Name of Institution: **University of South Carolina**

Name and Title of Chief Executive Officer: **Harris Pastides, President**

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

Name and Title of Administrator: **Charles Bierbauer, Dean, College of Information and Communications;**
Andrea Tanner, Director of SJMC

Date of 2016 - 2017 Accrediting Visit: **Jan. 29-Feb. 1, 2017**

Date of the previous accrediting visit: **Feb. 20-23, 2011**

Recommendation of the previous site visit team:

Professional master's program: **Reaccreditation**

Undergraduate program: **Reaccreditation**

Previous decision of the Accrediting Council:

Professional master's program: **Reaccreditation**

Undergraduate program: **Reaccreditation**

Undergraduate program recommendation by 2016 - 2017 Visiting Team: **Reaccreditation**

Professional master's program recommendation by 2016-2017 Visiting Team: **Reaccreditation**

Prepared and submitted by:

Team Chair

Name and Title: **Peter Bhatia**

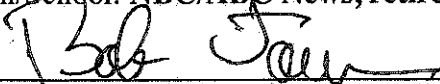Organization/School: **Editor, The Cincinnati Enquirer**

Signature _____

Team Members

Name and Title: **Sheri Broyles**

Organization/School: **Professor, Mayborn School of Journalism, North Texas State**
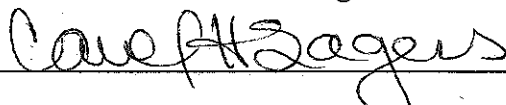**University**

Signature _____

Name and Title: **Bob Jamieson**

Organization/School: **NBC/ABC News, retired, New York**

Signature _____

Name and Title: **Kim Komenich**

Organization/School: **Head, Photojournalism Program, Department of Journalism, San**
Francisco State University

Signature _____

Name and Title: **Carol Sagers**

Organization/School: **CHS Marketing Consultants, Chicago**

Signature _____

Name of Institution   University of South Carolina

Name of Unit   School of Journalism and Mass Communications

Year of Visit   2017

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

   Southern Association of Colleges and Schools

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

   Public

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

   The University of South Carolina, a public agency of the State of South Carolina, was created as an institute of higher education by act of the South Carolina General Assembly, codified at Section 59-117-10 et seq. of the South Carolina Code of Laws.

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

   Yes

   If yes, give the date of the last accrediting visit: February 2011

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

   The unit has been continuously accredited (re-accredited) since 1954.

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

   The mission statement for the School of Journalism and Mass Communications includes objectives for the undergraduate and graduate programs (see bullet points #2 and #4 below for objectives focusing on graduate program mission). The mission statement was last revised in 2009 to better reflect the school's increased focus on multimedia.

Mission Statement

   The mission of the School of Journalism and Mass Communications is to improve and strengthen the societal roles of the professions of journalism and mass communications by:

- providing undergraduate instruction within a liberal arts context that leads to a bachelor's degree in journalism and mass communications and prepares students for an increasingly multinational and multicultural multimedia work environment.

- providing graduate instruction, leading to the master's and Ph.D. degrees, that prepares students for leadership, management and research roles in the journalism and mass communications professions and in the professorate.

- educating students, both majors and those in disciplines outside the school, about the roles, functions and responsibilities of the mass media and of mass communications industries.

- adding to the body of knowledge for the professions, policy makers and for the general public through research, scholarship and creative professional activity.

- providing service to journalism education at the middle and high school levels in South Carolina and the Southeast, and to journalism and mass communications professions in South Carolina and at the regional, national and international levels through such activities as workshops and constructive commentary on current media, advertising and public relations practices.

The School of Journalism and Mass Communications supports the missions of the College of Information and Communications and the University of South Carolina.

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

Fall/Spring semesters of 15 weeks

Summer sessions ranging from one to 15 weeks. This flexible summer course scheduling is a part of USC's *On Your Time: Summer at Carolina* program (summer.sc.edu).

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

Bachelor's degree
Master's degree
Ph.D. degree

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

Bachelor of Arts in Journalism and Mass Communications
Master of Mass Communication

10. **Credit hours required by the university for an undergraduate degree:**

120 semester hours

Credits hours required for a professional master's degree:

36 semester hours

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

3 semester hours of credit

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

Name of Sequence or Specialty	Person in Charge
Advertising	Bonnie Drewniany
Journalism (multimedia and broadcast)	Cecile Holmes
Mass Communications	Kenneth Campbell
Public Relations	Leigh Moscowitz
Visual Communications	Van Kornegay

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

As of August 1, 2016, there were 31,160 students enrolled at the University of South Carolina Columbia campus. This number includes undergraduate and graduate students.

This is a 2.17% increase in student enrollment since August 1, 2015.

Additional information on enrollment can be found on the University of South Carolina Office of Institutional Research, Assessment, and Analytics web site (ipr.sc.edu).

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

Spring 2016 Enrollment by Major	Number of Students
Advertising	202
Broadcast Journalism	285
Journalism (multimedia)	129
Public Relations	600
Visual Communications	173
TOTAL:	1389

Fall 2016 Enrollment by Major	Number of Students
Advertising	216
Broadcast Journalism	318
Journalism (multimedia)	154
*Mass Communications	67
Public Relations	592
Visual Communications	197
TOTAL:	1544

*Student enrollment in the mass communications major began in Fall 2016.

