Report of On-Site Evaluation
ACEJMC
Undergraduate program
2016– 2017

Name of Institution: Shippensburg University

Name and Title of Chief Executive Officer: Dr. Barbara G. Lyman, Interim President

Name of Unit: Communications/Journalism Department

Name and Title of Administrator: Dr. Kim Garris, Chair

Date of 2016 - 2017 Accrediting Visit: Feb. 19-22, 2017

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

Date of the previous accrediting visit: Jan. 23-26, 2011; Revisit, Nov. 11-14, 2012

Recommendation of the previous site visit team: 2011, Provisional Accrediation; Revisit, 2013, Accreditation

Previous decision of the Accrediting Council: Accreditation

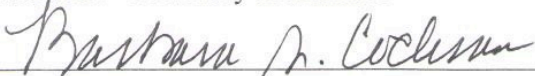Recommendation by 2016 - 2017 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair
Name and Title: Barbara S. Cochran, Curtis B. Hurley Chair in Public Affairs Journalism

Organization/School: University of Missouri
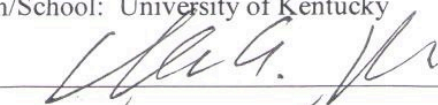
Signature _____

Team Members
Name and Title: Douglas A. Boyd, Professor of Communication
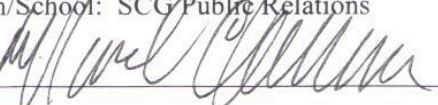Organization/School: University of Kentucky

Signature _____

Name and Title: Michael Cherenson, Executive Vice President
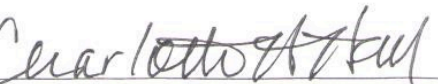Organization/School: SCG Public Relations

Signature _____

Name and Title: Charlotte H. Hall, Retired Editor
Organization/School: Orlando Sentinel

Signature _____

PART I: General Information

Name of Institution: Shippensburg University

Name of Unit: Department of

Communication/Journalism Year of Visit: 2017

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

_X 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
_X 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.

Shippensburg University is a proud member of the Pennsylvania State System of Higher Education. (PASSHE). Act 188 of 1982, as amended, is the enabling legislation for our system. (See Supplemental Binder - http://www.passhe.edu/about/Documents/Act%20188%202005.pdf)

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

_X Yes
___ No

If yes, give the date of the last accrediting visit: _November 11-14, 2012

5. **When was the unit or sequences within the unit first accredited by ACEJMC?** May 10, 2013

6. **Attach a copy of the unit's mission statement. Statement should give date of adoption and/or last revision**.

The Communication/Journalism Department seeks to educate young men and women for the purposes of public life and for the fulfillment of their personal goals. The mission of the Department is to prepare students for careers in journalism, communications and related fields and for graduate study. The Department informs its learning, teaching and mentoring with scholarly inquiry in the history, law, ethics, and professional and creative processes and effects of journalism and communications.

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

Semesters of 15-16 weeks – Fall and Spring
Summer sessions of 5-12 weeks – Summer A and B
Intersessions of 5 weeks

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

_X   Bachelor's degree
_X   Master's degree (not seeking accreditation at this time)
___   Ph.D. degree

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

Bachelor of Arts degree in Communication/Journalism with an emphasis in print media, public relations or electronic media.

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

120 semester-hours of credit are needed for graduation.

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

No more than six credit hours may be awarded for internships, but only with special approval. Departmental faculty are required by contract to be fully involved in internship supervision throughout the time the student is placed in a professional setting.

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

Name of Sequence or Specialty	Person in Charge
Print Media	Michael Drager
Public Relations	Carrie Sipes
Electronic Media	Ted Carlin

13. **Number of full-time students enrolled in the institution:** Fall 2016 – 6989   Spring 2017 - 6435

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

Name of Sequence or Specialty	Undergraduate majors 2016	Undergraduate majors 2017
Electronic Media	110	111
Print Media	41	48
Public Relations	116	122
Total:	267	281

15. 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*.)

Fall 2016

	Total:
112-01 Media Writing	14
112-02 Media Writing	14
112-03 Media Writing	16
224-01 Electronic Media Writing	19
224-02 Electronic Media Writing	20
241-01 Public Relations Writing	17
284-01 Electronic Media Basic Production	20
284-02 Electronic Media Basic Production	15
285-01 News Writing & Report	20
290-01 Advertising Copy Writing	20
360-01 Basic Digital Photographic Comm	19
381-01 Promotional Publication Design	18
381-02 Promotional Publication Design	20
424-01 Elec Med Producing & Performance	19
425-01 Feature Writing	17
432-01 Public Rel Research & Campaigns	12
476-01 Magazine Design	7
478-01 Digital Journalism	13

Spring 2017

112-01 Media Writing	20	
112-02 Media Writing	19	
112-03 Media Writing	15	
224-01 Electronic Media Writing		20
241-01 Public Relations Writing		20
241-02 Public Relations Writing		20
284-01 Electronic Media Basic Production		16
284-02 Electronic Media Basic Production		19
285-01 News Writing and Reporting		20
293-01 Editing		16
305-01 Sports Journalism		20
355-01 Professional Practicum		42

360-01 Basic Digital Photographic Communication   20
375-01 Public Affairs Reporting   12
381-01 Promotional Publication Design   20
381-02 Promotional Publication Design   18
424-01 Electronic Media Producing and Performance   13
432-01 Public Relations Research and Campaigns   20
432-02 Public Relations Research and Campaigns   11
490-01 Health Communication   17
491-01 Exploration In Digital Photography   18

16. Total expenditures planned by the unit for the 2016 – 2017 academic year: Percentage increase or decrease in three years:

	2016-2017	Percentage + or – in 3 years
Operating Budget	$13,719.40	+24%
Consultant/food/software	$4,565	discretionary
Faculty Salaries (full-time)	$451,628.84 (excludes summer pay & PCDE)	-19%*
Faculty Benefits	$239,097.91	0%
*2 less tenure-track faculty lines this year because of resignations		

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

Dr. Ted Carlin (Professor)
Dr. Michael Drager (Associate Professor)
Dr. Kim Garris (Associate Professor)
Dr. Kyle Heim (Assistant Professor)
Beth Kanagy (1 year Full-Time Faculty)
Dr. Carrie Sipes (Assistant Professor)
Stephanie Witmer (1 year Full-Time Faculty)

17. 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	Fall 2016	Spring 2017
Patrick Cowherd	Patrick Cowherd	Patrick Cowherd
Beth Kanagy	Crystal Hull	Rachel Bryson
Stephanie Witmer	Shawn Gilgore	Bob Innerst
	Elizabeth Kemmery	Bill Morgal
		Javita
		Thompson

18. 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	_45_	_45_	_100___
2014-2015 academic year	_45_	_45_	_100___

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

The Communication/Journalism Department is one of 17 departments in the College of Arts and Sciences at Shippensburg University. Founded in 1871 as a teacher's college, the university evolved from the mid-20th century into a comprehensive university serving the Cumberland Valley region in south-central Pennsylvania. The university is part of the 14-campus Pennsylvania State System of Higher Education (PASSHE), a system created to offer higher education at an affordable cost to students from the state.

The department confers a bachelor's degree in Communications/Journalism and a master's degree, which is not under review for reaccreditation. Students choose a professional emphasis of public relations, print media or electronic media. The department sought accreditation for the first time in 2011 and received provisional accreditation. After a revisit in 2012, the department received full accreditation in 2013.

