

**Report of On-Site Evaluation**  
**ACEJMC**  
**Professional master's /Undergraduate programs**  
**2016- 2017**

Name of Institution: **Arizona State University**  
Name and Title of Chief Executive Officer: **Michael M. Crow, President**  
Name of Unit: **Walter Cronkite School of Journalism and Mass Communication**  
Name and Title of Administrator: **Christopher Callahan, Dean, University Vice Provost and  
CEO of Arizona PBS**  
Date of 2016 - 2017 Accrediting Visit: **January 22 through 25, 2017**


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

Date of the previous accrediting visit: **February 6-9, 2011**  
Recommendation of the previous site visit team: **Re-accreditation**  
Professional master's program: **Re-accreditation**  
Undergraduate program: **Re-accreditation**  
Previous decision of the Accrediting Council: **Re-accreditation**  
Professional master's program: **Re-accreditation**  
Undergraduate program: **Re-accreditation**

Undergraduate program recommendation by 2016 - 2017 Visiting Team: **Re-accreditation**  
Professional master's program recommendation by 2016-2017 Visiting Team: **Re-accreditation**

*Prepared and submitted by:*


**Team Chair**

Name and Title: **Will Norton, Jr., Professor and Dean**  
Organization/School: **Meek School of Journalism and New Media, University of Mississippi**  
Signature 

**Team Members**

Name and Title: **Hubert Brown, Associate Professor and Associate Dean for Research, Creativity,  
International Initiatives and Diversity**  
Organization/School: **Newhouse School of Public Communications, Syracuse University**  
Signature 

Name and Title: **Jackie Jones, Associate Professor and Chair, Department of Multimedia Journalism**  
Organization/School: **School of Global Journalism and Communication, Morgan State University**  
Signature 

Name and Title: **Heidi de Laubenfels, Vice President, Operations**  
Organization/School: **Nyhus Communications**  
Signature 

Name and Title: **Diane McFarlin, Dean**  
Organization/School: **College of Journalism and Communications, University of Florida**  
Signature 

## **PART I: General information**

**Name of Institution:** Arizona State University  
**Name of Unit:** Walter Cronkite School of Journalism and Mass Communication  
**Year of Visit:** 2017

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

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

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

- ☐ Private  
☒ Public  
☐ Other (specify)

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

On Feb. 26, 1885, House Bill 164, "An Act to Establish a Normal School in the Territory of Arizona," was introduced in the 13th Legislative Assembly of Arizona Territory. The bill passed the House on March 6 and the Council on March 11 and was signed by Gov. F.A. Tritle on March 12, 1885. Through a statewide initiative and a proclamation signed by Gov. Ernest W. McFarland on Nov. 5, 1958, the institution's name was changed from Arizona State College to Arizona State University.

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

- ☒ Yes  
☐ No

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

Feb. 6-9, 2011

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

**6. Attach a copy of the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.**

See Appendix 01A, Undergraduate Mission Statement, and Appendix 01B, Graduate Mission Statement.

**7. What are the type and length of terms?**

Semesters of 15 weeks

Summer sessions of 6 and 8 weeks

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

☒ Bachelor's degree

☒ Master's degree

☒ Ph.D. degree

**9. List the specific undergraduate and professional master's degrees being reviewed by ACEJMC.**

**\*indicate online degrees**

Bachelor of Arts in Journalism and Mass Communication

Bachelor of Arts in Sports Journalism

Master of Mass Communication

Master of Arts in Sports Journalism

**10. Credit hours required by the university for an undergraduate degree: (Specify semester-hour or quarter-hour credit.)**

Credit hours required for the Bachelor of Arts in Journalism and Mass Communication and the Bachelor of Arts in Sports Journalism: 120 semester credit hours.

Students in the Cronkite School's Master of Mass Communication and Master of Arts in Sports Journalism degree programs are required to complete 36 semester credit hours of graduate-level coursework. Students in the mid-career Master of Mass Communication degree program are required to complete 30 semester credit hours of graduate course work. Students in the school's accelerated combined Bachelor of Arts/Master of Mass Communication degree program are required to complete 144 semester credit hours of course work – 108 credit hours at the undergraduate level, 24 at the graduate level and 12 credit hours shared between the two degrees.

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

All Cronkite School undergraduate students are required to complete at least one three-credit internship (JMC 484) and are encouraged to complete additional one-credit-hour internships (MCO

294), but only one hour of MCO 294 credit can be applied toward the degree.

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

The Cronkite School has never had departments. Undergraduate sequences were eliminated effective fall 2007, and specializations were eliminated effective fall 2010. The school is directed by Dean Christopher Callahan.

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

There were 92,867 full-time students enrolled at Arizona State University as of Jan. 9, 2017.

**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):**

In spring 2017, there are 1,269 undergraduate students in the Cronkite School's journalism degree programs. The school does not have departments or sequences, and students are admitted directly to the major.

Name of Sequence or Specialty	Undergraduate
Bachelor of Arts in Journalism and Mass	941
Bachelor of Arts in Sports Journalism	328
Pre-majors	n/a
<b>Total</b>	<b>1,269</b>

**15. Number of graduate students enrolled onsite:**

In spring 2017, there are 46 students enrolled in the Cronkite School's master's degree programs. Students are admitted to the programs in the fall, and most complete their degrees in either the summer or the fall. As a result, there are fewer students enrolled in the spring semester than in the fall.

The Cronkite School has received approval to begin offering an online Master of Science in Business Journalism degree in fall 2017.

**16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, 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 skills courses, which also must meet the 20-1 ratio. (\* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

The number of students in each section of fall 2016 skills classes is provided in the pages that follow.

Subject	Catalog Number	Class Number	Course Title	Enrollment Total	Enrollment Cap
JMC	120	79799	Studio Production	8	20
JMC	120	79796	Studio Production	15	20
JMC	120	79797	Studio Production	9	20
JMC	194	78768	Sports Production	3	20
JMC	194	78767	Sports Production	12	20
JMC	194	86468	Sports Production	20	20
JMC	201	71356	News Reporting and Writing	20	20
JMC	201	82534	News Reporting and Writing	11	20
JMC	201	79805	News Reporting and Writing	20	20
JMC	201	71355	News Reporting and Writing	20	20
JMC	294	84963	Broadcast Voice and Delivery	15	20
JMC	294	84964	Broadcast Voice and Delivery	9	20
JMC	301	71359	Intermediate Reporting & Writing	20	20
JMC	301	73205	Intermediate Reporting & Writing	20	20
JMC	301	76920	Intermediate Reporting & Writing	19	20
JMC	301	71358	Intermediate Reporting & Writing	20	20
JMC	301	71357	Intermediate Reporting & Writing	17	20
JMC	301	85792	Intermediate Reporting & Writing	20	20
JMC	302	84691	Sports Reporting	20	20
JMC	302	90971	Sports Reporting	6	20
JMC	302	90642	Sports Reporting	19	20
JMC	302	84690	Sports Reporting	20	20
JMC	302	84721	Sports Reporting	19	20
JMC	305	71362	Multimedia Journalism	19	20
JMC	305	73275	Multimedia Journalism	19	20
JMC	305	74684	Multimedia Journalism	20	20
JMC	305	71363	Multimedia Journalism	15	20
JMC	305	74636	Multimedia Journalism	20	20
JMC	305	72745	Multimedia Journalism	19	20
JMC	305	73821	Multimedia Journalism	20	20
JMC	313	73605	Introduction to Editing	20	20
JMC	313	73606	Introduction to Editing	20	20
JMC	313	74537	Introduction to Editing	20	20
JMC	315	84732	Intermed Rept & Writ (Brdcast)	19	20
JMC	315	84731	Intermed Rept & Writ (Brdcast)	19	20
JMC	315	84729	Intermed Rept & Writ (Brdcast)	20	20
JMC	315	84728	Intermed Rept & Writ (Brdcast)	16	20
JMC	315	84730	Intermed Rept & Writ (Brdcast)	20	20
JMC	320	84693	Newscast Producing	14	20
JMC	320	84694	Newscast Producing	18	20
JMC	330	92507	Television Reporting	12	20

Subject	Catalog Number	Class Number	Course Title	Enrollment Total	Enrollment Cap
JMC	330	76764	Television Reporting	14	10
JMC	330	75568	Television Reporting	20	20
JMC	330	73565	Television Reporting	19	20
JMC	331	84719	Television Sports Reporting	14	20
JMC	331	90951	Television Sports Reporting	20	20
JMC	345	71360	Videography	20	20
JMC	345	78411	Videography	20	20
JMC	345	76766	Videography	20	20
JMC	345	84980	Videography	20	20
JMC	346	84692	Sports Videography	15	20
JMC	346	90949	Sports Videography	13	20
JMC	346	90948	Sports Videography	20	20
JMC	351	90624	Photojournalism I	16	20
JMC	351	73566	Photojournalism I	20	20
JMC	352	84718	Sports Photojournalism	11	20
JMC	352	90978	Sports Photojournalism	10	20
JMC	413	75687	Advanced Editing	16	20
JMC	414	74538	Graphic Design for Print & Web	9	20
JMC	414	73249	Graphic Design for Print & Web	20	20
JMC	415	73567	Writing for Public Relations	19	20
JMC	415	78681	Writing for Public Relations	17	20
JMC	417	80898	Public Relations Campaigns Lecture	20	35
JMC	417	80899	Public Relations Campaigns Labs	13	13
JMC	417	80900	Public Relations Campaigns Labs	7	12
JMC	417	80901	Public Relations Campaigns Labs	0	10
JMC	430	78623	Sports Marketing and Campaigns	20	20
JMC	437	73568	Documentary Production	17	20
JMC	440	73250	Magazine Writing	20	20
JMC	451	73569	Photojournalism II	9	20
JMC	453	78292	Reporting on Business and Econ	5	12
JMC	455	78300	Digital Media Entrepreneurship	3	7
JMC	460	74591	Advanced Online Media	13	20
JMC	460	78455	Advanced Online Media	10	10
JMC	465	84749	Telling Stories with Data	10	10
JMC	470	78761	Depth Reporting	6	10
JMC	494	78790	Sustainability Documentary	0	7
JMC	494	76772	Advanced Radio Reporting	6	12
JMC	494	85080	Arts Journalism	7	14
JMC	494	91147	Adv Bilingual Broadcast Rptg	4	17
JMC	494	80953	Digital Magazine Design	6	10
JMC	494	84961	Digital Analytics and the Audience	2	15
JMC	476	78299	Public Relations Laboratory	4	10
JMC	477	78293	Innovation Entrepreneurship Lab	16	20
JMC	478	73497	Cronkite News: Phoenix Bureau*	64	70
JMC	479	90588	Cronkite News: Washington	6	20

Subject	Catalog Number	Class Number	Course Title	Enrollment Total	Enrollment Cap
JMC	480	90589	Cronkite News: Phoenix Sports	18	20
JMC	481	90590	Cronkite News: LA Sports	2	20
JMC	485	85529	Public Insight Network Bureau	7	20

\*Twelve instructors are assigned to the bureau.

The number of students in each section of spring 2017 skills classes are provided in the pages that follow.