Spring 2017 Enrollment by Major	Number of Students
Advertising	212

Broadcast Journalism	277
Journalism (multimedia)	144
Mass Communications	86
Public Relations	587
Visual Communications	194
TOTAL:	1500

15. Number of graduate students enrolled onsite:

Spring 2016

Graduate Program Enrollment	Number of Students
Ph.D.	15
MA	4
MMC	20
TOTAL:	39

Fall 2016

Graduate Program Enrollment	Number of Students
Ph.D.	19
MA	4
MMC	26
TOTAL:	49

Spring 2017

Graduate Program Enrollment	Number of Students
Ph.D.	19
MA	6
MMC	21
TOTAL:	46

16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio.

Skills Courses Enrollment

Course number and title	Section	Fall 2016	Spring 2017
Jour 291/ Writing for Mass Communication	001	20	20
Jour 291/ Writing for Mass Communication	004	19	20
Jour 291/ Writing for Mass Communication	005	20	20
Jour 291/ Writing for Mass Communication	006	20	20
Jour 291/ Writing for Mass Communication	007	20	20
Jour 291/ Writing for Mass Communication	008	20	20
Jour 291/ Writing for Mass Communication	009	19	20

Jour 291/ Writing for Mass Communication	010	20	20
Jour 291/ Writing for Mass Communication	011	19	19
Jour 291/ Writing for Mass Communication	012	20	20
Jour 291/ Writing for Mass Communication	013	20	20
Jour 291/ Writing for Mass Communication	014	20	20
Jour 316/ Toolkit for Brand Communication	001	20	20
Jour316L/ Toolkit for Brand Communication Lab	001	20	20
Jour 316/ Toolkit for Brand Communication	002	NA	20
Jour316L/ Toolkit for Brand Communication Lab	002	NA	20
Jour 346/ Graphics for Visual Communications	001	20	20
Jour 346/ Graphics for Visual Communications	002	20	20
Jour 347/ Photovisual Communications I	001	21	20
Jour 347/ Photovisual Communications I	002	20	20
Jour 362/ Editing	001	19	20
Jour 416/ Creative: Strategy to Execution	001	11	12
Jour 416/ Creative: Strategy to Execution	003	10	9
Jour 421/ Media Analysis	001	15	22
Jour 421/ Media Analysis	002	21	NA
Jour 436/ Public Relations Writing	001	20	20
Jour 436/ Public Relations Writing	002	21	21
Jour 436/ Public Relations Writing	003	20	20
Jour 436/ Public Relations Writing	004	19	20
Jour 436/ Public Relations Writing	005	19	20
Jour 437/ Advance Public Relations Writing	001	20	20
Jour 437/ Advance Public Relations Writing	002	20	20
Jour 446/ Informational Graphics	001	8	21
Jour 446/ Informational Graphics	002	18	NA
Jour 447/ Photo Comm II: Adv. Photography	001	18	20
Jour 447/ Photo Comm II: Adv. Photography	002	14	NA
Jour 448/ Photo Comm III: Video Mass Comm	001	8	16
Jour 449/ Design of Online Content	001	20	20
JOUR 450/ Studio and Location Lighting for Still Photography	001	NA	20
Jour 471/ Intermediate Reporting & Producing	001	9	11
Jour 471/ Intermediate Reporting & Producing	002	13	12
Jour 471/ Intermediate Reporting & Producing	003	14	8
Jour 499/ Freelancing	001	19	NA
Jour 499/African American Freedom Struggle	005	7	NA
Jour 499/ Digital Signage	006	12	NA
Jour 499/ Photo Illustration for Mass Media	001	NA	20
Jour 499/ Sports Journalism	002	NA	17
Jour 499/ Podcasting	004	NA	19
Jour 499/Social Media and Big Data	008	NA	18
Jour 499/ Financial Basics	009	NA	20
Jour 517/ Integrated Campaigns	001	10	18
Jour 517/ Integrated Campaigns	002	NA	10
Jour 530/ Creative Leadership	001	20	NA
Jour 531/ Public Relations Campaigns	001	21	20
Jour 531/ Public Relations Campaigns	002	20	20
Jour 531/ Public Relations Campaigns	003	20	20
Jour 531/ Public Relations Campaigns	004	20	20
Jour 531/ Public Relations Campaigns	005	5	20

Jour 533/ Public Relations Management	001	19	21
Jour 533/ Public Relations Management	002	20	20
Jour 533/ Public Relations Management	003	19	20
Jour 533/ Public Relations Management	004	20	20
Jour 534/ Publication Writing and Design	001	18	18
Jour 537/ The Carolina Agency	001	19	19
Jour 540/ Magazine Article Writing	001	20	20
Jour 540/ Magazine Article Writing	002	20	20
Jour 560/ Capstone Portfolio Development	001	11	22
Jour 560/ Capstone Portfolio Development	002	NA	18
Jour 571/ Faith, Values & the Mass Media	001	20	NA

17. **Total expenditures from all sources planned by the unit for the 2016 – 2017 academic year:**

    2016-2017: $5,366,917; a 08% decrease over FY 2015-2016*
    2015-2016: $5,833,604; a 15% increase over FY 2014-2015

    2014-2015: $5,069,337; a 04% decrease over FY 2013-2014

    Expenses were unusually high in FY 2015-2016 due to increased expenses associated with the move to a new building. These were one-time costs and we fully expect expenses to decrease for the 2016-2017 fiscal year.