The program has a total of 281 students enrolled in the Spring 2017 semester. The number of graduates has fallen over the past six years. In 2010, 77 graduated and in 2016, there were 45 graduates. Administrators explained that this tracks with a short-lived increase in university enrollment from 7,000 in 2008 to 8,500 in 2012 and back to 7,000 in 2013-14.

The department follows the strategic planning process spelled out in the university's Academic Master Plan and also conducts an analysis of strengths, weaknesses, opportunities and threats (SWOT) for the Middle States Association of Colleges and Schools accreditation review. The department declares that its mission is "to prepare students for careers in journalism, communications and related fields and for graduate study." Specifically, the department aims to:

- Educate students for careers in journalism and communication.
- Promote an understanding and appreciation of the First Amendment and the role of journalism and communication in all societies.
- Emphasize communication in an increasingly diverse and multicultural world.
- Foster scholarship that contributes to the building of theory and improves the practice of journalism and communication.
- Promote accountability and ethical performance.
- Increase communication effectiveness in a fast-changing technological society.

The goals of the department are to develop the values and competencies of the Accrediting Council for Education in Journalism and Mass Communication.

The department is utilizing a strategic plan developed at the time of the 2011 initial accreditation visit. It has been updated annually and shows that while some strategies have been executed, such as incorporating experience in student media into the curriculum, others have had to wait.

Cutbacks in state funds to support the PASSHE system led to a budget crisis and hiring freeze. The number of faculty in the department declined and course offerings were limited. A system-wide strike by faculty and staff in October 2016 ended after a compromise was reached on a new contract. The system, the university and the department now believe that they are emerging from the crisis. Two new faculty hires were authorized this year and searches are underway. Administrators and faculty from outside the department said the department is one of the "first, best and only" academic units that bring distinction to the university.

As the university emerges from the budget crisis and new resources are identified, the department might consider revising its six-year-old strategic plan to reflect current priorities and show how specific initiatives fit into a larger vision. For example, plans for a center to support media in the public interest for south-central Pennsylvania would support the goal of strengthening the department's service to the region in which Shippensburg University is situated.

b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.
The department's policies are based on the system's collective bargaining agreement and the department's own bylaws. Standing faculty committees include personnel, curriculum, graduate studies, educational equipment, assessment, scholarship and research, and a committee for grade appeals. The faculty meet monthly and hold an annual retreat, at which the main topic is assessment and curriculum.

The system-wide faculty union participates in programmatic and academic decision-making. Faculty from the Communication/Journalism Department are active in union leadership and committee work. All full-time faculty participated in the three-day October 2016 strike. Faculty and administrators report little to no lingering effect from the strike, even though it was the first in the system's history, because it was seen as an issue with the system in Harrisburg, not local administrators.

Faculty also participate in university committees, such as college council and committees on scholarship and grants, promotion, web content and a committee to revise the general education curriculum.

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 department chair is now in the second year of her first term and is eligible to be re-elected for a second consecutive three-year term. She is a former anchor and reporter for a Harrisburg television station and has been on faculty for 12 years. Most of the faculty spoke supportively of her embrace of change and her efforts to secure resources for the department. Administrators admired her energetic advocacy for the department.

d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.
The chair is selected in accordance with the faculty contract, in which the university president or a designee and a faculty committee agree on acceptable individuals and the faculty members vote by secret ballot. Terms are for three years and the chair cannot serve for more than two consecutive terms.

The chair of the department's personnel committee is designated as faculty spokesperson and provides feedback to the chair.

e) Faculty, staff and students have avenues to express concerns and have them addressed.
Grievance procedures are spelled out in the faculty collective bargaining agreement. The department secretary is a member of AFSCME, which has similar procedures.

Students are informed at orientation about procedures for resolving issues that begin with the instructor and rise to the dean. There are also procedures in the academic catalog for dealing with grade disputes and a department committee to act on appeals.

<u>Summary</u>
The Communication/Journalism department is valued within the Shippensburg community and has continued to fulfill its mission through a budget crisis that affected the entire university. The department's leader is respected and the department is poised to refresh its strategic plan for the future.

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 University requires 120 credit hours for graduation. The Communication/Journalism degree requires 42 credit hours of courses in the major. In the last two academic years 100 percent of graduating students took at least 72 hours outside of Communication/Journalism.

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.

The department has built its curriculum around imparting to its students ACEJMC's 12 values and competencies. In all three areas of emphasis, Electronic Media, Public Relations and Print Media, the department requires a mix of theoretical and skills courses aimed at developing the values and competencies. In recent years, as state funding has been slashed and the number of the department's tenure-track positions has been reduced, the unit has focused on assuring students obtain skills and values that they will need as media professionals.

All Communication/Journalism majors take five core courses that include theory courses (Introduction to Mass Communication, Diversity and the Media, and Communication Law and Ethics) and two skills courses (Media Writing and the Professional Practicum, which requires students to work at one of the campus student-run media organizations). For the two core courses with multiple sections, Introduction to Mass Communication and Media Writing, the department assures consistency of standards and learning objectives by requiring common textbooks, chosen by the faculty, and a common syllabus. The Professional Practicum, added as a requirement in 2012, provides valuable real life instruction at the university's exceptional student media organizations in a course setting with an instructor.

Students also take four required courses in their chosen area of emphasis. Almost all of these courses focus on skills and address several of ACEJMC's competencies, as spelled out in their syllabi. Many of the skills courses also incorporate elements of theory such as the ethical, legal and historical principles of professional practice.

Finally, students choose five elective courses from a list of 17 (not all are offered each year), most of them advanced skills courses. Students may also take courses in departmental areas outside of their emphases. For example, a student in Public Relations seeking breadth might take one of the required skills courses in Print Media. Among the five electives, students may take up to six credit hours of internships.

Syllabi list the values and competencies that are the learning goals for each course. In addition to the courses in the department all majors must take a required statistics course outside the department to achieve numerical competency, and all must meet a university-wide requirement for proficiency in a foreign language.

The department currently caps the credit hours a student may take in the department at 42 because it does not have enough faculty members to support more course offerings, but it would like to expand the number to 48 credit hours when staffing becomes available. Occasionally the department chair has waived the cap to allow a student to take an extra course, such as a for-credit internship. Several students the team talked with expressed a desire to take additional courses in order to broaden their knowledge of the field or to dive more deeply into one area.

Electronic Media:

Students in the Electronic Media track are offered a variety of theory, media law, diversity and skills courses. Each student must complete four required courses: Introduction to Mass Communication, Media Writing, Electronic Media Production and Management, and Producing and Performance. The first two courses must be completed before moving to other skills courses.

Non-skills courses offer better insight to modern electronic media industries and are essential to both understanding a future internship or workplace. Courses such as Diversity and the Media, Communication Law and Ethics, and Women and the Media are examples that are noted by students as courses that have given them a better understanding of modern media audiences and the contemporary media workplace.

Public Relations:

Public Relations currently represents the largest sequence with 122 students in the major. Public Relations students specifically learn to write and design promotional messages for electronic and digital media, as well as traditional media and ethics. Beyond communication and journalism requirements essential courses include: Principles of Public Relations, Public Relations Writing, Promotional Publication Design, Public Relations Research and Campaigns. For example, the far-reaching research and campaigns course requires students to select a client and develop the research plan, objectives, planning and program execution.