Subject	Catalog Number	Class Number	Course Title	Enrollment Total	Enrollment Cap
JMC	120	18938	Studio Production	6	20
JMC	120	18327	Studio Production	8	20
JMC	120	18836	Studio Production	8	20
JMC	194	20438	Sports Production	12	20
JMC	194	18368	Sports Production	15	20
JMC	201	18328	News Reporting and Writing	17	20
JMC	201	12737	News Reporting and Writing	19	20
JMC	201	12741	News Reporting and Writing	19	20
JMC	201	12736	News Reporting and Writing	20	20
JMC	201	12738	News Reporting and Writing	20	20
JMC	201	12739	News Reporting and Writing	20	20
JMC	201	12740	News Reporting and Writing	20	20
JMC	201	12742	News Reporting and Writing	20	20
JMC	201	13392	News Reporting and Writing	20	20
JMC	201	13393	News Reporting and Writing	20	20
JMC	201	14209	News Reporting and Writing	20	20
JMC	201	16520	News Reporting and Writing	20	20
JMC	201	16521	News Reporting and Writing	20	20
JMC	201	21217	News Reporting and Writing	20	20
JMC	201	25980	News Reporting and Writing	20	20
JMC	294	20583	Broadcast Voice and Delivery	2	20
JMC	294	20582	Broadcast Voice and Delivery	12	20
JMC	301	21774	Intermediate Reporting and Writing	12	20
JMC	301	21773	Intermediate Reporting and Writing	19	20
JMC	301	21771	Intermediate Reporting and Writing	20	20
JMC	302	23820	Sports Reporting	10	20
JMC	302	23821	Sports Reporting	17	20
JMC	305	23826	Multimedia Journalism	19	20
JMC	305	12749	Multimedia Journalism	20	20
JMC	305	12750	Multimedia Journalism	20	20
JMC	305	12751	Multimedia Journalism	20	20
JMC	305	12752	Multimedia Journalism	20	20
JMC	305	12753	Multimedia Journalism	20	20
JMC	305	12754	Multimedia Journalism	20	20
JMC	305	14938	Multimedia Journalism	20	20

Subject	Catalog Number	Class Number	Course Title	Enrollment Total	Enrollment Cap
JMC	305	23824	Multimedia Journalism	20	20
JMC	305	23825	Multimedia Journalism	20	20
JMC	305	23827	Multimedia Journalism	20	20
JMC	305	23959	Multimedia Journalism	20	20
JMC	305	25470	Multimedia Journalism	20	20
JMC	305	25484	Multimedia Journalism	20	20
JMC	305	25490	Multimedia Journalism	20	20
JMC	305	25581	Multimedia Journalism	20	20
JMC	313	12743	Introduction to Editing	20	20
JMC	313	12994	Introduction to Editing	20	20
JMC	313	18329	Introduction to Editing	20	20
JMC	315	21762	Intermed Rept and Writ (Brdcast)	5	20
JMC	315	21765	Intermed Rept and Writ (Brdcast)	5	20
JMC	315	21764	Intermed Rept and Writ (Brdcast)	12	20
JMC	315	21763	Intermed Rept and Writ (Brdcast)	19	19
JMC	320	13359	Newscast Producing	14	14
JMC	320	13360	Newscast Producing	20	20
JMC	330	12745	Television Reporting	20	20
JMC	330	21790	Television Reporting	20	20
JMC	331	28214	Television Sports Reporting	14	20
JMC	331	24188	Television Sports Reporting	20	20
JMC	345	25469	Videography	19	20
JMC	345	12746	Videography	20	20
JMC	345	15515	Videography	20	20
JMC	345	19524	Videography	20	20
JMC	345	24832	Videography	20	20
JMC	346	23830	Sports Videography	19	20
JMC	346	23829	Sports Videography	20	20
JMC	351	14215	Photojournalism I	19	20
JMC	351	13534	Photojournalism I	20	20
JMC	352	23956	Sports Photojournalism	9	20
JMC	412	24169	Opinion Writing	6	14
JMC	414	16745	Digital Graphic Design	18	20
JMC	414	13535	Digital Graphic Design	20	20
JMC	415	20661	Writing for Public Relations	19	20
JMC	415	12949	Writing for Public Relations	20	20
JMC	417	18694	Public Relations Campaigns (labs)	6	7
JMC	417	18695	Public Relations Campaigns (labs)	6	6
JMC	417	18693	Public Relations Campaigns (labs)	8	8
JMC	417	18691	Public Relations Campaigns (lecture)	20	21
JMC	437	13406	Documentary Production	18	20
JMC	440	12755	Magazine Writing	18	20
JMC	451	14764	Photojournalism II	13	20
JMC	453	17717	Reporting on Business and Econ	1	10
JMC	460	25603	Advanced Online Media	10	10



Subject	Catalog Number	Class Number	Course Title	Enrollment Total	Enrollment Cap
JMC	460	16733	Advanced Online Media	11	20
JMC	460	13536	Advanced Online Media	13	13
JMC	470	14343	Depth Reporting	11	11
JMC	470	14343	Depth Reporting	11	11
JMC	494	25168	Adv Bilingual Broadcast Rptg	2	18
JMC	494	18414	Advanced Radio Reporting	4	8
JMC	494	29762	Advanced Digital Storytelling	6	10
JMC	494	17720	Sustainability Documentary	7	7
JMC	494	29716	Bus Investigative Reporting	8	8
JMC	494	30786	Short-Form Narrative	9	10
JMC	476	17719	Public Relations Laboratory	7	10
JMC	477	18338	Innovation Entrepreneurship Lab	23	30
JMC	478	13361	Cronkite News: Phoenix*	102	125
JMC	479	21759	Cronkite News: Washington	11	30
JMC	480	21760	Cronkite News: Phoenix Sports	42	50
JMC	481	21761	Cronkite News: LA Sports	5	20
JMC	485	21808	Public Insight Network Bureau	13	25

\*Fourteen instructors are assigned to the bureau.

**17. Total expenditures from all sources planned by the unit for the 2016 – 2017 academic year: \$15,004,123**

**Percentage increase or decrease in three years: 38.9 percent increase**

**Amount expected to be spent this year on full-time faculty salaries:**

\$6,140,882.22 (salaries only for all full-time faculty and faculty administrators)

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

Name	Rank
Callahan, Christopher	Professor
Craft, John	Professor
Doig, Steve	Professor***
Leckey, Andrew	Professor**
Allen, Craig	Associate Professor
Barrett, Marianne	Associate Professor
Bramlett-Solomon, Sharon	Associate Professor
Gilpin, Dawn	Associate Professor
Matera, Frances	Associate Professor*
Russell, Dennis	Associate Professor
Russomanno, Joseph	Associate Professor
*On sabbatical fall	
** On sabbatical spring	
*** On Fulbright Fellowship Fall	

<b>Name</b>	<b>Rank</b>
Silcock, B. William	Associate Professor
Thornton, Leslie J.	Associate Professor
Wu, Xu	Associate Professor
Anderson, Douglas	Research Professor
Chadha, Monica	Assistant Professor
Kwon, Kyounghee Hazel	Assistant Professor
Reed, Sada	Assistant Professor
Blatt, Rebecca	Professor of Practice
Boivin, Paola	Professor of Practice
Byck, Peter	Professor of Practice
Corchado, Alfredo	Professor of Practice
Crane, Steve	Professor of Practice
Dale, Kevin	Professor of Practice
Downie, Leonard	Professor of Practice
Dunn, Heather	Professor of Practice
Feuer, Thomas	Professor of Practice
Gilger, Kristin	Professor of Practice
Gillmor, Dan	Professor of Practice
Hass, Mark	Professor of Practice
Hawthorne James, Venita	Professor of Practice
Hill, Retha	Professor of Practice
Kocherga, Angela	Professor of Practice
Kurland, Brett	Professor of Practice
Leonard, Christina	Professor of Practice
Lodato, Mark	Professor of Practice
Martinez, Andres	Professor of Practice
Misner, John	Professor of Practice
Newton, Eric	Professor of Practice
Petchel, Jacquee	Professor of Practice
Poulson, Theresa	Professor of Practice
Pucci, Jessica	Professor of Practice
Renzulli, Virgil	Professor of Practice
Rodriguez, Rick	Professor of Practice
Wallace, Julia	Professor of Practice
Alvarez, Melanie	Lecturer
Casavantes, Michael	Lecturer
Jacoby, Jim	Lecturer
Coleman, Milton	Visiting Professor
Lisovicz, Susan	Visiting Professor
Robinson, Walter	Visiting Professor
<b>*On sabbatical fall</b>	
<b>** On sabbatical spring</b>	
<b>*** On Fulbright Fellowship Fall</b>	

**19. List names of part-time/adjunct faculty teaching at least one course in fall 2016. Also list names of part-time faculty teaching spring 2016. (If your school has its accreditation visit in spring 2017, please provide the updated list of faculty at time of visit.)**

**Spring 2016 Adjunct Faculty**

Adair, Jill	Edsall, Larry	Lengel, Kerry	Rhodes Fisher, Gail
Adams, Allysa	Elder, Gregg	Loew, Morgan	Roach, Kelly
Anglen, Robert	Emmert, Charles	Lowery, Ilana	Ruelas, Richard
Ayala, Edward	Fergus, Tom	Macias, Al	Scarp, Mark
Blodgett, Tom	Fitzhugh-Craig, Michelle	Madrid, Peter	Seibert, Dave
Boeck, Gregg	Fortunato, Joe	Mallace, Fran	Sepessy, Celeste
Boivin, Paola	Frigerio, Josh	Mallace, Mike	Showkeir, Maren
Breen, Patrick	Gibbons, Christia	Martinez, Andres	Stephens, Glen
Caldwell, Christina	Greer, Tracy	McJannet, Robert	Stone, Jason
Camporeale, Joe	Harding, Stephen	McKnight, William	Sunnucks, Michael
Causey, Adam	Hawken-Collins, Denise	Mendez, Richard	Totten, Steven
Cornelius, Dave	Hernandez, Ceasar	Mood, Aliya	Turner, Brian
Dabner, Roy	Heyward, Andrew	Moore, Holliday	Van Iersel, Elizabeth
Dalton, Mark	Hogan, Shanna	Muench, Sarah	Vaughn, Kelly
DeUriarte, Richard	Hutchins, Amber	O'Hara, Caitlin	West, Maureen
Diaz, Elvia	Karlberg, Kristina	Phillips, Robin	Wyloge, Evan
Dille, John	Koester, Nicole	Pucci, Jessica	Young, Bob
Dodge, Nancie	Krache, Donna	Reagor, Catherine	Zermeño, Gilbert
Dyer, Becca	Leach, John	Reda, Mark	

**Fall 2016 Adjunct Faculty**

Alonzo, Monica	Easley, Isaac	Lemon, Carl	Romero, Jose
Anderson, Glen	Emmert, Charles	Lengel, Kerry	Ruelas, Richard
Anglen, Robert	Fergus, Tom	Loew, Morgan	Scarp, Mark
Ayala, Edward	Fischer, Eric	Lowe, John	Seibert, Dave
Blodgett, Tom	Fitzhugh-Craig, Michelle	Madrid, Peter	Showkeir, Maren
Boeck, Greg	Fortunato, Joseph	Mays, Elizabeth	Stephens, Glen
Boivin, Paola	Garcia, Joe	Mittelman, Sharon	Stone, Jason
Bovio, Sonia	Gibbons, Christia	Mood, Aliya	Sunnucks, Michael
Breen, Patrick	Gordon, David	Moore, Holliday	Totten, Steven
Cesmat, Brad	Greene Sterling, Terry	Navarrete, Karla	Uribes, Marty
Cornelius, Dave	Hardaway, Francine	Nici, Dawn	Van Iersel, Elizabeth
D'Anna, John	Harding, Stephen	Pieburn, Patricia	Vaughn, Kelly
Dabner, Roy	Hawken-Collins, Denise	Rawitch, Josh	West, Maureen
Dempsey, Matt	Hernandez, Ceasar	Reagor, Catherine	Wyloge, Evan
Dent, Deanna	Hutchins, Amber	Reda, Mark	Young, Bob
Dille, John	Koester, Nicole	Rhodes Fisher, Gail	Zermeño, Gilbert
Dyer, Becca	Leach, John	Roach, Kelly	

**Spring 2017 Adjunct Faculty**

Adair, Jill	Collom, Lindsey	Emmert, Charles	Hogan, Shanna
Alabaster, Jay	Cornelius, David	Fergus, Thomas	Holstege, Sean
Anderson, Glen	Craig, Michelle	Fernandez, Valeria	Hutchins, Amber
Anglen, Robert	D Anna, John	Fortunato, Joseph	Jeffrey, Courtland
Ayala, Eduardo	Dabner, Roy	Frigerio, Joshua	Koester, Nicole
Blatte, Rene	Dalton, Mark	Fritcke, Katherine	Kramer, Kelly
Blodgett, Thomas	Dent, Deanna	Garcia, Joseph	Leach, John

Bodney, David	Dieffenbach, Paola	Gibbons, Christia	Lemon, Carl
Boeck, Gregory	Dodge, Nancie	Greene Sterling, Terry	Liseblad, Madeleine
Bowen, James	Dyer, Rebecca	Hansen, Ronald	Loew, Morgan
Breen, Patrick	Eaton, Heather	Harris, Kathy	Loew, John
Camporeale, Joseph	Edsall, Larry	Hawken-Collins, Denise	Lowery, Ilana
Chesler, Jayson	Elder, Gregg	Hernandez, Ceasar	Macias, Al
Madrid, Peter	Reda, Mark	Sepessy, Celeste	West, Maureen
Manning, Jason	Rhodes, Gali	Showkeir, Maren	Woodcock, Ryan
Moore, Gregory	Roach, Kelly	Stephens, Glen	Wyloge, Evan
Moore-Past, Holiday	Romero, Jose	Stone, Jason	Young, Roert
Navarrete, Karla	Ruelas, Richard	Sunnucks, Michael	Zermeno, Gilbert
Pellizzaro, Kristin	Saucier, Fernanda	Totten, Steven	
Piburn, Patricia	Scarp, Mark	Turner, Brian	
Reagor, Janette	Schneider, Jeffrey	Van Iersel, Elizabeth	

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

Year	Total Graduates	Number	Percent
2015-2016** academic year	319	313	98.1%
2014-2015* academic year	338	338	100%
<b>*fall, spring and summer</b>			
<b>**fall and spring graduates</b>			

In the 2015-2016 academic year, less than 2 percent exceeded the 72-hour rule as a result of an error in the University degree audit system. These students were advised to take the correct number of credits outside the major but changed their schedules, which was not caught by the automated system. An automated check was subsequently inserted in the degree audit system to count hours outside the major so the error does not occur again. In the other five years of the accrediting cycle, it was 100 percent compliance.