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

    2016-2017: $2,983,770 salary, $951,606 fringe = $3,935,376
    2015-2016: $2,814,683 salary, $900,698 fringe = $3,715,381

    Note: Budget is on a fiscal year model starting July 1 and ending June 30.

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

    Full-time Faculty
    2016-2017 Academic Year

Name	Title	
Glenda Alvarado	Assistant Professor	Negative tenure vote; teaching as an instructor in Spring 2017
Charles Bierbauer	Professor/CIC dean	
Shannon Bowen	Professor	
Kenneth Campbell	Associate Professor	
Shirley Carter	Professor	
Carolyn Click	Instructor	
Randy Covington	Instructor	

Bonnie Drewniany	Professor	
Scott Farrand	Instructor	
Doug Fisher	Instructor	
August Grant	Professor	
Ernie Grigg	Instructor	
Cecile Holmes	Associate Professor	
Kevin Hull	Assistant Professor	
Seung Mo Jang	Assistant Professor	
Keith Kenney	Associate Professor	
SeiHill Kim	Professor	
Bruce Konkle	Associate Professor	
Vance Kornegay	Associate Professor	
Karen Mallia	Associate Professor	
Carmen Maye	Assistant Professor	
Denise McGill	Associate Professor	
Brooke McKeever	Assistant Professor	
Robert McKeever	Assistant Professor	
Tara Mortensen	Assistant Professor	
Leigh Moscowitz	Associate Professor	
Harvie Nachlinger	Instructor	Retiring after Spring 2017
Holly Ott	Assistant Professor	
Carol Pardun	Professor	
Rick Peterson	Instructor	
Jeff Ranta	Instructor	
Eric Robinson	Assistant Professor	
Miles Romney	Assistant Professor	
Laura Smith	Lecturer	
Lisa Sisk	Instructor	
Andrea Tanner	Professor/SJMC director	
Ran Wei	Professor	
David Weintraub	Instructor	
Jeff Williams	Instructor	
Ernest Wiggins	Associate Professor	
Linwan Wu	Assistant Professor	

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

Part-time/Adjunct Faculty
Fall 2016

Name	Title
Stephanie Martin	Adjunct
Nandini Sen	Adjunct
Bertram Rantin	Adjunct
Karen Flowers	Adjunct
Jane Weatherred	Graduate student
Gregory Hardy	Adjunct
Erik Collins	Adjunct
Khadija Ejaz	Graduate student
Hwalbin Kim	Graduate student
Yicheng Zhu	Graduate student
Jo-Yun Li	Graduate student
Marcia Purday	Adjunct
Larry Webster	Graduate student
Elizabeth McCarthy	Adjunct
Gordon Humphries	Adjunct
Kathy Pettit	Adjunct
Grant Jackson	Adjunct

Part-time/Adjunct Faculty
Spring 2017

Name	Title
Stephanie Martin	Adjunct
Nandini Sen	Adjunct
Bertram Rantin	Adjunct
Karen Flowers	Adjunct
Chris Huebner	Adjunct
Erik Collins	Adjunct
Khadija Ejaz	Graduate student
Yicheng Zhu	Graduate student
Jo-Yun Li	Graduate student
Marcia Purday	Adjunct
Larry Webster	Graduate student
Gordon Humphries	Adjunct
Mark Tatge	Graduate Student
Kathy Pettit	Adjunct
Janet Kahler	Adjunct
Anan Wan	Graduate student
Charles Jackson	Adjunct
Samuel Burns	Adjunct
Alex Luchsinger	Graduate Student

Jane O'Boyle	Graduate Student
Kelly Davis	Adjunct

20. Schools on the semester system:

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

Year	Total Graduates	Graduates with 72+ hrs outside major	Percent
2015-2016 Academic Year (Fall 2015, Spring & Summer 2016)	358	100%	100%
2014-2015 Academic Year (Fall 2014, Spring & Summer 2015)	438	100%	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.

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

The School of Journalism and Mass Communications has a long history through various incarnations at the University of South Carolina. It has been accredited by ACEJMC since 1954.

Most notable of late, it moved to a newly renovated building in a historic part of campus in 2015, bringing new interest, energy and esprit to its long-established programs, not to mention allowing it to escape its dungeon-like, windowless quarters of several decades. As the director noted, the school is now part of the campus tour for prospective students – for the first time.

Journalism education dates to 1923 at USC, with advertising courses added in 1936. A graduate program was introduced sometime between 1955 and 1965 (exact date unknown). Its capstone journalism course – producing a newspaper and now a website as well – dates to 1971, the same time the School of Journalism became the College of Journalism. In 1984, "and Mass Communications" was added to its name. In 2002, the College joined with the College of Library and Information Science to form the College of Mass Communications and Information Studies. Former ABC and CNN correspondent Charles Bierbauer joined the university as the new college's founding dean. He has announced he will step down as dean at the end of the current academic year and a search is underway for his replacement. In 2004, the college was renamed as the College of Information and Communications.