ACEJMC standards are referenced in syllabi and are well represented in offerings. A review of syllabi and classroom visits indicates the curriculum provides a balance of theory and skills.

 Print Media:

After the five courses required of all majors, students in the Print Media emphasis take an additional four required courses: News Writing & Reporting, Editing, Public Affairs Reporting and the capstone, Digital Journalism. These are more advanced skill courses but most also integrate theory in areas such as ethics, law and diversity. The syllabi for all of these courses list as their learning objectives multiple competencies from ACEJMC's list.

For example, the wide-ranging Public Affairs Reporting course requires students to cover news off campus, including beats such as city government, crime, education and courts. Students must write at least 10 news stories, five of which must be published in the campus paper. The syllabus for that course lists many of ACEJMC competencies as learning objectives: critical thinking, domestic diversity, ethics, research, writing, editing, numbers and communication technologies.

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 department has faced staffing shortages in the last several years due to state funding reductions and resignations of several faculty members, increasing the challenge of keeping up with the rapid transformation of the media world. It has, however, been very resourceful in seeking and obtaining grants to update its equipment and software, thereby enriching its curricular offerings, and it regularly revises courses and the curriculum to reflect the profound changes in the professional landscape.

Instruction is demanding, and in recent years the department has placed an even greater emphasis on writing, a challenge for an increasing number of students. The required Media Writing course begins with a grammar proficiency examination, and students scoring below 70 are required to take tutoring sessions at the university's Learning Center. If they fail the exam again, they have to repeat Media Writing.

In the era of multimedia storytelling, convergence and the growing dominance of social media, the structure of the unit's two journalism emphases, Electronic Media and Print Media, could be seen as siloed and not fully reflective of the way news is conveyed today, although they do share required core courses at the beginning of the major. The required Introduction to Mass Communcation, a theory course, describes the current shifts in the way we consume media, and the required Media Writing course spends half the semester on grammar and then gives students brief exposure to writing for various platforms: traditional print, online, public relations, television and radio.

Students with whom the site team talked pointed to their involvement in campus media as critical in their preparation for today's workplaces. They especially praised the opportunity to jump right into the campus television, radio and newspaper (print and online) and public relations clubs their freshman year even before they've taken any skills courses. "Student media puts you ahead," one said. "You would be hurting yourself if you didn't join a club." While the curriculum requires one semester at student media outlets (the Professional Practicum course) in the junior year, the students almost universally felt that extracurricular participation was one of the strongest aspects of the program.

Several required courses in each area of emphasis also provide instruction in digital and multimedia content, as detailed below. And in its electives, the department offers several courses that focus specifically on multimedia skills, including two courses on digital photography, one on digital media design and another in visual storytelling for broadcast.

Electronic Media:
Electronic Media students complete courses that are offered by faculty with high expectations for student learning. All faculty members have earned the appropriate terminal degree, most have PhDs, and all have professional media experience. Adjunct faculty from local media outlets, some of them department graduates, help add present-day software, hardware and production skills.

Students enthusiastically told site team members how available faculty members are to assist with advice, non-functioning equipment, and production-related questions outside of normal class and office hours. These faculty members have knowledge of local media outlets and work to promote internship opportunities for students ready to move into a media work setting.

Public Relations:

Students reported a strong satisfaction with the program, with one student welling up with tears of gratitude as she describe her journey through the program. Of concern were limitations related to the 42 credit-hour cap, a limited number of electives and the inability to take marketing or business classes unless they are a business minor. Simply, some students are eager to take a deeper dive into public relations and related industries and feel department and university barriers are holding them back.

Public relations faculty noted concerns related to course load, time constraints for internship support and limited opportunity for research. Like students, they seem eager to advance the program but felt hamstrung.

The department indirectly supports a nationally sanctioned student-run campus chapter of the Public Relations Student Society of America (PRSSA). As per PRSA requirements, the university provides courses addressing the following subject areas: Introduction to Public Relations, Public Relations Writing and Production, Public Relations Research, Public Relations Strategy and Implementation (e.g. Case Problems, Campaigns Course) and Supervised Public Relations Experience (Internship).

Print Media:

By its name, this area of emphasis seems to imply that instruction is about developing skills only for print publications, but that is not the intention. The department is aware of this name issue and is considering a change in name. Syllabi for the three of the emphasis's required courses do reflect a dominant print focus, with some attention to digital journalism. For example, the final project for the Editing Course, is a four-page newspaper layout—a front page, two inside pages with ads and jumps, and a section front. According to the syllabus, the digital content of the course is one class period lecture on web editing near the end of the semester, and a comparison of content and design of several print newspapers and their websites. Faculty members said that digital journalism is woven into the courses. However, one student said web integration is an area that needs improvement, adding that it is mentioned in lectures but is not a focus of assignments in several required courses.

The only course devoted entirely to web-based journalism, Digital Journalism, serves as the senior capstone. It is a well-conceived, very demanding course that focuses on creating and editing multimedia, web-based story packages, including text, slide shows, video, audio, databases, blogging and social media. In-depth reporting is at the center of course. A minimum of three packages must be published during the semester, either in the Slate newspaper and on its website or in a community paper and its website. The syllabus says that most of the projects will be assigned in conjunction with The Slate. The course's placement at the end of the major raises a question about whether students would be better prepared for the workplace if digital skills and multimedia storytelling were emphasized throughout the curriculum, leading to the capstone. One student said the placement at the end of Print Media courses made it seem that students are "thrown into everything at once in Digital Journalism." Another said digital concepts were introduced, "slowly, step by step" in other courses. Both agreed that the course pushed them very hard ("the toughest course I ever took," said one) but was an extremely valuable immersion in multimedia storytelling. "So worth it," said the other student.

Awards:

Excellence in teaching is at the core of the university's mission. Several Journalism/Communication faculty members have been honored with Academic Mentorship Awards for mentoring athletes and another won a campus-wide humanitarian award presented by the African American Organization and the university office of multicultural affairs. The department has an annual awards dinner at which the

"Top 25" students for the year are named. Four scholarships based on merit are always awarded.

(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.)

During fall 2016 and spring 2017 no skills classes exceeded the 20-1 ratio. One course on the list, Professional Practicum, shows 42 students, but a total of six faculty members are involved in teaching and overseeing the students' work--the advisers for student media and the course instructor.

(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).

The department encourages students to do internships and grants up to six hours of credit (two courses) for approved and supervised internships. Each 3-hour course requires 120 hours of work. The department has firm guidelines for companies and organizations seeking interns to ensure that the experience includes meaningful professional and educational experience. Students may take a third internship for credit, but not in the major. To qualify for an internship, students must have completed 60 credits at the university, meet grade point requirement, have experience in student media, and have completed at least five courses in the major, including at least one in their area of emphasis.

The program is supervised by an internship coordinator, a faculty member who works with firms wishing to establish internships so that each student will receive significant work experience, adequate supervision and evaluation of his or her work. Each student also chooses a faculty member to supervise his or her internship. The faculty supervisor maintains contact throughout the internship, including a visit to the internship site, if possible.

The work supervisor evaluates the student's work at midterm and at semester's end and also fills out a second form evaluating the student's performance on ACEJMC's 12 values and competencies. At the end of the internship, the student also submits samples of his or her work to the faculty supervisor along with a summary of activities and how they related to his or her goals. The faculty supervisor then assigns a Pass or Failure grade for the internship course. The evaluations by work supervisors have been consistently positive.