**For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside the major.**

Year	Total Graduates	Number	Percent
2015-2016 academic year	-	-	-
2014-2015 academic year	-	-	-

**20. 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.**

**72 or more semester hours outside of journalism and mass communications**

<b>Year</b>	<b>Total</b>	<b>Number</b>	<b>Percent</b>
2015-2016** academic year	319	313	98.1%
2014-2015* academic year	338	338	100%
<b>*fall, spring and summer</b>			
<b>**fall and spring graduates</b>			

In the 2015-2016 academic year, less than 2 percent exceeded the 72-hour rule, as a result of an error in the University degree audit system. These students were advised to take the correct number of credits outside the major but changed their schedules, which was not caught by the automated system. An automated check was subsequently inserted in the degree audit system to count hours outside the major so the error does not occur again. In the other five years of the accrediting cycle, compliance was 100 percent.

**21. Schools on the quarter system:**

N/A

**For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside the major.**

<b>Year</b>	<b>Total</b>	<b>Numbe</b>	<b>Percen</b>
2015-2016 academic year	-	-	-
2014-2015 academic year	-	-	-

## 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.*

### History of the Cronkite School

Journalism courses were first offered at Arizona State University in 1931 when President Ralph Swetman hired William Taylor as a public relations officer and journalism instructor.

In 1949, the Division of Journalism was established within the English Department. Three years later, the Department of Mass Communication was formed. In 1973, the growing department received its first national accreditation and moved into newly built Stauffer Hall.

The program was named in honor of former CBS News anchor Walter Cronkite and elevated to school status. Three years later, Professor Douglas Anderson was named director of the Walter Cronkite School of Journalism and Telecommunications. During the next 12 years, Anderson led the program to national prominence, launching a weekly TV newscast, excelling in the Hearst Awards and securing one of the first Knight Chairs in journalism.

President Michael M. Crow announced in 2004 that Cronkite would become an independent entity and an integral part of a newly planned campus in downtown Phoenix. The next year Christopher Callahan of the University of Maryland was named the school's founding dean.

During the last decade, Cronkite has reinvented its curriculum, with an emphasis on digital media, innovation, entrepreneurship and deep immersive learning experiences while underscoring traditional journalism values.

Cronkite moved into its new home on ASU's Downtown Phoenix campus – a 223,000 square foot, \$72 million media complex in the heart of the nation's sixth largest city – in 2008.

The number of faculty has increased from 21 to 50, with a mix of young scholars and top professionals who have led organizations such as *The Washington Post*, *The Atlanta Journal-Constitution*, *The Denver Post* and Edelman U.S.

### 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 Cronkite School has a written mission statement and a written strategic plan that provides for its future direction as a result of the vision of the faculty and the school's leadership. The mission statement and strategic plan are based on the university's Charter. It calls for the university to assume "fundamental responsibility for the economic, social, cultural and overall health of the communities it serves." The school has taken "fundamental responsibility" for the news and information needs of the community through creation of a journalistic "teaching

hospital.” In this design, students learn and innovate in learning environments that produce news, information and community engagement for the region.

The school now has 12 immersion programs, an increase from three in the last review period. The school acquired Arizona PBS, the state’s main public media outlet and the nation’s seventh largest PBS station.

The dramatic expansion was made possible by a highly flexible funding model – with a heavy focus on external fundraising, creative revenue-generating initiatives, entrepreneurial partnerships and a new all-online degree program – that increased the budget nearly 50 percent in six years. The new revenue has enabled the school to fill 13 additional faculty positions.

Clearly, the “teaching hospital” model of journalism education has been used to implement the mission statement and strategic design. It is committed to providing news, information and community engagement for the people of Arizona through Cronkite News, the multiplatform news division of Arizona PBS. In brief, the school takes responsibility for the news and information needs of the region. In the process, the school has focused on coverage of Latinos and the borderlands, Native Americans, environmental sustainability and regional economic issues. State government is heavily covered. Undergraduate and graduate sports-emphasis programs are enhanced by the school's being in the center of a city with four major professional sports teams, NCAA athletics, Major League Baseball spring training and professional golf, tennis and NASCAR.

The school is the university's model for enabling student success. It engages students through innovative classes and a wide array of events and activities. It has been a university leader in breaking down academic silos, creating multidisciplinary programs and creating a series of dual-degree programs with other majors, including web development at the Fulton Schools of Engineering, meteorology and trans-border studies. The school also has expanded its global engagement.

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

The Arizona Board of Regents outlines the responsibilities and obligations of faculty to share in governance and administration. These responsibilities and obligations include approval of course content and matters of instruction, making recommendations on the appointment and promotion of faculty, selecting academic administrators, disciplining faculty and formulating rules and procedures for disciplining students.

The school has policies and procedures for substantive faculty governance and oversight, which are detailed in the school’s bylaws. They were adopted by the faculty in October 2008 and amended in August 2016. Voting members of the faculty are professors, associate professors, assistant professors, professors of practice, lecturers, full-time instructors or other university-recognized categories of instructional and/or research personnel. Faculty on leaves of absence (including sabbaticals) are permitted, but not required, to participate in faculty meetings. Participation of academic professionals who are not on continuing appointments, academic advisers, staff, part-time faculty, retired faculty, faculty associates and graduate assistants is by invitation of a majority of the voting faculty. They do not have voting rights.

Individual faculty members are elected by their peers to serve on a variety of committees that advise, evaluate, recommend and render decisions on a variety of operational and philosophical issues. Members serve staggered three-year terms. Elections to standing committees happen during a faculty meeting at the beginning of each academic year. The standing committees consist of the Dean's Advisory Committee, Promotion and Tenure Committee, Standards Committee, Curriculum Committee, Master's Graduate Committee and Doctoral Committee. Ad hoc committees are created to oversee faculty searches. The composition of those committees is based on the type of search being conducted but always includes at least one member of the school's Promotion and Tenure Committee.

The Dean's Advisory Council, which meets monthly, includes officers of each of the school's student clubs and student media leaders. The council gives the dean an opportunity to hear directly from students on issues such as curriculum, advising, facilities, equipment, tuition and program fees. The council also functions as an early warning system, alerting the dean to challenges students may be encountering at the school or the university.

The bylaws call for three faculty meetings in each fall and spring semester. The faculty met six times during the 2015-2016 academic year.

Faculty members have served on university committees during the past six years as president of the Academic Senate for the Downtown Phoenix Campus; chair of the Personnel Committee of the Academic Senate; chair of the University Hearing Board; and members of the General Studies Council, the Governance Grievance Committee, Standards Committee, Curriculum, Academic Programs Committee, Graduate Council, General Studies Committee, the Hearing Board, India Partnership Program Task Force and the General Studies Committee. Faculty members also chair and serve on the Student Media Advisory Board. Moreover, a faculty member has been active with several diversity groups.

**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 leadership of the school is remarkable. It includes a 15-member executive team, which is 53 percent women and 40 percent people of color. More than half of the team was in place during the last site team visit. Thus, the leadership has continuity.

The dean is praised for his high energy, open administrative style and great network of contacts. He also is the CEO of Arizona Public Television and vice provost for the downtown campus of Arizona State University.

Community partners and other leaders at the university praise the dean as a colleague. "It's a delight" to work with him, one said. He "humanizes our work," said another. Another called the dean and faculty "spectacular."

The school's leadership has resulted in a truly effective and collegial faculty.



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

The university has a process for appointing and evaluating its administrators. Deans of colleges and schools are appointed by the president of the university. A senior associate dean, an associate dean and an assistant dean are appointed by the dean, with approval of the faculty through a simple majority vote.

Deans report to the provost of the university and are formally evaluated by the provost every four years. The dean of the Cronkite School also serves as the vice provost for the Downtown Phoenix Campus and serves on the President's Working Group 1 executive team of 15 senior officers. Deans annually evaluate administrators who report directly to them.

The executive team is productive, brainstorms and plans and regularly implements new programs. Their exceptional effectiveness is recognized throughout the campus.

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

Procedures exist for handling of faculty and staff grievances, grade appeals, student complaints and academic dishonesty charges.

When an issue arises, faculty members turn to the dean of the appropriate college or school for assistance. If the issue is not resolved to a faculty member's satisfaction, he or she may request a meeting with the Clearinghouse Committee of the Academic Senate. The committee will then hear the complaint and recommend a course of action. During the last accreditation cycle, no Cronkite faculty member brought a complaint to the Academic Senate.

Staff complaints and concerns are handled by the staff members' supervisors. If that does not produce a resolution, a staff member may bring his or her concern to the dean of the college or school. Staff members also may obtain assistance from the Office of Human Resources to resolve complaints. In addition, a university ombudsperson program provides for an informal resolution of problems arising among employees and students.

Ombudspersons provide policy interpretations, make referrals for information and/or problem resolution and serve as mediators. They form the university's Ombudsperson Committee.

Students are encouraged to speak to school leadership about any concerns they may have. The Dean's Office frequently meets with students and is quick to investigate any problems and seek solutions.

Petitions for unit course waivers or course substitutions are processed and resolved by the senior associate dean. If the complaint concerns grading or evaluation, students are asked to first speak with their instructor. If that does not resolve the problem, students may appeal to the school's Standards Committee, made up of three faculty members and the assistant dean (chair of the committee). The committee reviews the appeal, solicits information from both instructor and student, and may hold a hearing at which the student can present his or her argument. The Standards Committee then makes a recommendation to the dean, who makes the final ruling in each case.

The same procedures are followed when students are suspected of academic dishonesty. Instructors are asked to be vigilant in monitoring students' work and report any concerns to the chair of the Standards Committee, who will review the case and bring it to the committee for consideration. The dean makes the final decision in each case.

The school has a strict policy regarding academic integrity and makes every attempt to ensure that students understand the standards to which they will be held. The policy is included in every syllabus for every course and is accompanied by a detailed document with examples of what constitutes plagiarism, fabrication and other forms of dishonesty as it relates to journalism. Students are required to sign a pledge at the beginning of each course that indicates they have read the policy and will abide by it. The school strictly applies the policy, expelling students who are in violation.

**Professional master's program / Unit performance with regard to indicators:**

**f) The unit has a separate written mission statement and a written strategic or long-range plan that provides vision and direction for the professional master's program's future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.**

The school has a written mission statement for its graduate program and a written strategic plan that provides direction for the professional master's program, identifies needs and resources for its mission and goals and is supported by university administration outside the unit. The administration of the school has demonstrated great vision for graduate education.

The master's curriculum focuses heavily on innovation and leadership, charging graduates with the challenge of helping to invent tomorrow's news future. It requires master's students to engage in deeper, more complex projects, such as the school's semester-long heroin project in 2015. That project led to a statewide TV and radio simulcast, regional Emmy Awards and a national duPont award.

The school offers a Master of Mass Communication (M.M.C.) degree that is a 12-month, full-time, 36-credit-hour professional program, as well as a 30-credit-hour mid-career program that admits a limited number of mid-career professionals for advanced studies in a specific area of interest. In addition, the school offers a dual Bachelor of Arts/Master of Mass Communication. The school launched a Master of Arts degree in Sports Journalism during fall 2015.

The professional master's program is derived from the University Charter, the president's eight design imperatives and the university's five-year goals. Much of Cronkite's strategic plans on the professional master's level are parallel to the school's overarching vision, starting with the "teaching hospital" design concept and the creation of Cronkite News as a robust, daily and year-round news and information provider for the region's citizenry.