Today the School of Journalism and Mass Communications has 1,500 undergraduate students in six majors: Advertising, Broadcast Journalism, Journalism (Multimedia), Mass Communications, Public Relations, and Visual Journalism. The Mass Communications major is new this year and is included in this accreditation. It already has more than 80 students. As is common, PR is the largest major, followed by Broadcast Journalism and Advertising.

Its Master of Mass Communication program has two tracks, Journalism and Integrated Communications, and 21 students. There are also master's and Ph.D. programs outside of this review.

There are 41 full-time faculty, with tenure-track possible for both academics and professionals, as well as instructors who are non-tenure-track and shoulder a heavier teaching load. Curriculum was revised in 2014 with the goal of better balancing skill and conceptual courses, increasing student flexibility and aligning programs with learning outcomes. The number of hours required to graduate was lowered from 126 to 120 to make four-year graduation more achievable.

Leadership of SJMC has changed since the last accrediting visit. Dr. Andrea Tanner became the director in December 2015, after serving as interim director. She is a longtime faculty member and was selected after a national search. There has been significant faculty turnover and growth

during this cycle, including replacing almost 30 percent of the faculty in the last two years due to retirements and departures.

The new building includes a converged newsroom used by journalism and broadcast students for their capstone classes and new studio space.

Journalism and Mass Communications and the School of Library and Information Science -- its partner in the College of Information and Communications – are now close by, facilitating more partnerships, despite the fact SJMC is primarily undergraduate-oriented, while SLIS is oriented to graduate programs. The college created an assistant dean of student services in 2015 who oversees advising, placement and recruitment for both units. SJMC has added two full-time academic advisers focused on first-year and transfer students.

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

The school participates in the university's strategic-planning process, called the "Blueprint." The college annually presents its report to the provost. This work includes five-year goals. The school itself adopted an ambitious strategic plan (created by its strategic planning committee) that was approved in 2015.

The strategic plan maps to seven university priorities, including educational quality, leadership, innovation, diversity, access, global competitiveness and community engagement. Detailed tactics are included for some of the topics, but some are more general aspirations and lack metrics.

The self-study includes these outcomes as attributable to the strategic planning process:
- Appointment of an undergraduate writing and adjunct training coordinator who serves as "course captain" for its entry-level writing course
- Establishment of a monthly "Research Roundtable" to showcase faculty scholarship and creative work.
- Establishment of a Diversity Committee as a standing committee.
- Creation of a formal mentoring program for new faculty.
- Increased support for student programs abroad by creation of need-based scholarships.
- Development of a program to attract, recruit and retain high-achieving students.

The plan also includes these long-range goals for the school:

1. Teaching and Learning
Our focus on teaching and learning is centered on our commitment to provide the highest quality educational programs at the undergraduate and graduate levels through a faculty devoted to teaching excellence.

2. Research, Scholarship & Creative Achievement
We have positioned the School to become a major contributor to the discovery, application and dissemination of knowledge in our professional areas of journalism and mass communications.

3. Service Excellence
We support the university's goal to provide excellent and meaningful service to our various communities within and outside our state by capitalizing on the expertise of our faculty. We value service excellence in our tenure and promotion decisions.

4. Quality of Life on the University Campus
We are committed to promoting a culture of excellence where students, faculty and staff are engaged, challenged and valued. We believe that this commitment requires a diverse culture within the School.

5. Recognition and Visibility
We will continue to celebrate our faculty, staff and student achievements by informing appropriate internal and external audiences about our successes.

Here's the school's mission statement:

The mission of the School of Journalism and Mass Communications is to improve and strengthen the societal roles of the profession of journalism and mass communications by:

• Providing undergraduate instruction within a liberal arts context that leads to a bachelor's degree in journalism and mass communications and prepares students for an increasingly multinational and multicultural work environment.

• Providing graduate instruction, leading to a master's and Ph.D. degrees, that prepares students for leadership, management and research roles in the journalism and mass communications professions and in the professorate.

• Educating students, both majors and those in disciplines outside the School, about the roles, functions and responsibilities of the mass media and of mass communications industries.

• Adding to the body of knowledge for the professions, policy makers and for the general public through research, scholarship and creative professional activity.

• Providing service to journalism education at the middle and high school levels in South Carolina and the Southeast, and to journalism and mass communications professions in South Carolina and at the regional, national and international levels through such activities as workshops and constructive commentary on current media, advertising and public relations practices.

• The School of Journalism and Mass Communications supports the missions of the College of Mass Communications and Information Studies and the University of South Carolina.

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

The faculty has final word on curriculum (pending approval upstream within the university). Its curriculum committee reviews any requests for new or special courses and brings those to the full faculty for a vote. The faculty approved curriculum revisions throughout all the majors in 2014. The school has a manual of Policies and Procedures that is reviewed regularly by a committee elected by the faculty. Revisions are brought to the full faculty for a vote.

All full-time faculty (including non-tenured and visiting) may vote except on tenure and promotion matters.

Faculty meetings are typically monthly. Standing committees include Curriculum, Diversity, Graduate Council, Petitions (from undergraduate students regarding coursework), Policies and Procedures, Tenure and Promotion, Faculty Development, Technology, and Research and Creative Scholarship.