<u>**Summary**</u>

Students almost universally praise the quality of their classes, the faculty, and the many opportunities they have to participate in student media and internships. They feel they are well prepared for today's newsrooms. Given staffing constraints and the related limit on the number of courses, the department does an excellent job of providing a thorough grounding in ACEJMC's competencies and values, from an emphasis on writing to training in digital technologies.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

a) The unit has a written 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 Pennsylvania State System of Higher Education (PASSHE) has a diversity plan that guides Shippensburg University and the Communication/Journalism Department. The department has adopted specific goals for a diverse student body, diverse faculty, diverse curriculum and a climate of support for diversity. The department defines diversity as "a process by which students are encouraged to develop awareness, comprehension and application of concepts and issues that resonate with a multicultural, multiethnic and global society." Specific categories include: race, gender, sexual orientation, differently abled, age, viewpoints and socio-economic status. The department tracks its progress on its diversity goals as part of the annual review of its strategic plan.

Located in south-central Pennsylvania where there are few urban centers, the university draws most students from within a 100-mile radius of the campus. The student population in the department is slightly more diverse than in the university, which in turn is more diverse than the state of Pennsylvania. Although three diverse faculty members were hired in the past six years, none remained at the university and the faculty is currently all white. There are two searches underway for new faculty hires and diversity is a key goal.

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.

All students are required to take Diversity and the Media, a semester-long course that explores legal and ethical issues raised by race, class and gender portrayals in media. The course also examines how ethnicity, sexual orientation and disability are treated. In addition, the two required introductory classes in mass communication and writing include diversity topics, and diversity is a topic in advanced classes within each of the three concentrations of public relations, print and electronic journalism.

As part of the assessment process, students are graded on their understanding of diversity. In spring 2014, 82 percent of students scored a grade of C or better. The 2016 senior survey found 88 percent of students reporting they have a good knowledge of diversity issues. Outside professionals rated student knowledge and understanding of diversity highly. Faculty used the results of direct and indirect measures to tweak the global diversity assignment.

Student media tackle issues of diversity. Examples were cited from The Slate newspaper, SUTV, WSYC FM and the PRSSA chapter. A student won a regional Emmy in Public Affairs/Community Service for a video produced for SUTV on inclusion policies at George Mason University. Another student accompanied the department chair on a trip to Haiti and produced a project that was nominated for a

regional Emmy for Long Form: Non-Fiction. That project has continued in subsequent years, with three more students traveling to Haiti to report.

At meetings during the site visit, the majority of students said they had an awareness of and understanding of diversity and inclusion, and two students cited the Diversity and Media course, taken in the sophomore year, and Communications Law and Ethics, which they were taking in their senior year, as bookends that introduce the subject and then serve as a reminder of lessons learned. However, in some courses where diversity is listed as a learning goal, the syllabi lacked information about how that occurs.

With no budget to bring in outside speakers, the department relies on the willingness of professionals to volunteer their time. The department recently partnered with another unit on campus to bring well-known Asian-American photographer Stan Honda to teach a short course. The self-study includes a list of speakers who are themselves diverse and who address topics of diversity and inclusion. About a third of the speakers listed came to campus in 2016, indicating an increasing attention to this kind of activity. The department also encourages interaction between student journalists and guest speakers sponsored by the university, such as Soledad O'Brien, Spike Lee and John Quinones.

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 reductions in faculty numbers have also affected the diversity of the faculty. In 2011, the department had 9.5 (nine full-time and one part-time) faculty members, but none was a person of color. In the past six years, the department conducted four searches and hired three diverse faculty. Unfortunately, all three departed the university, leaving the current seven tenured, tenure-track and contract faculty members, all white. With the departure of diverse faculty last year, this year's searches provide the first new opportunity to bring diverse faculty on board.

The faculty remains balanced in terms of gender. Six years ago, there were five women and four men on faculty. Currently, there are four women and three men. Two of the four women are not permanent faculty members, but are hired on an annual contract.

The department has taken steps to improve recruitment of minorities by requiring all search committees to include at least one woman and one person from a diverse background and by targeting advertising of the positions to attract a diverse applicant pool. The gender and ethnicity of all applicants and finalists are tracked. Three of the four searches in the past six years resulted in the hiring of an international Asian woman, an international Asian man and an Asian-American woman.

This year's searches have also sought to address faculty diversity. The site team was told that an offer had been made to an African-American woman for one of the open positions. The week after the visit, she accepted and will join the faculty for the Fall 2017 semester.

The director of Broadcasting, an African-American man, is employed by the Division of Technology and Library Services, but works very closely with students and faculty of the Communication/Journalism department. He frequently is invited into class to teach specific skills and technologies. He also serves on search committees because he is familiar with the department's needs.

The department hires three or four adjunct faculty each semester. Between academic year 2013-2014 and the present, the department hired nine women and three men. One Asian woman was hired as an adjunct,

and all the rest were white. The department cites several challenges in hiring diverse adjuncts. One is the limited number of minority professionals in the local area. Another is the last-minute nature of administrative approval to hire adjuncts, which curtails the possibility of advertising widely for adjunct positions.

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.
Of the 275 students in the Communications/Journalism Department in 2015, 74 percent were white, 14.5 percent were African American, 5.8 percent were Latino and other ethnicities were less than 1 percent. The department's student population is more diverse than the university's and the state's. In the university as a whole, 78 percent of students were white, while the state of Pennsylvania's population is 82.6 percent white.

One of the department's stated goals is to attract a more diverse student body. A chart of enrollment data shows that between 2011 and 2015, the number of African-American students increased from 15 to 40 and the number of Latino students grew from 11 to 16. Students identifying as multi-racial increased from 5 to 10.

The department participates in university programs, such as "A Place for You" and "Mi Casa Su Casa," that target high school students in schools with diverse populations. The department also hosted its own event on campus in 2015. Budget constraints prevented the department from executing a plan to send faculty to visit high schools with diverse populations, but they would like to revive the plan when the budget permits. Scholarship aid is available through the university and three Communication/Journalism students have received the H.O.P.E. diversity scholarship.

Through its advising mechanisms, the department tracks student performance and offers assistance when needed. In addition to formal academic advising, faculty also advise on internships and student media, giving them multiple ways to interact with students.

The university tracks retention and graduation rates as a whole, but there are no separate statistics for the department.

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.
All syllabi are required to include statements about anti-harassment policies and disability accommodation. The statements include the university's "No More" policy regarding sexual violence, which requires all faculty to report any incidents shared by students to the university's Title IX co-ordinator, with exceptions for communications in class discussion or assignments. As for climate, more than half of students surveyed – 55.9 percent – gave the department a 5 out of 5 rating for being "an open, welcoming department for all students." On how well the department supports "conversations about diversity, gender, race, ethnicity and sexual orientation," three-quarters of the students gave scores of very good or excellent.

Summary

The department incorporates an understanding of diversity and inclusion into the curriculum and other aspects of students' experience and has recruited a student body that is more diverse than the region and the university. Diverse faculty were recruited during the past six years, but have since departed. The department has a goal of bringing more diversity to the faculty through the searches underway this year and has filled one of the positions with an African-American woman.