The school has created adaptations of its master's degrees through collaboration with other units. It is a partner with the Sandra Day O'Connor College of Law, offering a Master of Mass Communication and Master of Legal Studies. With the School of Sustainability, it offers a Master of Mass Communication and Master of Science in Sustainability. Both programs enable

students to complete the two degrees in four semesters by sharing 12 hours of course work across programs.

Graduate-level work provides greater latitude in creation of cross-disciplinary and concurrent degree programs, including the dual-degree program with the Sandra Day O'Connor College of Law and the dual-degree program with the School of Sustainability.

The school launched a Ph.D. in Journalism and Mass Communication in fall 2011 and graduated its first student in fall 2014.

The school created sports journalism degrees on both the undergraduate and master's levels. Its online program in business and financial journalism (only on the master's level) will launch in fall 2017.

**g) The unit has designated administrative oversight of the professional master's program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional master's program.**

The master's programs are administered by the senior associate dean. She oversees the Master of Mass Communication (M.M.C.) degree, a 12-month, full-time, 36-credit-hour professional program, as well as a 30-credit-hour mid-career program that admits a limited number of mid-career professionals for advanced studies in a specific area of interest. The school also offers a dual Bachelor of Arts/Master of Mass Communication. The school launched a Master of Arts degree in Sports Journalism during fall 2015.

The director of graduate programs is appointed by the dean and is approved by a majority vote of the faculty. Oversight of graduate programs lies with the senior associate dean and constitutes a significant portion of her duties. In addition to chairing the Master of Mass Communication Committee, she is responsible for supervising the school's full-time recruitment coordinator, marketing the programs, recruiting applicants, overseeing the admissions process, scheduling graduate classes and implementing changes to the curriculum. She also oversees selection of more than a dozen partial or full assistantships each year. Thirteen master's students were awarded full or partial graduate assistantships in fall 2016.

The Master's Committee is a standing committee of three elected graduate faculty members who serve three-year staggered terms. The director of graduate programs serves as chair of the committee. The committee is responsible for development of curricula and makes recommendations to the school's curriculum committee. The committee sets admissions standards, reviews applications and approves of students' plans of study.

The Ph.D. program is overseen by the director of the doctoral program, a senior faculty member. He is responsible for curriculum, admissions, assistantships, scholarships and review and approval of programs of study.

## **Summary**

The school has an exceptional administrative team. It is creative, caring, enthusiastic and innovative, with a staff that is capable and very service-oriented. This team is flexible, transparent and collegial. Faculty say that the dean has grown in responsiveness and ability to

hear faculty concerns. They say he is creative, forward-looking and a tenacious advocate for the school.

**Undergraduate program: COMPLIANCE**

**Professional master's program: COMPLIANCE**

## PART II — Standard 2: Curriculum and Instruction

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

### Unit performance with regard to indicators:

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

The undergraduate degree at Arizona State University consists of 120 semester credit hours of course work. The Cronkite School's two undergraduate programs are limited to a maximum of 48 credit hours in the major.

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

Cronkite students start together with core courses that concentrate on competencies relating to theory, history, ethics, diversity and other concepts. They move on to basic skills courses in their majors, then branch out to take advantage of an impressive variety of deep skills experiences.

All Cronkite students take a set of core values courses: Principles and History of Journalism, Journalism Ethics and Diversity, Business and Future of Journalism OR Public Relations Research, and Mass Communications Law. In addition, students choose two courses from a set of upper-division electives in such subjects as History of Mass Communication, Digital Media Literacy, Race, Gender and Media, and more.

Students in the Journalism and Mass Communication major take a collection of basic skills courses, beginning with the single-credit Grammar for Journalists and Coding for Journalists courses. They also are required to take News Reporting and Writing; Multimedia Journalism; Intermediate Reporting courses for print/PR and broadcast; and Editing and Videography courses for print/PR and broadcast, respectively. Students are required to take three hours of internship credit, two three-credit-hour advanced skills courses, and an unrestricted upper division major elective.

Students in the Sports Journalism major take the same basic skills courses, with some significant exceptions. They take Sports Reporting in place of the Intermediate Reporting courses and Sports Videography or Photography in place of print/PR Editing or Broadcast Videography. Sports majors take sports-oriented advanced skills courses and may take a sports-themed upper division major elective.

Students in both majors choose from 12 different professional programs consisting of three-credit-hour experiences that require student attendance two full days per week. These are:

- Cronkite News Operations:
  - Broadcast: An award-winning weekday newscast on Arizona PBS, where professionals guide student news staff
  - Phoenix Bureau: A news bureau covering stories across the state for all platforms for Cronkite News and for 30-plus professional news outlets
  - Washington Bureau: A news bureau with students covering the nation's capital, producing Arizona- and Southwest-focused digital and television stories for Cronkite News and professional media outlets
  - Digital Production: A bureau with students who produce the Cronkite News website, drive social media and audience analytics and showcase multimedia content from students in other Cronkite News bureaus
  - LA Sports Bureau: A bureau based in Santa Monica with students covering professional and collegiate sports stories in Southern California for professional outlets
  - Phoenix Sports Bureau: A bureau in Phoenix with students covering a wide variety of sports stories, from Major League Baseball spring training to sporting events throughout the area, for major market news outlets and Cronkite news platforms
  - Borderlands: A bureau in Phoenix with students covering the border and Latino issues for Cronkite News
  - Reynolds Business Bureau: A bureau in Phoenix with business journalism students producing stories across platforms for Cronkite News and regional news outlets.
- New Media Innovation and Entrepreneurship Lab: In this program, Cronkite students work with students in computer engineering, design and business to create mobile apps, virtual reality projects and other cutting-edge media products.
- Public Relations Lab: In this strategic communications agency, students create campaigns for organizations ranging from Fortune 500 companies to local nonprofit groups.
- Public Insight Network Bureau: In this partnership with American Public Media, students work with professionals in news organizations around the country to develop original stories and engage audiences.
- Carnegie-Knight News21: This national reporting fellowship brings Cronkite students and other top journalism students from across the country together to report and produce in-depth multimedia projects for major media outlets such as NBCnews.com and *The Washington Post*.

**c) Instruction, whether on-site 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.**

The school's curriculum is supported by a wide array of the latest technology, including hardware and software in labs and equipment available for student use. Online courses are delivered on the Blackboard platform, with support from ASU Online, with its long history of online and distance education. Between the use of cutting-edge equipment and the latest online and software tools, students have the opportunity to gain confidence and be more creative in the production of content.

Curricular changes have helped the school meet the expectations of the professions. The

required Coding for Journalists course introduces students to computer language, while the required Grammar for Journalists course helps them refine their written English skills in preparation for the writing courses. The school moved its required Multimedia Journalism course to an earlier place in the curriculum. The teaching of data journalism was strengthened across the curriculum, beyond the existing Data Journalism course. Audience analytics and audience engagement were likewise bolstered. Digital tools and approaches were incorporated in traditional skills courses at the beginning and intermediate levels. New courses and learning opportunities are added frequently. A new course devoted to shooting video for the web and an online minor in Digital Audiences were being developed at the time of this review. Much more subject diversity was added to the group of professional programs. The current number is an increase of nine programs over the three in the previous review period.

**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. (Campaigns classes are exempt from the 20-1 ratio.)**

Skills classes across the school are capped at 20 students per section.

**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 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 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. The unit encourages opportunities for internship and other professional experiences and supervises and evaluates them when it awards academic credit.**

Professional master's program / Unit performance with regard to indicators:

**f) At least half of the required credit hours are in either professional skills or courses that integrate theory and skills appropriate to professional communication careers.**

The professional master's program, with its Master's of Mass Communication, Master of Arts in Sports Journalism and mid-career Master's degree programs, are formed primarily of skills and theory courses appropriate to career preparation. Master's students start with an 8-credit hour journalism skills "boot camp" course. The MMC curriculum includes requirements in Data Journalism; Media Law; History, Philosophy and Ethics of Journalism; 21<sup>st</sup> Century Media Organization and Entrepreneurship; a lab observation course; advanced skills courses and the professional program. The Master of Arts in Sports Journalism curriculum includes an Ethics and Diversity in Sports Journalism course as well as sports-themed reporting and professional program courses. Seventy-five percent of the courses required for each degree fall into the skills category.

**g) Instruction and curricular requirements for professional master's students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and**

### **graduate students.**

First-semester master's students start by taking the "boot camp" course, which meets nearly five hours a day for four days a week. It's an intensive experience that takes the place of six undergraduate courses in reporting, videography, editing and multimedia journalism. Students also take the graduate-only 21<sup>st</sup> Century Media Organizations and Entrepreneurship course (MMC) or Advanced Issues in Sports Media (Sports Journalism).

In their second semester, MMC students are in graduate-only sections of Data Journalism and History, Philosophy and Ethics of Journalism. They also take two or more advanced skills courses. When they learn alongside undergraduate students, the graduate students are expected to follow more stringent requirements, including additional assignments or more depth in existing assignments. MA in Sports students take sports-themed Data Journalism and Ethics and Diversity in Sports Journalism courses.

The professional programs of both majors are more intensive than their undergraduate counterparts: students are required to complete 9 credit hours (four days per week). Finally, all graduate students take the Media Law course in a more intensive, graduate-only in-person section, or online, with extra assignments for graduates.

### **Summary**

The undergraduates start in rigorous required courses that give them the skill sets necessary to be successful in any of a wide variety of professional experiences. Students are not locked into rigid sequences after their preliminary and intermediate course work; they are free to choose any advanced path that interests them. They report real appreciation for the opportunity to focus on exactly the set of educational experiences they desire. The professional programs, led by top-notch journalists and other communications professionals, give the school the ability to demand high-level work, which is seen, read and consumed by large audiences across the country. Care is taken to make certain that students have meaningful internship experiences that benefit them and the organizations that sponsor them. Representatives from local media organizations said that they seldom used to hire Cronkite graduates in the large Phoenix market in the past, but they now do so routinely.

The professional master's students work at a level of rigor over and above that of the undergraduates, from an intensive boot camp through an expanded version of the professional program and a more intensive law experience. A heavy dose of professional skills courses is combined with research, history and theory to give graduates a demanding and meaningful experience.

**Undergraduate program: COMPLIANCE**

**Professional master's program: 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.*

**a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.**

The school follows the comprehensive diversity plan of Arizona State University. That plan defines diversity in terms of representation and inclusion: the extent to which the populations of students, faculty and staff reflect the diversity of the areas the university serves, and the extent to which all communities that make up the university have a voice in all areas of teaching, scholarship, learning and governance. The plan utilizes what it calls a “people, programming and policies” approach, which identifies the populations the university serves and seeks to reflect its ethnic composition, considers programming that takes into account that diversity, and seeks to “create and review” policies that promote equity among all students, faculty and staff.

Separately, the Cronkite School has its own statement of diversity principles, contained in a policy that is prominently displayed in classrooms, in syllabi and on the school's website:

*The Walter Cronkite School of Journalism and Mass Communication practices inclusivity with respect to its student, staff and faculty populations in order to create an academic environment that embraces diversity of thought and acceptance of all people regardless of race, gender, age, sexual orientation or societal, political, cultural, economic, spiritual or physical differences.*

*To this end, the school directs efforts to the following four principles:*

- *Actively seek out and encourage diverse populations to become productive members of the faculty, staff and the student body*
- *Create and maintain a work, learning and social environment that is cognizant and supportive of a diversity of human differences and beliefs*
- *Incorporate within the formal content of the curriculum and in each course an affirmation of the core journalistic values of accuracy, fairness, ethical behavior and sensitivity when reflecting an increasingly multicultural world*
- *Foster and support a climate in which events and activities of the school reflect diversity of awareness, sensitivity to and support for people of different origins, orientations and abilities.*

**b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about 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.**

Courses in diversity subjects can be found throughout the school's curriculum, and discussions about diversity subjects are indicated in syllabi. All undergraduates take either the required Journalism, Ethics and Diversity or Ethics and Diversity in Sports Journalism course (required core values courses). The Principles and History of Journalism, Business and Future of Journalism, and all skills courses have diversity components. Bilingual Broadcast Reporting students produce content for Cronkite's

Spanish-language newscast, seen in the Phoenix market. Race, Gender and Media is an upper division major elective. Gender issues are discussed extensively in the Sex, Love, and Romance in the Mass Media course, and many kinds of diversity issues are tackled in the Sports and Media course, among the many examples.