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 new director has been in place for only a year, after some difficult transition due to the illness and death of a previous interim director. The director, a former TV journalist, is a 16-year member of the faculty, who earned her Ph.D. from the school and stayed, working through the ranks to professor. When a national search was conducted, the dean reports, the best candidate was in the building. He says, simply, she is "fabulous." The faculty praises her energy, organization, enthusiasm and the stabilizing influence she has brought.

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

The process is familiar. The dean of the college selects a search committee comprised of faculty, staff and students. The committee chair is usually from a different college or school. The

committee forwards finalists to the full faculty. The list also goes to the dean. The dean may approve or reject the list. Finalists come to campus. The faculty has input, but the dean makes the final recommendation to the provost.

The director is formally evaluated every five years. The decision to retain the director is made by the dean in consultation with the provost and the faculty. The associate director for the graduate program is named by the director and evaluated annually. There is no term limit for this position. The same is true for sequence heads, though those positions usually rotate every three to five years.

As noted above, a search is underway for a new dean of the college.

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

Student complaints are generally resolved within the student services office. Parties can appeal to the assistant dean of students, then the school Petitions Committee. Faculty and staff issues are handled by the director. Faculty and staff may also seek help from university offices such as the faculty ombudsperson. There is a formal appeals process for promotion and tenure decisions.

SUMMARY: This is a program with strong leadership, faculty and students that has the potential to soar with the benefit of a new building, and the enthusiasm and growth potential it brings. New leadership in place has the support of the faculty and central administration.

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

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

A long-range plan, essentially an evaluation of the program, was prepared in 2012 and submitted to the graduate council in 2013. That plan guided recent curricular revision for the graduate programs while endorsing that the programs under review should retain their professional focus and continue to evolve the skills needed for success in the workplace.

The graduate program shares the school's mission statement. From above:

• *Providing graduate instruction, leading to a master's and Ph.D. degrees, that prepares students for leadership, management and research roles in the journalism and mass communications professions and in the professorate.*

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

The associate director for graduate studies and research oversees all the graduate programs, including those that are part of this review and are outside this review. Duties include leading curricular review, scheduling courses and assigning faculty, supervision of practicums, review of student requests, supervision of recruitment and admissions, and liaison to the university's graduate school.

Graduate policies are set by the graduate council. It is chaired by a senior faculty member, includes the associate director, graduate faculty and two students, one representing doctoral students, the other representing master's students. The council approves curricular changes and reviews graduate student petitions.

SUMMARY: The professional master's program is an established part of the school. Its new curriculum is designed to be more contemporary and to better prepare students for the professional workplace.

Overall evaluation (undergraduate program):   COMPLIANCE

Overall evaluation (professional master's program):   COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

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

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.

The school positions itself as a professional program with six majors: Advertising, Broadcast Journalism, Journalism, Public Relations, Visual Communications and, a new major, Mass Communications. This new major, approved in 2015, allows the students a more general program by choosing courses across the school.

The school has six learning outcomes for all students that incorporate the ACEJMC's 12 core competencies:
• **Research:** Gathering information/writing clearly
• **Creativity:** Think critically and independently
• **Diversity:** Understanding the history and global society
• **Ethics:** Understanding ethical and legal implications
• **Technology:** Gaining/demonstrating ability to apply technology
• **Analysis:** Incorporating basic statistical concepts

The school previously required 126 credit hours for graduation. That has been changed to 120 hours to allow students who average 15 hours a semester to graduate within four years. In addition, students are allowed more flexibility with fewer required courses and more electives.

All students take 48 hours in the major, including these nine hours of core classes:

> • Media and Society
> • Writing for Mass Communications
> • Law and Ethics of Mass Communications

The number of school electives hours varies by major, ranging from nine to 15.

All students are required to have a secondary area of expertise outside the school – that may be a minor (18 hours) or a cognate (12 hours) – to ensure students have the required 72 hours outside of the program. Following is the breakout by specialization.

Specialization	Hours within School	Total outside School**	Total hours
Advertising	34 req.* 12 elective = 48	72	120
Broadcast Journalism	39 req.* 9 elective = 48	72	120
Journalism	39 req.* 9 elective = 48	72	120
Mass Communications	33 req.* 15 elective = 48	72	120
Public Relations	33 req.* 12 elective = 48	72	120
Visual Communications	39 req.* 9 elective = 48	72	120

 * includes 9 hours of core classes
** students are required to take a statistics class outside the School

Graduation classes	Graduates	Number 72+ hours	Percent
2015-2016 academic year	358	358	100%
2014-2015 academic year	426	426	100%
2013-2014 academic year	362	362	100%

Students can take additional journalism classes, but it would force them to take more than 120 hours to graduate.

The college exceeds the ACEJMC expectation of at least 95 percent of the graduating classes having at least 72 or more semester hours outside of journalism and mass communications.

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.

Advertising (48 hours)
SJMC Core classes, required of all majors
   • Theoretical   6 hours
   • Skills   3
Required classes
   • Theoretical   6 hours
   • Skills   15
Directed capstone electives (choose two courses)
   • Theoretical   0-3 hours
   • Skills   3-6
Total for advertising major
   • Theoretical   12-15 hours
   • Skills   19-22
Plus 14 SJMC electives (any JOUR course)

Advertising majors receive a broad base of both theoretical and skills classes, leaning more toward skills. In addition to the school's nine-hour core, advertising majors take required courses

including a principles class, account planning, creative (including both copywriting and design using Adobe Suite), media and an integrated campaigns class. Advanced electives include advanced creative, brand communications, interactive, cause communications (a service-learning experience) and creative leadership.

