. A petition signed by faculty was immediately submitted to the dean of the college and provost. This strong statement clearly expresses the value and steadfast commitment to meeting ACEJMC skills class enrollment recommendations. It immediately led to a dialogue with the dean and provost.

2. The School Director has informed JMC Faculty that lecture class enrollments will be increased in the next campus wide class scheduling period in Spring 2015. Pointing to what other major and respected programs do nationwide, the JMC School will bring its scheduling efforts in alignment. Many lecture class enrollment caps will be raised from a maximum now of 70 in some classes to 100 to 150 students. JMC will now consistently compete for the few large classrooms on campus that can accommodate this goal. It will also strategically schedule offerings which will attract more non-major students.
3. The JMC School has secured a commitment from the college dean for a full-time tenure track faculty search to fill the immediate need for our public relations degree program. In recent years the PR program has consistently enjoyed the largest student JMC enrollment with growing popularity on campus. Thanks to the ACEJMC visiting team, and their discussions with the dean which helped end a pattern of not ranking JMC School hiring requests high enough to be approved during lean funding years.

4. To address the enrollment management concerns included in the team report, we immediately began working with our college administration. In November, the dean and her associate dean, an enrollment specialist, began to help us get more control of our enrollments to enable more leverage with college funding. Latest campus economic plan now separates program funding from FTES allocations.

5. We have launched a more aggressive recruitment and outreach plan focused on increasing the number of JMC School majors. On January 15, 2015, 56 media advisers and faculty from 43 Northern California and Bay Area community colleges and high schools were invited to tour our upgraded facilities. Our faculty led a five-hour discussion focused on raising Bay Area student awareness of our degree offerings. We also arranged for additional follow-up visits this spring and summer, and pre-admission advising sessions. University officials are working with us to promote the school on a wider variety of media platforms.

Finally the JMC School remains steadfast in its commitment to hiring more full and part-time faculty from diverse cultural communities represented in the Bay Area. When appointed school director in 2011, I made it a school top priority initiative. The visiting team report said diversity hiring wasn’t evident. Third year tenure-track advertising faculty member John Delacruz, hired three years ago, is of Spanish and Portuguese decent. Between 2011 and now, adjuncts Kiet Do, a Vietnamese-American man, Halima Kazem, an Afghani-American woman, Brad Shirakawa, a Japanese-American man, and a Lisa Fernandez, Jewish-American woman.

We thank the visiting team members and the Council for providing us guidance in meeting all the standards for national accreditation. Our school founder, Dr. Dwight Bentel was driven by passion and determination to keep the SJSU School of Journalism and Mass Communications nationally recognized for excellence in media higher education. Today’s faculty are equally committed to this and are dedicated to keeping this program current, open to innovative ideas and approaches, and accessible to our growing diverse Bay Area population.