**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 Cronkite School made 15 faculty hires from 2013 through summer 2016. Eight of those (53 percent) were minorities and 10 were women (67 percent). Overall percentages of people of color went up from 23 percent in 2010 to 27 percent in 2016. The percentages of women on the faculty grew from 35 percent in 2010 to nearly 44 percent in 2016. The school relies heavily on advertisements in both broad-based publications in the field and those that target people of color, women, and the LGBTQ community. The school also relies on faculty, staff and search committee members to reach out to their professional and academic networks in search of candidates.

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

The level of student diversity in the school is impressive and continues to grow. During the period of this review, the percentage of minority undergraduates grew from 31.3 percent to 39.5 percent. A concerted effort to recruit minorities into the freshman class has resulted in an increase in freshman class diversity from 34.9 percent in 2010 to 40 percent in 2016. Women are over-represented at the school (increasingly common among journalism and mass communication schools); they represent 67 percent of the student body.

Once students are in the school, a concerted effort is made to retain them, and it is showing positive results. Total retention of the fall 2015 cohort into 2016 is at 93 percent. Retention of minority students is at 91 percent, but that represents a nearly 10 percentage-point improvement from 2010. Retention of minority students accounted for much of the school's overall improvement in retention since 2010.

The Cronkite Institute for High School Journalism is a major factor in the success of the minority recruitment effort. The director of the Institute travels the region, showing students the latest journalism innovations and encouraging them to consider Cronkite. In six years, the director reached an estimated 9,300 students from the borderlands area to the Navajo reservation in northeastern Arizona. A number of other efforts help the school in recruiting minority students: the Cronkite Summer Journalism Institute, The Donald W. Reynolds High School Journalism Institute, the Arizona Latino Media Association High School Journalism Workshop, the Arizona Interscholastic Press Association and efforts to reach out to Native American students through the Native American Journalism Association.

A student recruitment coordinator monitors recruitment efforts and admissions, conducts tours, contacts applicants and pairs students with faculty members who share their interests.

**e) The unit has a climate that is free of harassment and all forms of 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.**

**Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.**

The Cronkite School is subject to Arizona State University's policies on discrimination and harassment. University policy defines harassment and discrimination and outlines procedures for the reporting, investigation and adjudication of complaints from employees, students and members of the public. The school also adheres to ASU's Affirmative Action/Equal Employment Opportunity procedures and compliance with the Americans with Disabilities Act. In addition, the school is home to the National Center on Disability and Journalism, the only journalism organization dedicated to assisting journalists in the coverage of people with disabilities and disability issues.

### **Summary**

The school is one of the nation's great leaders in diversity and inclusion in journalism and mass communication. It has managed to substantially improve on an already impressive record in this area. Students report that diversity is an essential building block in their Cronkite education, and they appreciate the preparation they are getting for the diverse communities they will be serving as journalism and communication professionals. One student remarked that she saw diversity as "literally poured into the foundation" of the school. The school continues to make steady progress in recruitment and retention of faculty, staff and students and continues to demonstrate that diversity and inclusion is a top priority.

The curriculum and range of activities in the professional master's program were built, it can be argued, with diversity and inclusion as one of its bedrock principles. Like the undergraduate programs, the master's program features prominent coursework on diversity subjects and important topics woven throughout the curriculum. The recruitment of minority students at the master's level has been even more successful than the undergraduate efforts, increasing in the six-year period from 28 percent to 40 percent. Special efforts are made to support the retention of graduate students of color, and they have increased the overall two-year retention rate to nearly 95 percent.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Overall evaluation (professional master's program): COMPLIANCE**

**Table 7. Full-time Faculty Populations**

**Academic year: 2015–2016**

Group	Female	% of total faculty	Male	% of total faculty	Total faculty	Total % of all faculty
Black/African American	3	6.3%	1	2.1%	4	8.3%
White	14	29.2%	21	43.8%	35	72.9%
American Indian/Alaskan native	0	0.0%	0	0.0%	0	0.0%
Asian * (includes international faculty)	3	6.3%	1	2.1%	4	8.3%
Hispanic/Latino (any race)	1	2.1%	4	8.3%	5	10.4%
Native Hawaiian/other Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Two or more races	0	0.0%	0	0.0%	0	0.0%
Other race	0	0.0%	0	0.0%	0	0.0%
	<b>21</b>	<b>43.8%</b>	<b>27</b>	<b>56.3%</b>	<b>48</b>	<b>100.0%</b>
International (any race)	1	2.1%	1	2.1%	2	4.2%

**Table 7A. Part-time Faculty Populations**

**Academic year: 2015–2016**

Group	Female	% of total faculty	Male	% of total faculty	Total faculty	Total % of all faculty
Black/African American	1	1.1%	1	1.1%	2	2.2%
White	32	36.0%	39	43.8%	71	79.8%
American Indian/Alaskan native	0	0.0%	0	0.0%	0	0.0%
Asian * (includes international faculty)	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino (any race)	2	2.2%	14	15.7%	16	18.0%
Native Hawaiian/other Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Two or more races	0	0.0%	0	0.0%	0	0.0%
Other race	0	0.0%	0	0.0%	0	0.0%
International (any race)	0	0.0%	0	0.0%	0	0.0%
	<b>35</b>	<b>39.3%</b>	<b>54</b>	<b>60.7%</b>	<b>89</b>	<b>100.0%</b>

## **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's hiring policies reflect those of the university. The standard search process follows what would be considered best practice in higher education. Search committees are appointed by the dean and include a chair and at least three faculty members, along with an HR specialist. Diversity is a priority, and each committee includes at least one woman and one person of color. Positions are posted in venues most likely to attract a diverse pool. Searches are extended if a diverse pool has not been assembled. Once the interview process is completed, the committee submits a report to the dean, detailing the pros and cons of each finalist. The dean makes the final decision.

Cronkite takes advantage of being in a metro market by hiring part-time faculty from the large pool of media professionals and communications executives in the area. These adjuncts teach half of the undergraduate classes and one-fourth of the master's program.

Part-time faculty in spring 2016 included the former president of CBS News; a sports columnist for The Arizona Republic, who is one of the few female sports columnists for a metro newspaper; the vice president of Cox Communications Arizona; the senior vice president of communications for the Arizona Diamondbacks; the managing editor of Arizona Highways magazine; the news director of the local NPR affiliate; and the president of Federated Media, which operates a chain of radio stations.

ASU policy calls for annual reviews of all full-time FTEs in the spring. The evaluation process adheres to best practice in higher education, ties in the 12 values and competencies, and includes a systemic assessment of student opinions using the five-point Likert scale. Written evaluations address strengths, weaknesses, needed improvement, opportunities for growth and expectations for future.

Results of evaluations are compiled and tabulated by the university Office of Evaluation and Educational Effectiveness. The senior associate dean meets with tenure-track or tenured faculty as needed to discuss the results of evaluations, and as appropriate, develops performance improvement plans.

Adjuncts are carefully monitored and evaluated. This begins with deans visiting each class taught by an adjunct. They observe the teaching, then talk with students with the instructor out of the room. Feedback or coaching sessions follow. These classroom observations help determine whether an adjunct will be asked back for another semester.

In a session with nearly 50 students, a great deal of enthusiasm was expressed for adjunct instructors, who were lauded for offering front-line experience and employment networks and for going above and beyond in helping students advance. Student evaluation scores affirm this,

with adjunct scores at the same high levels as full-time faculty. For example, in spring 2015, on a scale of 1 to 5 with 1 being the highest score possible, part-time faculty earned a mean score of 1.77 for teaching effectiveness compared to 1.71 for full-time faculty.

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

The share of classes taught by full-time faculty has increased from 35 percent to 46 percent over the past three years. Nevertheless, Cronkite – like many of its peers – sees advantages to using outside professionals as classroom instructors, and the pool is deep in a metro market like Phoenix. These professionals bring real-world experience, professional connections and student work opportunities. The intensive training workshop conducted by the associate dean ensures that they are prepared for teaching and mentoring roles. Also, full-time faculty set the direction for courses with multiple sections and meet frequently with part-time faculty to ensure consistency and efficacy. Syllabi are reviewed by the dean's office to ensure learning outcomes, standards and expectations. Full-time faculty unquestionably have primary responsibility.

<b>Percentage of core and required courses taught by full-time faculty:</b>	
2015-2016 academic year	46%
2014-2015 academic year	51%
2013-2014 academic year	35%

**d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.**

The Cronkite School's faculty composition, coupled with the prevalence of professional backgrounds within the faculty ranks, reflects a strong orientation toward being a professional school seeking to model the teaching hospital method of journalism education. Of 48 members of the faculty, 25 are professors of practice with extensive front-line experience. In fact, all Cronkite professors are required to have some professional experience and, taken as a whole, the average number of years spent in the profession is 19.

At the same time, the school emphasizes media scholarship and enthusiastically supports academics focused on research. The school strives for a mix of expertise, and there is a noteworthy level of collaboration and collegiality between professors of practice and media scholars.

There are four professors, 10 associate professors, a research professor, three assistant professors, 25 professors of practice, two visiting professors and three lecturers. Sixteen hold doctorates, one has a J.D., 14 have master's degrees, and 17 hold bachelor's degrees.

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

The evaluation process includes a systemic assessment of student opinion using the five-point Likert scale. Students complete evaluation forms that rank full-time and part-time instructors on a scale of 1 to 5, with 1 being the highest score possible.

Adjunct instructors also are observed in the classroom, and student opinions are solicited in a focus group setting led by a dean with the instructor out of the room.

Professional master's program / Unit performance with regard to indicators:

**f) Faculty members teaching in the professional master's program meet the criteria for graduate instruction at that university.**

Because the Cronkite School's Master of Mass Communication degree program is a professional one with a professional experience as the culminating experience, there are no specific university-set criteria regarding which faculty may be designated graduate faculty.

The school assigns those with the appropriate depth and breadth of subject matter expertise to each of its graduate classes. Those who regularly teach master's classes include top scholars. The school's national News21 investigative reporting and accountability journalism classes are taught by a former *Washington Post* Executive Editor and Pulitzer Prize-winning investigative editor. The Knight Chair in Journalism teaches the graduate Data Journalism class, while the former dean of Penn State University's College of Communication, teaches Sports Ethics.

**g) Graduate faculty teach the majority of professional master's courses.**

In each of the last three academic years, nearly three-quarters of all Cronkite School professional master's courses were taught by members of its full-time faculty.

<b>Percentage of professional master's courses taught by graduate faculty:</b>	
2015-2016 academic year	74%
2014-2015 academic year	73%
2013-2014 academic year	75%

**Summary**

The praise for Cronkite faculty was universal. Students are not only satisfied but are enthusiastically grateful for the quality of the education and mentoring they receive. This sentiment related to part-time as well as full-time faculty. Students come to Cronkite for the practical, hands-on experience and appreciate the fact that their instructors are media-industry veterans. "Cronkite's best asset is its faculty," said one student.

Other stakeholders, including ASU's provost and a group of campus and industry leaders, expressed admiration for the caliber of Cronkite's faculty. They all strongly support the school's professional emphasis and the investment in industry luminaries as professors of practice and visiting professors.

Among the faculty themselves, we found widespread contentment and a strong sense of shared mission. They credit the dean's leadership, the support they enjoy from ASU's central administration, the way the dean has elevated the school's reputation, and the general sense that the school is an exceptional place.

**Undergraduate program: COMPLIANCE**

**Professional master's program: 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.**

Faculty research, creative activity and/or professional activity are valued and encouraged by the school. Previously, little money was generated in sponsored research and programs. However, during the past six years, \$3.3 million in new sponsored research and programs was raised. Ten faculty members secured 24 grants and awards for research and programs, including a professor of practice who raised more than \$1.4 million for documentary film projects, as well as an associate dean and an associate professor who raised well over \$417,000 in U.S. State Department grants.

The Dean's Research Grants program provides \$6,000 of annual support to each tenure-track faculty member during his or her probationary period. Senior faculty members, especially those seeking promotion, may submit proposals for funding. The program has provided \$72,000 in support of faculty research projects over the past six years.

The school also supports faculty attendance at professional conferences and meetings and provides each full-time faculty member with \$2,500 in annual travel support.

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

The school has an intentional mix of media scholars and communications professionals. Faculty are expected to engage in research and creative and/or professional activities that serve the discipline, are intended for consumption by a public audience or are directed at media professionals. The school does not dictate that faculty adhere to a particular methodology. Practitioners are allowed to engage in traditional scholarly research, and traditional research faculty are allowed to engage in creative activity. Faculty tend to show a mix of both.

The school accepts traditional scholarship and creative activity on an equal basis.