There are 212 students enrolled in Advertising in spring 2017.

Broadcast Journalism (48 hours)
SJMC Core classes, required of all majors
    • Theoretical   6 hours
    • Skills   3
Required classes
    • Theoretical   9 hours
    • Skills   21
Plus 9 SJMC electives (any JOUR course)

These students take the same three required courses as all other students in the school. The core also mixes theoretical and conceptual courses with courses in professional skills. Students must complete Advanced reporting—Broadcast/Online Journalism, Advanced Broadcast/Online Journalism Production, Digital Journalism and a course in long-form investigative reporting. The culmination is the "senior semester" capstone, a half-hour news program, broadcast on the campus cable channel and streamed live online. Students rotate through every production, reporting and anchoring job on the program. This spring semester they will air more than 100 half hour programs.

Broadcast journalism enrolled 277 students in spring 2017.

Journalism (48 hours)
SJMC Core classes, required of all majors
    • Theoretical   6 hours
    • Skills   3
Required classes
    • Theoretical   9 hours
    • Skills   21
Plus nine SJMC electives (any JOUR course)

The heart of the journalism program is its senior semester, a demanding trio of capstone classes that require a 9-to-5 commitment by students in the converged newsroom producing a print product, the night broadcast news show, and web reports. To get there, once the core is completed, requires at least three deep dives into reporting as well as electives that can range into editing, history or management. Skill development is paramount in this sequence.

Journalism has 144 students enrolled in spring 2017.

Mass Communications (48 hours)
SJMC Core classes, required of all majors
    • Theoretical   6 hours
    • Skills   3
Three principles classes
    • Theoretical   9 hours
Required classes
    • Theoretical   9 hours
Plus 12 SJMC electives (any JOUR course)
    • Theoretical   6-9 hours
    • Skills   3-6
Leadership pathway   6 hours
Capstone portfolio
    • Theoretical   0-3 hours
    • Skills   3-0

All students are required to take three of four introductory principles classes – Public Relations, Advertising and Brand Communications, Visual Communications, or Journalism – giving them a broad base.

The major appears to be disproportionately balanced toward theoretical and conceptual courses. However, this major requires elective courses that focus on skills and practical experience. Students are encouraged to engage in courses with a service learning or civic engagement component (e.g. PR for Nonprofit Organizations), providing purposeful engagement beyond the classroom and support for "Leadership Distinction" upon graduation. Additionally, students are required to complete a capstone portfolio course requiring research, critical thinking and professional presentations.

This new major has proven extremely successful in a short period of time, attracting beginning students as well as those close to graduation who want to work in media but aren't sure exactly what they want to do – or are sure they don't want graduate in the school major they started in. It reflects the school's commitment to convergence across the disciplines. Its enrollment is expected to soar.

Public Relations (48 hours)
SJMC Core classes, required of all majors
    • Theoretical   6 hours
    • Skills   3
Required classes
    • Theoretical   9 hours
    • Skills   9
PR Directed electives

• Skills   6 hours
Additional SJMC elective
• Theoretical   3 hours
Plus 9 SJMC electives (any JOUR course)
Supervised work experience
• Skills   3 hours

Public Relations is the largest major with 39 percent of the school's undergraduate enrollment. The major provides a balance of theoretical and skill-building coursework. The theoretical coursework is similar across majors with emphasis on principles. Skills and supervised work experience courses were referenced by students and alumni repeatedly because of the professional preparation provided. Of note is the use of a school agency (The Carolina Student Agency) and national competitions (the national PRSSA Bateman Team) that require students to use learned skills as they produce work for clients.

Enrollment in spring 2017 totaled 587.

Visual Communications (48 hours)
SJMC core classes, required of all majors
• Theoretical   6 hours
• Skills   3
Required classes
• Theoretical   3 hours
• Skills   21
Plus 3 hours Viscom special topics course
Plus 3 hours Viscom concept/lecture course (theoretical)
Plus 9 hours SJMC electives (any JOUR course)

Visual Communications majors must take three "Photovisual" communications courses – one for basic photography, one for multimedia/advanced photography and one for video storytelling. All majors take Basic Design, Advanced Design and Design of Online Content. Students who successfully complete the sequence will demonstrate competence in HTML, CSS and Adobe Photoshop, Premiere Pro, Illustrator, InDesign and Dreamweaver.

The Principles of Visual Communications course provides the theoretical foundation for the Viscom sequence. Although it isn't primarily a skills course, some assignments for the principles class are created using programs from the Adobe Creative Suite. Viscom faculty members discuss specific legal and ethical problems facing photographers, multimedia storytellers and videographers in individual classes.

The program combines a strong graphics and design-first tradition with cutting-edge visual storytelling, making it unique in the region.

The spring 2017 enrollment in the Visual Communications sequence is 194.

c) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

Across the sequences, students are getting technologies that they will be using as professionals upon graduation.