COMPLIANCE

Table 6a: Full-Time Faculty[1], Academic Year 2015-2016

Group	Female	% Total Faculty (N=10)	Male	% Total Faculty (N=10)
Caucasian/Caucasian	3	40%	4	50%
African American	0	0	0	0
Hispanic	0	0	0	0
Asian	1	10%	0	0
Native American/ Alaska Native	0	0	0	0
Two or more races	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0
International	0	0	0	0
Other Race	0	0	0	0

[1]Full-time faculty: Includes tenured and tenure-track professors. A tenure/tenure-track faculty member is defined by a 4-4 teaching load with course releases for student media advising. Currently four full-time faculty members are assigned a 3-3 and one full-time faculty member who is department chair is assigned a 1-1 load.

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.**

Shippensburg University is one of 14 universities in the Pennsylvania State System of Higher Education. All faculty at the universities are members of the Association of Pennsylvania State College and University Faculties (APSCUF), the official faculty union. Many faculty procedures and responsibilities are outlined in the detailed contract. In addition, the Communication/Journalism Department has university-approved bylaws. The department chair is a member of the union; officially the non-unionized employees start at the dean's level.

There are seven full-time faculty members of the unit; five are tenured or on a tenure track and two are faculty on one-year contracts.

Among full-time faculty members, one is a full professor, two are associate professors, and two are assistant professors. One assistant professor is tenured. Additionally, for the 2016-2017 academic year there are two full-time one-year contract faculty members. Non-tenured faculty are evaluated by the chair each year; tenured faculty are evaluated each five years or when they request a review.

b)**Full-time faculty have primary responsibility for teaching, research/creative activity and service.**
For the three years immediately preceding this accreditation visit, the following data show the percentage of core and required courses taught by full-time faculty:

 2015-2016:   100%

2014-2015:   90%

2013-2014:   100%

Given the university's budget constraints, these percentages are impressive. Additionally, the department is able to attract qualified adjunct faculty for part-time teaching. Some adjuncts are department alums with master's degrees.

c) **Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.**
All full- and part-time faculty have an appropriate terminal degree. All tenured and tenure-track faculty have Ph.D.s in addition to an impressive amount of print, public relations and broadcast professional experience.

Even with the university's budget constraints, faculty have availed themselves of university-financed sabbaticals, opportunities for research-oriented leaves, and travel grants to participate in and attend

professional meetings.

With this said, the department is understaffed to the point that faculty are overloaded with advisees and occasionally, even with the mandated 4-4 load, insufficient numbers of courses are offered.

d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.
Shippensburg University now does course evaluations electronically. Each tenured faculty member must allow students to evaluate courses every five years. Untenured faculty and one-year contract faculty evaluate all classes each semester.

e)The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.
Communication/Journalism faculty are involved campus-wide at Shippensburg University and the university community according to the site team's discussion with a wide variety of university faculty and administrators. Additionally, faculty have reached out to units such as the Department of English and the Department of Computer Science to engage students in academic programs beyond the home department.

Summary
Despite retirements and departures of unit faculty, the current seven full-time tenured, tenure-track and contract faculty appear to be meeting the needs of students. The unit has a critical need of additional full-time faculty.

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.**

Despite a university-wide 4-4 teaching load, the university and the department expect faculty to be involved in grant-writing, conference paper submissions, and academic and scholarly publishing in books, scholarly journals and electronic outlets.

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

The department expects tenured and tenure-track faculty to submit research for publication and to submit papers to annual conferences and attend them for professional development. As noted in the previous standard, despite the university's financial constraints, funds are available from the dean and provost to assist with travel and other forms of professional development.

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

Shippensburg is not a research-oriented university, but there is the expectation that faculty will be active with scholarly and creative work outside the classroom. Expectations are noted in the union contract as well as in the department. Faculty with whom we talked understand the expectations for promotion through the ranks as well as gaining tenure at all three ranks: assistant, associate and full professor.

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.**

Since the department attained accreditation six years ago (two years provisionally and four fully accredited), faculty have received 18 awards and honors as well as 26 internal, seven external grants. During this period faculty have published two scholarly books, one textbook, and one edited book. Twelve articles have appeared in refereed scholarly journals and faculty presented 38 refereed conference papers, and 12 book chapters. Faculty have been especially productive regarding video productions; 22 productions are credited to faculty.

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

The institution and department foster a climate of intellectual curiosity. Faculty understand that even with a demanding teaching and advising load they must undertake appropriate academic research and other creative activities. Faculty appear congenial and supportive of each other, recognizing the efforts and differences each brings to the department.

Summary
Faculty members respect each others' scholarly and creative strengths and appreciate the different approaches each bring to the creation and dissemination of knowledge.

COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (1)	Associate Professors (2)	Assistant Professors (2)	Other Faculty** (4)	Totals (9)
Awards and Honors	18	-	13	4	1	7
Grants Received Internal	26	10	5	11	-	5
Grants Received External	7	1	2	4	-	4
Scholarly Books, Sole- or Co-authored	2	-	2	-	-	1
Textbooks, Sole- or Co-authored	1	-	1	-	-	1
Books Edited	1	-	1	-	-	1
Book Chapters	5	4	1	-	-	2
Monographs	-	-	-	-	-	-
Articles in Refereed Journals	12	-	3	9	-	6
Refereed Conference Papers	38	-	1	36	1	4
Invited Academic Papers	-	-	-	-	-	-
Encyclopedia Entries	1	-	1	-	-	1
Book Reviews	4	4	-	1	-	2
Articles in Non-refereed Publications	1	-	1	-	-	1
Juried Creative Works	-	-	-	-	-	-
Non-juried Creative Works	2	-	1	-	1	2
Video productions	22	7	15	-	-	2

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.

<u>Unit performance with regard to indicators:</u>

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.**

Academic advising is part of the workload assignment of faculty at the institution. Within the Communication/Journalism Department, all full-time tenured and tenure-track faculty, including the chair, are assigned to advising students. In addition, two full-time, one-year contract instructors, familiar with the department's program, are assigned limited advising duties. The average number of advisees for tenured and tenure-track faculty ranges between 40 and 50 undergraduate students, and can be as high as 70 students. Tenured and tenure-track faculty also may be assigned to advise graduate students, as well.

The university utilizes Student Success Collaborative Campus (SSC Campus), a web-based tool to help coordinate, target, and report on advising, tutoring, and other student success services on the Shippensburg University campus. The SSC Campus software provides faculty with coordinated and targeted approaches to supporting students in their academic endeavors, including tracking attendance, early warning grades, and other markers of their progress.

The Communication/Journalism Department, as part of its academic advising initiatives, maintains connections with professionals working with news and public relations organizations. Through formal and informal channels, professionals notify faculty of current and pending openings in their organizations and these are passed on to targeted students who have graduated or may be graduating in the near future. Positions also are shared via email, on social media, and posted to bulletin boards in the department.

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

Faculty contact information and availabilities are noted on syllabi and outside individual faculty offices.

University guidelines require a minimum of five office hours per week. Faculty members who advise student media can spend as much as 15 to 20 hours a week guiding students in their work at the student-run media and PRSSA. Professors also remain accessible to students through the supervision of internships.

Surveys of students indicate, and meetings with students bear out, very high levels of satisfaction regarding faculty-student engagement. The most recent survey of students in the department indicated that 91 percent of the respondents either "agreed" or "strongly agreed" that the faculty is available and accessible. And 47 percent of those "strongly agreed" that the faculty is available and accessible.

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

The department utilizes its website, social media platforms, bulletin boards, class announcements and email to inform and educate students regarding relevant policies, programs, student advising, opportunities, and registration.