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

Faculty are evaluated on the basis of teaching, research and/or creative activity, at 40 percent each, and service at 20 percent. Junior faculty are advised to avoid extensive service as they concentrate on building their reputations in teaching and scholarship – necessary for tenure.

Faculty may negotiate with the dean to modify these percentages to better reflect individual interests and personal and school goals.

Faculty involved in the full-immersion professional programs focus most of their time on teaching and mentoring in the professional lab environment and do not have specific research

requirements.

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

Cronkite faculty wrote 52 refereed journal articles, 14 books, 26 book chapters, 57 refereed and invited conference papers and 16 book reviews in the past six years.

Refereed journal articles appeared in a variety of top academic journals, including the Journal of American History, the Journal of Broadcasting and Electronic Media, Digital Journalism, Communication Theory, Journal of Health Communication, Communication Law and Policy and Visual Communication Quarterly.

Research topics included the intersection of race, gender and media; media literacy; First Amendment law; Spanish-language news in the U.S.; and the impact of social media.

Faculty books have been adopted nationally by more than 100 schools and departments of journalism and mass communication.

Faculty gather each Friday for “Phridays” to share and discuss research. Award-winning faculty scholarship, research and creative/professional activity are highlighted on the school’s website, in weekly email newsletters and in news releases. A calendar detailing faculty participation at major academic conferences is distributed to all faculty and staff prior to the conference, and the dean hosts an annual faculty/staff retreat to recognize faculty accomplishments.

Unit's overall productivity in scholarship for the past six years						
	Individuals					Unit
Scholarship, Research, Creative and Professional Activities	Full Professors (07)	Associate Professors (11)	Assistant Professors (03)	Other Faculty** (33)	Totals (54)	Totals
Awards and Honors	07	24	00	34	65	63
Grants Received Internal	00	07	03	00	10	10
Grants Received External	02	11	00	15	28	26
Scholarly Books, Sole- or Co-authored	00	03	00	00	03	03
Textbooks, Sole- or Co-authored	00	07	00	02	09	07
Books Edited	00	00	00	00	00	00
Book Chapters	06	17	01	03	27	26
Monographs	00	00	00	00	00	00
Articles in Refereed Journals	01	42	06	03	52	52
Refereed Conference Papers	00	34	09	00	43	43
Invited Academic Papers	00	13	01	00	14	14
Encyclopedia Entries	00	05	00	00	05	05
Book Reviews	01	15	00	00	16	16
Articles in Non-refereed Publications	11	12	00	315	338	338
Juried Creative Works	00	18	00	00	18	18
Non-juried Creative Works	00	00	00	36	36	31
Other (reports)	00	00	00	03	03	03
Other (books)	01	00	00	03	04	04
Total	29	208	20	415	671	659
*Co-authored work should be counted as a single publication in the unit totals. However if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.						
**Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.						

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

Faculty say they feel comfortable and supported in their work. They enjoy collaboration with their colleagues, and state that students are enthusiastic and engaged. Undergraduates were effusive in their praise of faculty, citing a willingness to extend themselves to help students, even showing up at a reporting site to assist a student who had run into difficulty. Both undergraduate and graduate students reported feeling prepared and competitive for internships and jobs.

Faculty meet frequently, formally and informally. They share scholarship, research and creative/professional activity, raising the visibility of the school and creating an opportunity to incorporate innovation and entrepreneurship into teaching and research.

**Summary**

The faculty who teach undergraduate courses are productive and well respected for their work. They expressed enthusiasm about the latitude and support they are given for research and creative activity and enjoy collaborative efforts with colleagues across disciplines. Junior tenure-track faculty said expectations and timelines are clear and that the associate deans were

supportive, especially with helping them manage their workload. Some concern was expressed about the impact of very large online courses on faculty teaching loads because of the growth of online offerings in a school that is known for extensive in-person instruction.

Faculty who teach graduate courses are enthusiastic about applying their research to their teaching and projects with their students and about the level of innovation at Cronkite. Several had high praise for what they described as a symbiotic relationship between traditional scholars and professionals and their joint contribution to the knowledge base and practice of journalism.

**Undergraduate program: COMPLIANCE**

**Professional master's program: COMPLIANCE**

## PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

The school was lauded for student services in its last accreditation review in 2011 and has since added two academic advisers for a total of six serving both residential and online undergraduate students. The adviser/student ratio is now 300-to-1, which falls within the guidelines recommended by the National Academic Advising Association and is a vast improvement over the 600-to-1 ratio before 2010. Students are assigned advisers alphabetically and retain the same adviser throughout their time at Cronkite.

Student satisfaction with advising in the school exceeds the average for all ASU students, and its first-year student retention rate is 93 percent, the highest at ASU. (See Question 6 below.)

Students meet with their instructors or advisers to devise strategies for improvement. For all classes, Academic Status Reports are generated twice each semester, alerting students who are in danger of a failing grade. Advisers work with these students to develop improvement plans.

Four additional reports track student progress each semester: off-track once (missing a critically tracked requirement), off-track twice (missing requirements in the previous two semesters), probation/disqualification, and not-enrolled (for the upcoming semester). In each case, advisers intervene and work on improvement plans.

### **b) Faculty are available and accessible to students.**

Most faculty members have an open-door policy and students are welcome at any time. As noted in the self-study, “When the deans visit classes each semester, they ask students about the accessibility of their instructors. The feedback is almost unanimously positive but, if there is a problem, it is communicated immediately to the instructor.”

The school works to make sure students know how and when they can reach their professors. All faculty members are required to maintain office hours, which are posted outside each office door, and these hours must be included in all syllabi. Contact information is available on the school’s website.

Adjuncts also are expected to be accessible. They are assigned office space so they can meet with students privately, and many hold office hours right before or after their classes.

Cronkite places a premium on the faculty mentoring role, as well as on direct faculty involvement in community-building activities. The building is conducive to this, with open spaces, offices and conference rooms designed for interaction. The First Amendment Forum, the school’s “living room,” serves as an informal gathering place for faculty and students.

Cronkite's signature immersion programs offer a higher level of interaction. Students are required to spend two to four days a week in the program they select and interact with their program directors just as they would in a professional setting, including assignment discussions and critique sessions at the end of each day.

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

The school uses several tools to help ensure students are aware of program requirements and their status. These include the school's website, which is comprehensive and easily navigated; the MyASU student portal, where students can register for classes; Major Maps for each program major at the university, which includes critical requirements and optimal sequencing; curriculum check sheets to determine which requirements have been met; ASU's Degree Audit Reporting System, an automated report that matches completed courses with requirements for a particular degree; and eAdviser/critical tracking, an electronic system for first-time freshmen that tracks progress during their first four semesters.

**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.**

Key attributes of the school's student services include a focus on student engagement through frequent events and activities, and a noteworthy spirit of community building. Extracurricular student experiences seem to be considered as essential to the Cronkite program as the classroom experience and immersive learning opportunities.

Much of this emphasis on student engagement relates to the fact that Cronkite is physically separate from the main ASU campus. This offers both opportunities and challenges, and Cronkite has chosen to capitalize on the ability to create a tight-knit community of its students, which is especially important for new students, who are likely to hail from another state or country.

The primary construct for this environment is Cronkite Village, a living-learning community at the downtown residence hall where more than 150 Cronkite freshmen live on connected floors. Cronkite Village has a specific set of goals, outlined in the self-study, that are intended to enrich the student experience and build a strong sense of community. An abundance of activities, ranging from movie nights to headline-making lectures, support these goals.

A position aptly called director of student success is devoted to programs that create cohesion among new college students who reside in Cronkite Village. The director is assisted by three upper-class paraprofessionals who live in the residence hall and help with events and activities. The school also has three community assistants whose roles complement those of the paraprofessionals and student ambassadors.

In addition, there are 11 student clubs that are introduced at the beginning of each semester during a Student Organization Night. They include the National Press Photographers Association, Public Relations Student Society of America, Society of Professional Journalists/Online News Association, Cronkite Foreign Affairs and International Reporting Club, Association for Women in Sports Media, Fashion Journalist Club, Asian American Journalists

Association, National Association of Black Journalists, National Association of Hispanic Journalists, National Lesbian and Gay Journalists Association, and Cronkite Broadcast Association. These clubs have faculty advisers and their leaders meet with the dean regularly as members of the Dean's Student Leadership Advisory Council.

**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 annually publishes retention and graduation information on its website.**

The senior associate dean receives weekly retention and enrollment reports that are shared with the school's leadership and advising team and are used to track students' progress toward graduation. Since Cronkite's last accreditation report, retention has increased from 88.9 percent to 93 percent – the highest rate at the university. During the same period, the university's retention has remained flat at about 83 percent. (Appendix 6G, Cronkite and ASU Retention Rates.)

Retention initiatives include the full-time director of student success, the practice of assigning advisers to students for the duration of their time at the school, and the enrollment of all freshmen as a cohort in the Principles and History of Journalism course to ensure they are inculcated in the school's philosophy and standards. Also included are a required course to ensure proficiency in grammar, a Coding for Journalists course required of all freshmen, a 101 course to ensure all are familiar with opportunities available at the school, encouragement to get involved on campus by joining one or more student organizations, activities and events targeted to new students, and close monitoring of retention and enrollment reports with outreach to those students who seem to be flagging.

The school's graduation rates are higher than for the university as a whole. Nearly 71 percent of students who entered Cronkite in 2011 graduated within four years. Seventy-seven percent of students entering in the fall of 2009 graduated within six years. These rates compare to a 46 percent four-year graduation rate and a 65 percent six-year graduation rate for ASU.

Entering Cohort	4-Year Graduation ASU	4-Year Graduation Cronkite	6-Year Graduation ASU	6-Year Graduation Cronkite
2009	45.1%	61.5%	65.3%	77.0%
2010	49.2%	75.5%	-	-
2011	46.2%	70.7%	-	-

Professional master's program / Unit performance with regard to indicators:

**f) The unit has appropriate admissions and retention policies for the professional master's program. The retention and graduation data are published on the unit's website.**

The senior associate dean is the primary point person for questions and decisions regarding choices of classes and academic performance. She communicates with graduate students before they arrive on campus, formally welcomes them at a school-sponsored reception and hosts weekly lunches with the cohort that are informational in nature. The dean meets with the cohort several times during the first semester for a Q&A session.

A full-time academic success specialist handles more routine matters, providing information on program requirements and offerings and housing and campus amenities; maintaining graduate student records; and ensuring that students are on track to meet their graduation goals.

A Master's Student Handbook details resources, policies and expectations and plans of study for both the Master's in Mass Communication and Master's in Sports Journalism.

Students who are part of the school's accelerated 4+1 Bachelor of Arts/Master of Mass Communication degree program are required to meet at least once a semester with their academic adviser and to maintain a 3.25 cumulative GPA. While the program is designed to be completed in five years, a number of students, especially those in the Honors College, earn both degrees in four years.

The director of career services conducts a special session for graduate students on job searches and distributes a weekly e-newsletter that contains information on fellowships, internships and job opportunities. Graduate students frequently are selected to interview with representatives of regional and national media companies who visit the school on a regular basis.

Cronkite Career Services has tracked more than 80 percent of the graduates of the MMC program from May 2013 through December 2015. Of those for whom information is available, 94 percent were employed following graduation and of those, 76 percent were employed in media-related positions. (See Appendix 6E, Job Placement.)

Students whose GPAs fall below the required 3.0 are notified they have one semester to raise their GPAs in order to remain in the program. If students do not raise their GPAs as required, the school makes a recommendation to Graduate Education to remove the student from the program.

Because the program is full-time and prescriptive, the average time to complete the degree is three semesters. Each year, several top graduate students who hold assistantships are offered a second year of support. These assistantships provide full tuition and a stipend, allowing students the opportunity to further develop their professional skills by extending their program for a semester.

During the accrediting cycle, the full-time professional Master of Mass Communication program enrolled an average cohort of 25 students each fall. Ninety-five percent of the students in each cohort completed their degrees in four semesters or fewer.

Below is a breakdown of enrollment and retention statistics for the MMC program over the six years of the accrediting cycle.



<b>Fall Cohort</b>	<b>Enrollment</b>	<b>First-year Retention</b>	<b>Two-year Graduation Rate</b>
2015	29	93.0%	93.0%
2014	22	95.4%	95.4%
2013	18	100%	100%
2012	22	100%	95.4%
2011	29	100%	96.5%
2010	27	96.3%	88.9%

### **Summary**

The Cronkite School is an exemplar of student services. The level of attention paid to student needs and their lives on campus outside the classroom has resulted in a remarkable sense of community and cohesion. The students say they feel supported and engaged, and they express enthusiastic appreciation for the efforts by faculty and staff alike to ensure that they are able to fully capitalize on their time at Cronkite.