Advertising – The school features intense hands-on classes through The Carolina Agency, a student advertising and PR agency, that does work for a variety of clients. The school also sponsors an Ad Team that competes in the American Advertising Federation's National Student Advertising Competition, which prepares an all-encompassing campaign and pitch (presentation). Internships for credit are part of the hands-on learning, an option primarily for juniors and seniors.

A unique opportunity for students is the CreatAthon, a marathon creative enterprise that creates work for local non-profits. Last November more than 50 USC student volunteers worked more than 24 straight hours to produce six marketing communications campaigns for local nonprofits with an estimated value of more than $120,000.

Advertising students utilize a wide variety of technological tools throughout their major courses, including, Adobe Creative Suite (a digital computer application), shooting and editing commercials (digital as well), Qualtrics and data mining for consumer insights, media planning simulation, MRI+ and Nielsen.

Broadcast Journalism -- It is clear from classroom and studio observation that the Broadcasting curriculum and its teachers strive to produce graduates who meet professional standards. Beginning with introductory writing and reporting, students, using industry standard equipment, focus on videography and visual storytelling, camera operation, editing voiceovers and broadcast packages. By the time they reach the capstone "senior semester" they are prepared to meet the demands and deadlines of daily reporting, with daily critiques of their work.

Journalism – Reporting and writing, visual storytelling, camera work, and multiple levels of storytelling across media platforms, including digital in the intermediate and capstone courses. are a consistent part of the learning for students.

Mass Communications – Instruction focuses on writing and presentations. The school's principles courses cover digital, technological and multimedia concepts, and require individual and team activities that engage these tech tools. The elective skills courses emphasize practical experience and professional development. Instruction is responsive to professional expectations.

Public Relations – Digital/social media are increasingly important for PR practitioners. Students develop portfolios including web design and social media campaigns, and use Qualtrics for research. The PRSSA Bateman team uses digital analytics, and students working at the Carolina

Agency requires use of software, presentation programs, video and still photography, as well as social media and website creation.

Instruction focuses on writing and presentations. The school's Principles courses cover digital, technological and multimedia concepts and require individual and team activities that engage these tech tools. The elective skills courses emphasize practical experience and professional development. Instruction is responsive to professional expectations.

Visual Communications – Viscom students gave high marks to all seven faculty members, citing honest (if occasionally painful) evaluations and individual attention during office hours. Students mentioned one professor's critiques as sometimes being hardest to take, but the most professionally useful. "I never miss one of his critiques," one student said.

The Viscom faculty prides itself on its ability to integrate emerging technologies and story forms into its curriculum. In 2016, professors received a Provost's Visiting Scholars Grant to bring *The New York Times* multimedia producer Amy Zerba to USC to talk about online reader engagement and University of Maryland Professor Jason Farman to talk about interaction with mobile devices.

During the period under review, USC Viscom students have made "Maymester" trips to Oman, in 2016, Germany in 2015 and Malawi in 2014, where the school was recognized with the "Best Practices in International Education Student Philanthropy" award from the National Association of Student Affairs Administrators in Higher Education.

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

Occasionally the school exceeds the 20-student rule in skills classes to allow students to enroll in a course to allow them to advance through the curriculum and to facilitate "on time" graduation. Otherwise the 20-student rule is adhered to.

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.

Internships aren't required by the school though they are encouraged, and most students do an internship for credit. Typically, only juniors or seniors would enroll in the internship course because of prerequisites in the major. In the 2015-2016 school year 122 of roughly 550 junior/seniors enrolled in the professional internship course. Many students do additional internships for non-credit. Students may seek out their own internship, but it must be approved by the school's career services and internship manager before a student can receive credit. Students are encouraged to do multiple internships, although they can receive a maximum of three hours for credit for a minimum of 140 contact hours.

SUMMARY: The undergraduate coursework within the school cants toward the skills side in Advertising, Broadcast Journalism, Journalism, Public Relations and Visual Communications. The Mass Communications coursework is more theoretical. Because of the design of the program, 100 percent of students meet the 72-hour requirement of coursework in the liberal arts and sciences. Digital and social media are also infused across the curriculum. The innovative, new Mass Communications major is giving students new opportunities to find their way in modern media. Interesting note: Three faculty members created their own e-textbook that is used across all sections (usually in the teens) of the beginning writing course.

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

The Master of Mass Communication (MMC) is an on-campus professional master's degree. While the undergraduate program focuses on preparing students for entry-level jobs by balancing theoretical and professional skills, the MMC is a management-oriented degree for those preparing to manage newsrooms, integrated communications offices or an Ad/PR agency.

The program has two tracks: Journalism and Integrated Marketing Communication.
Based on the self-study, six courses, or 18 hours of the 36 required, are skills-based. However, in the current program, depending on previous professional experience, graduate students might also be required to take 500-level skills-based undergraduate classes. All graduate students also complete quantitative and qualitative research methods to prepare them for research-based management skills in their future jobs.

The Master of Arts and Ph.D. are research degrees. Neither of these is seeking accreditation.

Per the program leadership, concerns about program enrollment (currently at 21) led to the hiring of a recruiter, who in addition to other duties, will help identify qualified MMC students. Additionally, the school is developing an accelerated master's program that may be completed in conjunction with the school's undergraduate degree in five years.