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.

While not under the control of the Communication/Journalism Department, the student media at Shippensburg University are an integral part of the department. The student-run media include a print and online newspaper (The Slate and theslateonline.com); a radio station (WSYC-FM) that broadcasts and streams its content; a television station (SUTV), which is broadcast over Comcast cable; and a yearbook (The Cumberland), which is undergoing major upgrades, thanks to an innovative collaboration between the department and the Computer Science and Engineering Department.

Each of the student-run media serves as a lab school for the department in which students can practice in real time what they learn in the classroom. In addition to the student-run media, the department indirectly supports a student-run campus chapter of the Public Relations Student Society of America (PRSSA). All campus student media and PRSSA are funded by the university's student government. Additional funding for SUTV is provided through Library and Academic Technology Support Services.

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 Office of Institutional Research and Planning at Shippensburg University is designated as the single source of "official" information. Institutional Research collects, analyzes, and processes data, providing information to campus decision makers such as the president, vice presidents, and deans. It also provides information to department chairs and faculty when requested. In addition, the office satisfies external requests for data.

University administrators said that enhancements to the SSC Campus tool will make institutional research data more actionable for the department, faculty and students.

<u>**Summary**</u>

The department provides students with the support and services that promote learning and ensure timely completion of their program of study. The faculty-student bond is strong with each showing a mutual respect for the other. Despite limited staffing resource, students report satisfaction with engagement including academics, advising, office hours, internship coordination, and overall awareness of department events and happenings. Continued improvements to SSC Campus tools are a worthy investment and should serve the department well. Student media and PRSSA are model programs for a school of its size, thanks to the passion and dedication of both faculty and students.

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.**

Shippensburg University has been coping with a sharply curtailed budget for the past four years that has had a major impact on the Communication/Journalism Department as well as the rest of the university. A 20 percent cut by the state system created a structural deficit at Shippensburg that necessitated reductions and a hiring freeze. Because of attrition, the department's faculty fell from 9.5 full-time tenured or tenure-track faculty in 2011 to five in 2016-17. The department hired two full-time one-year faculty members on contract for the current academic year and was authorized to conduct searches for two permanent faculty members. Once those hires are completed, full-time tenured and tenure-track faculty strength will be at seven.

Student enrollment has dropped only modestly in the past six years from 297 to 281 in 2017, so there are fewer faculty to serve a similar number of students. This has an impact in many different areas. The number of courses and sections offered has been reduced to 28 – enough for students to finish the requirements in their areas of specialization, but not enough to offer a range of electives. Students are limited to 42 credit hours in the major, or occasionally 45, so they have fewer opportunities to take courses in more than one area of specialization.

Faculty carry a heavy advising load, which cuts into the time available for scholarly and creative activity. The freeze on hiring to fill vacancies made it difficult to seek a more diverse faculty. Because of limited staff and administrative support, a faculty member serves as the internship coordinator. The administration has sought to alleviate the problems created by the loss of faculty in several ways. The Communications/Journalism searches authorized for the current academic year were two of only 18 searches authorized for the entire university after the loss of about 40 faculty positions. Faculty have been allowed to count their service as student media advisers as the equivalent of one course each semester. There is also consideration of using a "professor of practice" designation to facilitate a part-time addition to the faculty.

While academic budget support has been reduced, the department has tapped into other financial resources. The state system collects a Technology Fee from all students and allocates the fees to the universities for the purchase of technical equipment. The department has successfully been awarded grant money for new equipment to modernize the Slate newsroom and provide video and audio equipment to produce stories for web and social media, television studio and production equipment and even a truck equipped to broadcast remotely from sports and other events. Because grants can be renewed if it is demonstrated that they are still effectively serving students' needs, the department has been able to keep computers, software and other equipment current.

Student media is funded by the Student Association. The creation of a Student Media Board with representatives from all student media and their faculty advisers has helped student media gain more generous and more equitable support, according to faculty and administration officials.

The department's budget process is described as "top-down," with the university president, provost, cabinet and planning and budget council matching goals and priorities with projected resources. The dean of the College of Arts and Sciences informs the department chair of whether there will be an

increase or decrease. The chair coordinates budgets for operating, consulting/food service/technology and educational equipment/services. Faculty are consulted on the need for resources to support visitors and events and also on equipment needs.

The department is supported by the director of broadcasting and broadcasting unit budget that falls under the Technology and Library Services division. The director of broadcasting oversees the infrastructure that supports the student media groups. The broadcasting budget, along with the Technology Fee grants, are used to upgrade or replace outdated equipment. Decisions about priorities are made jointly with student media leadership, whose funding is controlled by the Student Senate, and department faculty.

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.

State funding for the Pennsylvania State System of Higher Education has declined from a high of 75 percent to 20 percent for the past 10 years, precipitating the budget crisis of the past four years. Administrators say the university is emerging from the crisis because of the elimination of the structural deficit, adjustments in tuition charges and stabilization of enrollment. A sign of the intention to support the Communication/Journalism department was the approval of two searches this year to replace faculty who left the previous year.

The department has been aggressive and successful in seeking grants from sources such as the Technology Fee fund and the Center for Excellence in Scholarship and Teaching. Reaching the goal of ramping up external fund-raising has gone more slowly. All fund-raising is conducted by the Shippensburg Foundation. One foundation employee is assigned to College of Arts and Sciences, forcing the department to compete with 13 others for attention. It has also been difficult for faculty to find ways to leverage connections with alumni and businesses in the area when so much of their time is devoted to teaching and advising. Communication/Journalism alumni have contributed to a $150,000 endowment fund that is used for scholarship aid.

To realize the goals of its strategic plan – to expand student and faculty recruitment and retention and to play a more prominent and constructive role in the region – support for faculty and the academic budget will need to increase.

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

 Classrooms in Rowland Hall are modern, well lighted, and adequately equipped with "smart" technology. There are several in-building labs, some with PCs and others with up-to-date Apple desktops used for print, electronic media, and public relations instruction. Additionally, there are individual editing suites where students may edit tape and digital video and audio. Modern IT infrastructure permits edited material, for Shippensburg University TV for example, to be sent to the master control room in the Grove Building on another part of campus electronically via a high-speed server. While students may also place edited material on a jump drive, the university's modern IT system is a great asset to department students and faculty for sending and receiving video material.

The university's student media -- the radio station and offices for the newspaper, the television station and PRSSA -- are located in the Ceddia Student Building.

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 departmental on-campus TV station, SUTV located in the Grove Building, would be the envy of most U.S. institutions of higher learning that offer a major in electronic media. There is a modern, professional-quality, three-HD camera studio where a weekly newscast is done by students for class credit and by volunteers. The master control room offers the usual video and audio switching capability and electronic insertion from a server of edited field-produced news stories.

Students have access to modern video cameras, including some HD, for field production. Here there is also an almost unique departmental policy of permitting teams of electronic media students to check out a camera for an entire semester. This permits students to use the camera for the production of news stories outside of school days and hours. We discussed this plan with students who attest to the advantage it gives them, not only for offering material for the weekly newscast, but also for their own post-graduation portfolios.

SUTV is also almost unique in having a fully equipped mobile TB van with professional quality video and audio switching equipment. The van is used for a variety of on-campus telecasting events, but it is primarily used to telecast SU football and basketball via the on-campus and community cable TV channel.