When one student talked about how much her academic adviser had helped her, other students were quick to heap praise on their advisers as well. They noted that, rather than enforcing rigid rules, the ethic in the advising office seemed to be finding a way to enable students to design courses of study that would prepare them for the careers they wanted. They expressed appreciation for the director of student success and said the director of career services was one of the most important people at the school.

Data back up these sentiments, with Cronkite exceeding the overall university in meaningful measures of success around retention and employment.

**Undergraduate program: COMPLIANCE**

**Professional master's program: 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 heart of the unit's strategy is its "teaching hospital" model of journalism education, which – inspired by the university's charter and the president's eight stated design aspirations – is about taking responsibility for the news and information needs of the region. Its budget reflects growth in spending for salaries, employee-related expenses, equipment, travel, events and services – all in alignment with its strategy.

**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.**

Since the last accreditation cycle, base funding from the university grew 30 percent, to \$7.1 million from \$5.4 million. But the school's overall budget grew by 50 percent, to \$14.1 million from \$9.8 million\*, thanks to considerable fundraising resourcefulness. The provost called the dean a "prolific" fundraiser who has brought in millions in grants and private gifts. In addition, the school is bringing in new revenue from online courses and fees from professional partnerships. It is noteworthy that, in addition to reducing its reliance on the university's base funding, the unit has built up a \$1 million "rainy day" fund to cushion the blow from any unexpected costs or additional cuts in state funding, which has continued to decline.

The school is highly respected by university leadership. The provost called it "extraordinarily important to the university," and noted that the dean is a "tremendous model" for his peers. So while university funding corresponds to student enrollment – as it does in other units – the unit receives robust strategic-initiative funding and support for new faculty positions that the provost described as disproportionate.

\* Note that the 2011 site team report states that the fiscal year 2010 budget was just shy of \$13 million, rather than the \$9.8 million mentioned above. That discrepancy stems from the fact that the 2011 figure included \$2.7 million in pass-through Carnegie Knight funding for News21 projects that were taking place at several other universities.

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

The school has expanded its occupancy of the \$71 million facility that opened in downtown Phoenix in 2008. The 223,000-square-foot building houses two TV studios and control rooms, six digital newsrooms and computer labs, a radio studio and control room, 34 edit bays, a 141-seat theater and the First Amendment Forum, which serves as a central gathering place and a versatile event space. The computer labs are thoughtfully designed to promote student engagement with limited distractions during classroom work. Students have access to nearly 400 computers, with many available around the clock.

Faculty in the school note that the design of their office spaces, which are clustered in long hallways separated from classroom areas, spurs casual interactions that build collegial relationships. Professors who lead professional programs often keep offices that are connected

to newsrooms and labs to ensure easy interaction with students. In general, the facility's design leads to frequent exchanges among students, faculty and staff. "Everything works," one professor said.

Students praised the downtown location, which provides easy access to government offices, many of the state's major news organizations, sporting events, arts and entertainment. The well-equipped, modern facility also is a draw for local and national media. FOX Sports Arizona and the NBA's Phoenix Suns use the school's studio for Suns' away games, and other media outlets, including CNN and PBS, use the school's high-definition satellite uplink. In fall 2015, Charlie Rose produced a segment of his PBS news program at the school. The unit now also has news bureaus in Santa Monica, Calif., and Washington, D.C., where students report on Arizona-specific issues from both locations using desktop workstations and mobile audio-visual gear.

The unit hosts scores of events, including lectures, workshops and conferences, every year thus serving as a convener of students, professionals, educators, and the public. And it hosts several centers and programs that enrich students and professionals alike.

**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 tools of the trade change and grow with increasing speed. Knowing this, the school made a deliberate decision to collect a student technology fee (\$500 per semester for undergraduates and \$1,000 per semester for graduate students) that covers broad access to state-of-the-art tools. The result is that students have extensive access to desktop computers as well as to a wide array of photographic and multimedia gear. Equipment is thoughtfully packaged for various class levels and is made available for students to check out from an equipment room. Available gear includes video cameras, audio recorders, iPods, iPads, cameras, tripods and lighting kits.

The New Media Innovation and Entrepreneurship Lab provides a steady stream of cutting-edge gadgets, including goggles and drones in all shapes and sizes.

Students raved about their round-the-clock access to the newest tools, expressing appreciation for the opportunity to touch and use such a wide range of equipment. One student mentioned using virtual-reality goggles. Another said that if a tool is needed but not on hand, partners in the industry can provide it. He had used a 3D camera supplied by a partner. "I can't think of equipment I want that I don't have access to," one student said.

Others noted that when they did lack access they needed – such as in the radio program and in the Washington bureau – a call to the unit quickly resolved the problem.

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

The Student Resource Center, a quiet area adjacent to the First Amendment Forum, offers 30 desks with Macs and a wall of periodicals. The center is open to students 24 hours a day. The University Center building across a pedestrian walkway from the school houses the downtown campus library that is open 86 hours per week during fall and spring semesters. This library offers ASU's research collection both in print and online, in addition to 275 research data bases

and almost 50,000 full-text electronic journals. More than 25,000 books and other research resources also are available, and the library offers extensive and comfortable study space for both individuals and groups.

Travel funding for faculty, administrators, staff, interns and students has grown in each of the last three fiscal years – from \$196,409 in 2013-2014 to \$282,755 in 2015-2016. The Dean's Research Grants program provides \$6,000 of annual support to each tenure-track faculty member during his or her probationary period. It also encourages senior faculty members to submit proposals for funding. Since 2010, the program has supported faculty research projects with \$72,000.

### **Summary**

The school's resources, facilities and equipment would be the envy of most other programs, anywhere in the world. Students, faculty and professionals all rave about the beauty and quality of what is available. One professor specifically noted that the facility makes the school's great work possible. The labs, the large screens – some of them interactive – the real-time interaction that springs from the building's design – all of this facilitates the collegiality and collaboration that makes innovation possible. The provost described the unit as an "unbelievable demonstration of what success looks like," and this is one of the reasons why.

**Undergraduate program: COMPLIANCE**

**Professional master's program: COMPLIANCE**

## PART II — Standard 8: Professional and Public Service

*The unit and its faculty advance journalism and mass communication professions and fulfill 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 alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.**

The school makes exemplary use of boards and events to facilitate meaningful conversation, expose students to accomplished professionals and engage alumni and others in current events and developments in media and communications.

The Cronkite Endowment Board of Trustees includes top media professionals from the Phoenix area and advises the dean on programs and issues that confront the school. Board members meet four times a year, and they often mentor and hire students. Several professionals highlighted the importance of the mentoring element to the school's high student retention rates. The Cronkite National Board of Advisors comprises nine alumni from all over the country, who advise the dean on alumni engagement, Hall of Fame inductees, and fundraising. They also help plan and participate in the annual Cronkite Day event.

As for events, more than 750 of them in the Cronkite building drew thousands of participants from fall 2010 through spring 2016. The Cronkite Award Luncheon brings well-known award recipients to the school each fall and has evolved to include intimate receptions that offer an opportunity to meaningfully engage alumni and donors. This luncheon is described by the unit as the school's largest single event and the biggest annual journalism gathering in the Phoenix metropolitan area. The most recent seven honorees are: Diane Sawyer (2010), Christiane Amanpour (2011), Bob Costas (2012), Bob Schieffer (2013), Robin Roberts (2014), Charlie Rose (2015), and Scott Pelley (2016).

In addition to this signature fundraising event, weekly sessions offer a wide range of opportunities for connection, learning and inspiration. "Must See Mondays" bring leading professionals to campus to address current issues and topics. Cronkite Night at the Movies brings students to the First Amendment Forum for discussion and showings of journalism-themed films. The unit brings out a popcorn machine with numerous flavors, and faculty report that this is feature is so popular with students that it's a key retention tool. PhD Fridays – or "Phridays" – are an emerging mechanism for researchers to share their work on a theme, such as fake news. The "Phridays" led to Doctor Devils, an invitation-only Facebook page for doctoral students and interested faculty members, which now has 26 members.

Numerous workshops, seminars and conferences also connect students, faculty, alumni and professional associations. Hackathons, ethics seminars, foreign-relations symposiums and financial summits join other sessions held in partnership with professional groups. Over the past six years, those have included UNITY, the Online News Association, Native American Journalists Association, the National Lesbian and Gay Journalists Association, and the Committee to Protect Journalists.

Of particular note is the school's hosting of the National Center on Disability and Journalism, the only national center devoted to improving news coverage of disability issues and people with disabilities. The associate dean, a part-time graduate student and a national advisory board govern the center's activities, which fall into three main categories: 1) a website (ncdj.org) that offers tools such as a terminology quiz; 2) a comprehensive style guide that supplements the AP Stylebook with more than 80 entries related to disabilities; and, since 2014, 3) an annual contest that recognizes the best reporting on disability in the country. The center also supports panel discussions and conferences and is working on a resource list for journalists who have disabilities themselves. As awareness and interest in the topic grows across the country – and the world – this resource is growing in importance.

Digital tools offer numerous opportunities for consistent, current engagement, and the unit makes good use of them. Its alumni LinkedIn profile has 3,574 members and sports new job listings several times a week. The school's Facebook page has 10,291 likes. The school's website includes a specific section for alumni, and @Cronkite\_ASU has 24,700 Twitter followers and 6,554 tweets. The school's director of career services uses Twitter to congratulate alumni when they land new jobs – a smart way to engage the audience. A “Where Will the Cronkite School Take You?” campaign first published in 2015 features pictures, videos and testimonials about the lives of graduates. A Storify site captures alumni stories:

[https://storify.com/Cronkite\\_ASU/where-will-the-cronkite-school-take-you](https://storify.com/Cronkite_ASU/where-will-the-cronkite-school-take-you). In addition to these mechanisms, the unit sends a monthly email newsletter to 6,000 alumni and produces a glossy annual magazine, called The Cronkite Journal. The Journal is mailed to more than 15,000 people, nearly 10,000 of whom are alumni.

**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.**

From technological disruption to business models to media literacy, the unit's star-studded faculty actively lead conversations about the numerous issues confronting journalism and communication. Since 2010, Cronkite faculty have published in respected communications journals, including the Journal of American History, the Journal of Broadcasting and Electronic Media, Journalism Practice, Digital Journalism, Communication Theory, Journal of Health Communication, Communication and Sport, Communication Law and Policy and Visual Communication Quarterly.

A professor who teaches PR research is driving study and conversation about outdated polling methods. Another professor is leading research and discussion about the influence that digital communication has on the way communities form and on the resulting forums for communication that are outside the traditional realm.

In an effort to ensure strong international connection and understanding, the school hosts one of only two Hubert H. Humphrey Fellowship programs in journalism in the world. A five-year State Department grant launched the program at the school in 2010, and it was renewed for an additional five years in 2015. The program brings 10 to 15 mid-career journalists and professional communicators to the school from developing countries such as Nepal, Pakistan, Latvia, China, Uganda, Armenia and El Salvador for 10 months each year.

Students report that ethics and diversity are so infused into their experience that “ethics” has become an almost joking refrain for them. A professor of practice recently launched an online ethics course for 150 students from all over the world. Alumni are starting their own media companies within two years of graduating, he noted, so providing a strong ethical foundation is essential. Rising through the ranks and learning on the job as junior staffers in a newsroom is no longer a realistic expectation.

The fact that the school now hosts Arizona PBS puts the unit in a strong position to influence the craft. The channel reaches 1.9 million households and about 1 million viewers across Arizona each week. The student-produced Cronkite News newscast airs on this channel twice each evening, and this learning lab provides a rich experience for students, faculty and visitors. A faculty member reports that visitors come through on a regular basis to learn how TV news works, and her volunteer work for Arizona PBS also has enabled her to expose children to elements of the practice. The school ensures that students enter NATAS and other large-scale competitions, and that they’re connected to ASNA and RTNDA to share their learning.

Several faculty members said they feel that their work at the school is part of a movement, and that they are proud to be a part of it. “We’re encouraging people to see the world in a non-preconceived way,” one said. “They’re learning *life* and journalism.” Another noted that the school is using all the tools necessary to redefine public discourse. “It feels like we’re doing something significant,” he said. “It’s quite amazing, even for us.”