The university's student radio station is advised by a unit faculty member. Most dayparts feature live announcers and DJs primarily offering music programming. When students are not on the air, programming is automated. The station has an FCC low-power 100 watt license and is distributed via the Internet. Students also gain on-air experience by offering play-by-play of SU sports. Students present a daily newscast at 5 p.m.

Equipment is plentiful and modern. There is an on-air studio and a production studio and abundant office space for station staff.

The student newspaper is published once per week and regularly updated on-line. Equipment for the newspaper, including 8 Canon HD cameras and a "green room" for video inserts is adequate to the point of being impressive.

e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.
 It is both a truism and a joke that students enthusiastically utilize the SU Library because that is the location of the campus Starbucks. Several departmental classes mandate that students use the library's extensive databases to access academic research. The Diversity and Law classes are examples. This forces students to move beyond Google for academic research, as library utilization is essential for access to the academic journal databases.

<u>**Summary**</u>
The department has aggressively and successfully sought funding for facilities and equipment to support its academic program and to give students an experience that prepares them for professional newsrooms by incorporating digital media into all specializations. Unfortunately, the system-wide budget crisis has hampered the university's ability to provide an academic budget for adequate faculty to support the department's vision. Steps are being taken to get the department back to full strength, but more faculty hires will be needed to accomplish their goals.

NON-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 department works closely with alumni, professionals and professional organizations to ensure the academic focus of the program is appropriate and useful to the industry. The department and its faculty maintain close ties with working alumni and professionals in mass communications careers to keep abreast of the ever-changing needs of the industry.

The department pulls Advisory Council members from its roster of alumni. The council's main purpose is to provide support to the department's staff, faculty and students in staying connected with the profession. Members of the Advisory Council may serve as reviewers in the department's annual assessment of curriculum. The Advisory Council has also recently established a Speakers Bureau in which they, with the help of other alumni, recruit contacts in the industry to come to campus as guest speakers and workshop leaders and to provide guidance for students about to enter the job market. Finally, the Advisory Council supports the program by advocating to university, foundation and state-system administrators for the department and its needs.

The department's C/J Day includes professional speakers covering electronic media, graphic and creative design, print media, public relations and social media.

Faculty and students are engaged with numerous associations including PRSSA, PRSA Pennsylvania Public Relations Society, National Academy of Television Arts and Science, Pennsylvania Association of Broadcasters College Music Journal, Broadcast Education Association, and National Press Photographers Association.

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

The department participated in university-wide programs focused on diversity and the arts, as well as offering a multitude of professional speakers and subject-matter experts on topics specific to journalism and mass communications.

Faculty volunteer and serve as judges and mentors to a wide-range of professional organizations, press associations, journalism and public relations groups, as well as civic and community concerns.

Student media, including PRSSA are provided with office space and technology.

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 University provides funds for travel to meetings and allows faculty time to participate in professional associations, recognizing public and professional service when evaluating faculty.

Faculty members hold freelance positions at regional and national publications, have used sabbatical leave to work in media organizations and have been selected for nationally competitive fellowships.

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.
PRSSA and its accompanying student-run public relations firm work with local clients in need of public relations support. WSYC-FM, also available online, provides news, information and entertainment to the campus and community, and SUTV, carried on the local cable television system, provides news and entertainment programming. Both of the broadcast entities are outfitted with an Emergency Alert System. The Slate newspaper provides coverage of the campus and local community in its near weekly print publications and its online companion Theslateonline.com. The Slate hosts town hall meetings on topics of interest and importance to the campus and community each semester.

Of note, student media, with advance planning from faculty, continued to operate, report and broadcast – without faculty oversight -- during the three-day faculty union strike. Student media was cited as a valuable resource to the community and often sourced by statewide print and electronic media.

The department and senior administration are in talks to potentially build off a business model established by the University's Computer Science and Engineering's Broadside Center, creating a revenue-generating regional center for media in the public interest, which would allow journalism and communication faculty and students to work collaboratively to address issues of regional concern, including such topics as Hispanic media and the local opioid epidemic.

e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.
Communication/Journalism faculty are individually, and as a unit, engaged in activities supporting scholastic journalism, serving as judges for high school writing competitions, overseeing the production and coordination of a student media run high school PSA competition, and hosting student open houses. The PRSSA chapter has also initiated a high school outreach programs aimed at educating and informing high school students about career opportunities in the public relations profession.

<u>**Summary**</u>
     The department unit and faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public. Alumni report a strong connection to the programs, as do students. Faculty, individually and as a program, are involved with various professional organizations, causes and concerns, including those of interest to the local community. The concept of a center in the public interest should be strongly considered. Public relations students, in particular, maintain a relationship with the profession through their involvement with PRSSA; similar national professional association opportunities for journalism students should be explored and strongly encouraged.

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 department has adopted ACEJMC's list of values and competencies as its learning goals for all students. They comprise the goals section in the department's Vision, Mission and Goals Statement. Linkages of the mission and goals are made explicit in the annual assessment report.

The syllabus of each course includes a list of the 12 ACEJMC values and competencies, highlighting those that are the goals of that course. For the purposes of the annual assessment process, the department each year designates one required course to assess for each of ACEJMC 12 values and competencies. The designated courses may vary for the three areas of emphasis (print, PR and electronic media). So, for example, in the Electronic Media, the Visual Communication learning goal assessed is the Electronic Media Producing and Performance course; in Print Media, it is Digital Journalism; and in Public Relations, it is Promotional Publication Design.

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

The department adopted its current assessment plan in 2012. The plan, called the Assessment of Student Learning Plan (ASLP), includes two direct measures and four indirect measures to assess student learning.

The direct measures are:

1. An annual assessment of student work by media professionals**.** The course matrix described above is used to evaluate learning across ACEJMC's values and competencies and the university's master plan. Each year, three alumni, one in each of the professional emphases, review a random sampling of student work from course assignments. The process is known as the Communication/Journalism Professionals' Evaluation of Student Work. The three professionals are given access to the department's assessment website, where they find the student samples in each assessment area, grading rubrics used by the course instructor, results of the rubric, the instructors' evaluations of the results, a copy of the ACEJMC 12 and an evaluator form. The three read the work, fill out the rating forms and include their comments. These evaluations and comments are then analyzed by the Assessment Committee, as well as the department chair and entered onto a five-column grid that will become the department's annual assessment report.

2. A questionnaire based ACEJMC's competencies filled out by internship supervisors each semester. The supervisors rate the mastery of each student on the 12 ACEJMC values and competencies on a scale ranging from Strongly Disagree to Strongly Agree, plus Not Applicable. The results are compiled by the Assessment Committee and also entered onto the five-column grid.

The indirect measures are:

1. A Senior Exit Survey of graduating students each semester. Students rate their educational experience on a Likert Rating Scale and in open-ended questions.

2. <u>A second internship supervisor evaluation form required by the College of Arts and Sciences.</u> This evaluation focuses on student performance in the internship, ability to learn, attitude toward work, relations to co-workers and supervisors, quality of work, dependability and academic preparation. It is administered after every internship.

3. <u>An alumni survey every four years, most recently administered in 2016.</u> The survey includes questions on ACEJMC's values and competencies as well as alumni perspectives on their experiences in the Communication/Journalism Department. The survey also prompts respondents for suggestions on instruction and courses, as well as their career paths and current work.

4. <u>Student performance in regional and national competitions.</u> The department provides assistance to students in applying for various communication and journalisms awards. Information on awards is gathered each year by the Assessment Committee from faculty and student media staff leaders.

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

This is an area of strength for the Communication/Journalism department, all the more remarkable because of the department's scarce resources and small faculty size. Last year, the department's assessment efforts were rewarded with a Certificate of Achievement from the university for its "Best Use of Assessment Results."

The data collected from all the measures, direct and indirect, are gathered by the Assessment Committee and aggregated into an annual five-column grid model assessment report, based on 12 "intended educational outcomes," which are synonymous with ACEJMC's Values and Competencies and make up one of the grid's columns. The other four columns link the 12 intended outcomes with different sections of the department's mission statement, describe the assessment methods and criteria for success, summarize the data collected from each measure, and describe the use of the report's findings.

The last column, "Use of Results" closes the loop. It is created after the Assessment Committee collects, analyzes and then presents its findings to the full faculty. The faculty meets to review the findings in late summer and makes recommendations for changes that become the fifth column. The report is then submitted to the university's Academics Affairs Assessment Team, which gathers and reviews all departments' assessments.

The self-study details changes and adjustments that have resulted from this model of assessment, ranging from the addition of a unit on global freedom of expression to Introduction to Mass Communication to moving the assessment of critical thinking to the Professional Practicum course (student media) to assess critical thinking in real job-related situations. Unfortunately, other improvements suggested by assessment, such as adding a core course in research, have been stymied because of lack of staffing.

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 department surveys its alumni every four years. The most recent survey, in 2016, is the only one during this assessment cycle and results were not yet available during the site team visit. Alumni from the last five years are surveyed via Survey Monkey. Fifty alumni were sent the email prompt and 20 responded. The chair of the Assessment Committee acknowledged that the Department does not have a broad database of its graduates, a shortcoming that he attributed to the lack of administrative resources.

However, the department was able to a compile a list of 2013 graduates that included employment status of all but seven class members and showed that a majority of the class was working in fields related to the major.

The department involves alumni in several other ways in assessing the department: the three professionals chosen each year to evaluate the learning outcomes are all alumni, one each from the three areas of emphasis. And many of the internship advisers, involved in assessing student performance and learning, also are alumni of the department.

A Professional Advisory Council, made up of professional alumni, was created six years ago and now has 10 members. The council provides periodic review of program requirements, raises funds, meets annually with faculty regarding strengths and weaknesses of the program, and makes suggestions for new programs in the department. In the last few years, the council has suggested four actions—creating a relationship with the university's business school, adding service courses for non-majors, adding more instruction on visual communication, adding or adjusting a course to include a web or mobile focus— but lack or resources has prevented implementation of these ideas.

e)The unit includes members of journalism and mass communication professions in its assessment process.
Professionals are involved in both direct measures and in two of the indirect measures that make up the annual Assessment of Student Learning.

Summary:
Assessment is a strength of the Communication/Journalism Department, including a well-thought-out plan, an annual report that includes multiple direct and indirect measures, the active involvement of professionals and alumni in the process and, most impressively, significant recommendations and implementation of changes designed to improve student learning.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

    a. Enthusiastic, motivated students who appreciate early hands-on experience and feel prepared for professional media workplaces

    b. Dedicated faculty with strong professional experience and contacts who give students individual, personalized attention

    c. Vibrant student media that are incorporated into the curriculum as a required practicum and that serve the university and nearby community

    d. Inviting and functional facilities and up-to-date equipment that highlights digital media and promotes learning

    e. Effective assessment process that closes the loop and prompts changes to courses and curriculum in order to improve learning outcomes

Weaknesses

    a. Lack of a sufficient number of full-time tenure or tenure-track faculty in order to offer more courses, facilitate cross-specialty learning, promote scholarly activity and make advising burden more manageable

    b. Caps on credit hours, caused by shortage of faculty, that prevent students from taking courses that would expand and deepen their learning

    c. Lack of diverse faculty

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

Standard 7: Resources, Facilities and Equipment

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

Sufficient faculty must be hired to support the department's mission and strategic plan.

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 the recommendation.

NA

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

The initial visit to Shippensburg in 2011 found the Communication/Journalism Department out of compliance on three standards and listed five additional weaknesses to be corrected. The Council voted

for provisional accreditation. The revisit in 2012 found the department in compliance in all three standards and having corrected the additional weaknesses. The Council voted for accreditation.

Here, in summary, are the findings of the first team on non-compliant standards and other weaknesses and the conclusions of the revisit team:

Standard 2: Curriculum

- The first site team said the department needed to demonstrate how the curriculum meets the 12 ACEJMC competencies. The revisit team found the competencies and clear course objectives had been added to syllabi.

- The first team said the curriculum must provide precise expectations for portfolio development. The revisit team found that had been done.

- The first team said the unit must reduce its dependency on student media to teach basic competencies. The revisit team found student media had been transformed from clubs to co-curricular activities.

- The first team said all students should be exposed to the learning opportunities available in student media. The revisit team found that a three-credit Practicum course had been added to required courses so that all students participate in student media and all media have a faculty adviser.

Standard 3: Diversity

- The first team said the department needed to implement a diversity plan completely. The revisit team found new hires had brought diversity to the faculty and the department had implemented procedures for outreach to minority groups on campus and recruitment of underrepresented groups.

- The first team said the department needed to implement and monitor the effectiveness of recruitment and retention strategies. The revisit team found greater diversity among students as well as faculty and strong retention, aided by active mentoring.

- The first team said diversity learning outcomes and assignments should be clearly articulated in syllabi. The revisit team found that had been done and that electronic and print projects on diversity and inclusion topics had been aired or published in student media.

- The first team said the department should assess whether students value diversity and are competent in applying their skills. The revisit team found more diverse speakers had been brought to campus and that surveys of alumni and graduating seniors showed high percentages reporting a strong understanding of diversity. They found that assessment of the Diversity and Media course showed 93 percent of students attained competency.

Standard 9: Assessment

- The first team said the unit needed to implement an assessment plan. The revisit team found a formalized assessment plan was adopted with direct and indirect measures and that several changes to curriculum and course requirements resulted from applying assessment results.

- The first team said the unit needed to incorporate ACEJMC values and competencies into assessment measurements. The revisit team found that courses used for assessment and internship evaluations were linked to the 12 competencies. Also, outside professionals were regularly brought in to provide independent guidance.

- The first team said the unit needed to streamline and reduce the number of assessment measures.

The revisit team found the department had revised its plan to be more manageable and sustainable.

- The first team said the department needed to formalize consistent portfolio content and devise appropriate assessment rubrics and collect and report data. The revisit team found that had been done.

These are the other weaknesses identified by the first team, followed by the findings of the revisit team.

1. Substitution of student-run media for direct classroom instruction. Remedied in curriculum changes.

2. Lack of integration between curriculum and student media. Practicum class was instituted that requires students to participate in student media.

3. Lack of recruitment of underrepresented students. New recruiting process adopted.

4. Lack of consistent portfolio measurements for assessment. Assessment became an annual activity.

5. Lack of assessment data and clarity of assessment measures. Assessment data is collected and utilized.

The revisit team gave no list of weaknesses to be corrected by the time of the next visit. Our visit found that the changes documented by the revisit team have taken root. All three standards were found in compliance and the weaknesses had been addressed in lasting ways.

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

The self-study was comprehensive and candid. While some data and charts needed to be retrieved on site, faculty were accommodating in finding what was needed.