Another faculty comment summarizes numerous points of view expressed by his peers: “This is the right time, at the right place, to do the right thing – with the right leadership.”

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

The unit hosts, operates and supports numerous professional programs and centers. Those include Arizona PBS, Carnegie-Knight News21, Cronkite Global Initiatives, the New Media Innovation and Entrepreneurship Lab, The Public Insight Network Bureau, the Donald W. Reynolds National Center for Business Journalism, the Society of American Business Editors and Writers, and the Society for American Baseball Research.

It also reports that nearly every Cronkite faculty member has taken advantage of faculty travel support to attend – and often speak at – conferences and professional events. A \$2,500-per-faculty member travel fund has supported faculty attendance at conferences sponsored by the Online News Association, Internet Researchers, International Association for Media and Communication Research, International Communication Association, National Communication Association and Investigative Reporters and Editors.

Other faculty have been – or currently are – leaders in professional associations. The director of Cronkite Institute for High School Journalism, is a leader in the Arizona Latino Media Association. Faculty members have judged scores of national and regional competitions since 2010.

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

The school's journalism is perhaps its most significant public service. It is second in size only to the Arizona Republic/azcentral.com among news operations in the state of Arizona. Its professional immersion programs embody its "teaching hospital" strategy. From Cronkite News to News21 and from the Cronkite Sports Network to the Borderlands Reporting Program, students are spotlighting issues that otherwise get little or no attention. And in the process, they're winning awards normally won by experienced professionals.

A key example is the 30-minute documentary "Hooked, Tracking Heroin's Hold on Arizona," which – thanks to a partnership with the Arizona Broadcasters Association – was simulcast in English and Spanish on all 33 TV stations throughout Arizona in January 2015. It also aired on 93 radio stations across the state. The project enrolled students in all of the school's professional programs for a semester, involving more than 70 students and eight faculty. Students tracked the impact of heroin all over the state. They interviewed dozens of heroin addicts and their family members, counselors and law enforcement authorities, and they produced videos, photos, graphics and other interactive content for the project's website.

"Hooked" won a 2015 Alfred I. duPont-Columbia Award, which honors the country's best broadcast journalism. It was the first time a student-produced project received a duPont Award and was only the third ever win for a Phoenix-based news organization. Other honors included a regional Emmy and a national Sigma Delta Chi Award for best radio documentary.

The Borderlands class emphasizes coverage of immigration, health, trade and other topics that are relevant not only to the U.S. border with Mexico, but also to the rest of the world. A "Stateless in the Dominican Republic" report on a move away from birthright citizenship for Haitians in the Dominican Republic was beamed to the country from Florida and drew an emotional response from the ambassador. Students have traveled to Hungary, Nicaragua and elsewhere to illuminate issues about which many know very little.

In July 2016, the school partnered with Univision and *The Dallas Morning News* to conduct a border poll that measured attitudes of residents on both sides of the U.S.-Mexico border on election issues such as economy, immigration and border security. More than 1,400 residents in 14 border cities stretching from California/Baja California to Arizona/Sonora and Texas/Tamaulipas weighed in. The widely distributed results indicated that a majority of people on both sides of the border opposed a wall between the two countries.

The Public Relations Lab is serving the public in a slightly different way. In this lab, students operate as an agency and serve the public sector, nonprofits and for-profit enterprises. Among their accomplishments in recent years are helping the Phoenix Arts and Culture Commission use social media; helping the Tempe Coalition combat under-age drinking and marijuana use; and helping an eldercare nonprofit refresh its brand and website. Other clients have included NASA, Avnet, the Phoenix Zoo and the Arizona Latino Media Association.

Efforts are underway to launch Spanish-language versions of much of the school's news.



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

Continuing its tradition of supporting scholastic journalism, the school employs a full-time director of its Cronkite Institute for High School Journalism. The director, a broadcast journalist in Arizona for 27 years, travels to high schools all over the state and to conferences all over the country to excite students about journalism and recruit them to the unit's summer programs. The institute focuses on schools with large minority populations to inspire individuals from under-represented communities to consider journalism. Native American students are a particular focus.

The institute leads one-day workshops year-round and recruits dozens of professionals (many of them alumni) to lead them. Three two-week-long high school summer programs provide immersive, residential experiences for students. Two of the programs are free to students. The Summer High School Journalism Institute is the school's longest-running outreach program, having existed for more than 25 years. Students spend two weeks on campus each June, living in the ASU Downtown Campus residence hall and attending sessions on reporting, writing, and multimedia production with Cronkite faculty and local media professionals. New in 2017 is the High School Media Innovation Camp, which will focus on digital media and innovation, virtual reality, and building mobile apps and news games.

During the Cronkite Sports Broadcast Boot Camp in July, students receive a crash course in sports journalism, writing scripts, operating camera equipment, editing video and anchoring a news desk. This program launched in 2015, and attendees pay a registration fee.

It is noteworthy that three-quarters of participants in the Cronkite Institute for High School Journalism over the past two years have applied to ASU. Forty percent of those have become Cronkite students. The director's extensive relationships in the community have undoubtedly made the student population at the university more diverse.

**Summary**

The school's contributions to both community and profession are comprehensive and exemplary. The school has built a global institution of learning, innovation and career development that serves working journalists, media businesses, students and society at large. True to the university's charter, the unit takes "fundamental responsibility for the economic, social, cultural and overall health of the communities it serves."

**Undergraduate program: COMPLIANCE**

**Professional master's program: COMPLIANCE**

## **PART II — Standard 9: Assessment of Learning Outcomes**

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

Unit performance with regard to indicators:

**a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction.)**

The school has separate assessment plans for undergraduate and graduate students, which outline student goals and ACEJMC’s Professional Values and Competencies. The goals and assessment measures are reviewed annually and adjusted where needed to ensure regular updates, changes and expansion of the curriculum. For the professional master’s program, students are expected to contribute to knowledge related to the media professions in which they work.

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

The school uses four direct measures and multiple indirect measures staggered throughout the student’s academic career. The first direct measure is a grammar assessment that is part of a required, online, one-credit grammar class in the first semester for undergraduates. Incoming graduate students are required to take a foundational journalism skills course.

Two to three weeks into the semester, Cronkite News professional program directors assess undergraduate and graduate students entering the programs on how well they demonstrate the skills and knowledge needed to succeed in the program.

Students are evaluated by internship supervisors in a range of measures that include ACEJMC values and competencies. In the final year, students in professional programs are evaluated by media professionals, who review student portfolios to determine if they are prepared for entry-level jobs and if they have achieved ACEJMC competencies. Graduate students also are required to do capstone presentations before faculty and industry professionals at the end of their professional program.

Faculty in the professional immersion programs provide regular feedback to the deans and faculty on how well prepared students are for professional experiences. They make recommendations on curricular or course modifications to help strengthen the programs.

The school uses student evaluations and the associate dean and the director of career services review student work for contest submissions. They also review the results of a survey given each year to graduating seniors by the university’s office of institutional analysis.

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

The school regularly reviews student performance to tweak or re-evaluate curriculum and instruction. Assessing students early in the semester, for example, is a new tool that helped to identify a discrepancy between the digital/print version of an intermediate reporting course and

the broadcast version. Results showed students in the former section performed better. The school is now considering merging the courses into one intensive beat-based reporting class for all students and creating a separate radio reporting and production course.

Curricular changes also include a required one-credit Coding for Journalists course and moving up the required Multimedia Journalism course to bring in second-semester freshmen, giving students earlier exposure to digital tools they will use throughout the program. The school also created a new Digital Analytics and the Audience elective in 2015 to introduce analytics and engagement concepts and hired a professor to teach the course in spring 2016.

Student success also is measured by awards, professional publication and/or broadcast of student work, newscast viewership of the weeknight student newscast on Arizona PBS, analytics on the Cronkite News website, and the number of clients seeking services from the New Media Innovation and Entrepreneurship Lab, the Public Relations Lab, the PIN Bureau and Major League Baseball spring training coverage.

**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 sends out an email newsletter and an annual magazine, has a Cronkite alumni group on LinkedIn and uses social media, the ASU Alumni Association and a Cronkite National Board of Advisors, made up of Cronkite alumni, to keep in touch with graduates. It also surveys alumni about whether they have found employment in their field and whether they felt adequately prepared to be competitive in the job market. It asks whether they understood and could apply the ACEJMC values and competencies.

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

Industry professionals review student capstone presentations, are surveyed to assess student performance in internships, and -- after hiring entry level students -- are asked to evaluate the preparedness of students at every stage of their learning and their readiness for the workplace. Assessment measures and the curriculum are constantly being reviewed, tweaked and changed to help ensure employment success for Cronkite students.

Professional master's program / Unit performance with regard to indicators:

The school has separate assessment plans for undergraduate and graduate students and tracks portfolio reviews, job placement data, employer and alumni surveys separately.

Incoming graduate students also are required to take a foundational journalism skills course, rather than the one-credit grammar course required of undergraduate freshmen. Like undergraduate students, however, two to three weeks into the semester, Cronkite News professional program directors assess graduate students entering the programs on how well they demonstrate the skills and knowledge needed to succeed in the program. Graduate students also are required to do capstone presentations before faculty and industry professionals at the end of their professional program.

Faculty in the professional immersion programs provide regular feedback to the deans and faculty on how well prepared students are for professional experiences and make recommendations on curricular or course modifications to help strengthen the program. In the final semester, graduate students must complete a nine-hour professional program experience. Students may report or produce for Cronkite News, spend a semester in Washington, D.C., or Los Angeles covering public policy or sports, or take the Carnegie-Knight News 21 summer fellowship program, the New Media Innovation and Entrepreneurship Lab or the Public Insight Network Bureau.

The school uses student evaluations and the associate dean and the director of career services review student work for contest submissions. They review the results of a survey given each year to graduating seniors by the university's office of institutional analysis. Industry professionals review student capstone presentations and are surveyed to assess students. Assessment measures and the curriculum are constantly being reviewed, tweaked and changed to help ensure employment success for Cronkite students.

### **Summary**

The school is never satisfied with the status quo. Faculty and administrators are constantly reviewing, tweaking and discussing ways to improve the education delivered to students as well as ways to ensure students are especially well prepared and competitive in newsrooms.

While some areas of assessment overlap, the school took care to note distinctions between the undergraduate and master's programs in determining the readiness of students and the ways they are evaluated by faculty and professionals. The school also constantly reviews and updates assessment tools for both undergraduates and graduate students. It does a good job of documenting changes and additions.

**Undergraduate program: COMPLIANCE**

**Professional master's program: COMPLIANCE**

**PART III: Summary by site visit team  
of the undergraduate program**

(A separate summary is required of the professional master's program)

**1) Summarize the strengths and weaknesses of the unit.**

Strengths

- Extraordinary opportunities for hands-on, real-life experience
- Effective mix of professional and academic faculty
- A spirit of collaboration that drives interdisciplinary innovation and a mutually supportive, highly functioning faculty
- Administrative structure with no departments
- Agility in responding rapidly and effectively to continuous, on-going assessment
- Exceptional resources and facilities (location, building and equipment)
- Seen as the university's model for retention, transformative education and inclusion

Weaknesses

- The school is exemplary and, while we would stop short of identifying weaknesses, we can share observations about challenges and opportunities. While the school is appropriately applauded for its fundraising, it deserves to be at an even higher level. Support from local businesses doesn't reflect the school's true value and contribution. This program warrants more – and more sustainable – sources of funding.

Similarly, the Cronkite School is deserving of broader exposure and awareness.

**2) List the standards with which the unit is not in compliance.   None**

**3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).   None**

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

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

**6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.   None**

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

This was a clearly written and detailed description of an outstanding school, its students, faculty, curriculum, instruction, services, facilities, alumni and the academic and professional processes administered by an energetic and collegial leadership team. We appreciated the executive summaries for each standard.

**PART III: Summary by site visit team  
(Professional master's program)**

**1) Summarize the strengths and weaknesses of the unit.**

Strengths

- Outstanding faculty who teach at a high level
- A broad array of professional learning experiences
- Detail-oriented administration of the program
- Motivated, hard-working students from a wide range of backgrounds

Weaknesses

None

**2) List the standards with which the unit is not in compliance.   None**

**3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).   None**

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

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

**6) If the unit's professional master's program was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the master's program 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.**

None

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

This was a clearly written and detailed description of an outstanding school, its students, faculty, curriculum, instruction, services, facilities, alumni and academic and professional processes with an energetic and collegial administration. We appreciated the executive summaries for each standard.