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

The program is in compliance with this indicator:

General Program of Study (Print/Broadcast)
36 hours in MMC

Of the 18 required hours:
  • Theoretical   12 hours
  • Skills 6
Of the 9 hours "directed elective" courses:
  • Theoretical   6 hours
  • Skills 3
Plus 9 hours of electives

General Program of Study (Advertising/PR)
36 hours in MMC

Of the 18 required hours:
- Theoretical   12 hours
- Skills   6

Of the 12 hours "directed elective" courses:
- Theoretical   0 hours
- Skills   12

Plus 6 hours of electives

It should be noted that there is now a new curriculum in place for the MCC.

<u>NEW</u> Multimedia Journalism
36 hours in MMC

MMC core (12 required hours):
- Theoretical   6 hours
- Skills   6

Required for emphasis (15 hours):
- Theoretical   0 hours
- Skills   15

Plus 9 hours of other electives

<u>NEW</u> Strategic Communication Management
36 hours in MMC

MMC core (12 required hours):
- Theoretical   6 hours
- Skills   6

Required for emphasis (9 hours):
- Theoretical   3 hours
- Skills   6

Plus 15 hours of other electives

The program requires that all students complete a graduate-level practicum in an approved media organization where they are expected to hone and acquire additional skills to ensure they are prepared to enter the professional world.

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

The program is management-oriented, providing advanced and rigorous instruction with coursework that integrates theory and skills appropriate to higher-level professional

communication careers. Subject matter is designed for those who wish not just to work in, but to manage, a newsroom or an agency.

SUMMARY: The MMC graduate program curriculum is an established way for students who generally didn't study in our fields as an undergraduate to prepare for the professional workplace and leadership within journalism and strategic communication.

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

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

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

The unit defines diversity as cultural, ethnic, racial, gender, gender identity, religious and thought, and includes "male students of any race" among underrepresented groups.

South Carolina, primary service area for the unit, is 68.9 percent white, 27.8 percent African American, 5.4 percent Hispanic, 1.7 percent mixed race and 1.5 percent Asian. It is also 51.4 percent female.

- Undergraduate student population is 80 percent white, 9.9 percent African American, 4.1 percent Hispanic, 3.3 percent mixed races, 0.9 percent Asian and 75.2 percent female.
- Graduate student population is 52 percent white, 23 percent international (any race), 14 percent African American, 9 percent mixed race and it is 76.2 percent female.
- Full-time faculty is 78 percent white, 12 percent Asian, 7 percent African American and 2 percent mixed races. It is 58 percent male and 42 percent female.
- Part time/adjunct faculty is 68 percent white, 26 percent Asian and 7 percent African American. It is 55 percent female and 45 percent male.

Students from the school are annually nominated to the American Advertising Federation's Most Promising Multicultural Student competition. The school will host its fourth Media and Civil Rights History Symposium this year. Faculty research includes work on diversity and gender issues.

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 school's written Strategic Plan for Diversity and Inclusion references the university's "Focus Carolina Strategic Plan for Diversity," which states the following goals:
- Increasing the number of underrepresented faculty, staff and students to more closely reflect the diversity of our state.
- Increasing the number of international faculty and students and expanding diverse thinking in our classrooms.
- Focusing on cultivating an academic environment that welcomes a diversity of concepts, ideas and approaches.

The unit plan encourages teaching, learning and research activities related to diversity.

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.

There is a much-lauded class that focuses on Minorities, Women & Mass Media. In odd-numbered years, the unit offers a course in Media, Culture and the African American Freedom Struggle. While the faculty are encouraged to facilitate discussions of diversity and inclusiveness in the classroom, this generally was not found in syllabi. However, student comments indicated that diversity is discussed during their classes from the beginning of their studies through graduation. Many praised the school for making diversity an "overt, not covert" part of their education, without making it a matter of political correctness.

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.

During 2014, EEO data forms reported there were 108 applicants in the hiring pool, including eight racial minorities (7.4 percent) and 20 international (18.5 percent) faculty candidates. Conversations with faculty revealed that unit's efforts have not generated adequate diverse candidates, particularly African American candidates. Conversations with students revealed they would like to see more African American faculty. The school has three prominent African American faculty members who have served the school for the long term. But there have been no recent hires of African Americans. An instructor of black and white heritage was hired this year. An African American woman was hired recently for the advising staff.

Female faculty has tripled since 2011 and now comprises 42 percent of the faculty. Asian faculty has grown from 3.8 to 10 percent of the faculty.

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

The diverse student population was 9.9 percent in 2016, up from 8.1 percent in 2011. The unit's efforts to recruit and retain underrepresented students include dedicated scholarships. The unit participates in programs with the South Carolina Scholastic Press Association, Southern Interscholastic Press Association and other programs to attract new students. To retain students, the unit provides study abroad opportunities, academic and career advising services. All students are encouraged to engage in organizations that include the American Advertising Federation and Association of Black Journalists. Transfer students coming in from feeder campuses and junior colleges are running at 25 percent student of color, the director reports.

Minority and international students (of any race) make up about half of the master's cohort under review. The graduate program added a recruiter recently, part of whose job will be building the

diversity of the program.

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.

The school adheres to the university's policies and initiatives as administered by the Office of Diversity and Inclusion. The unit works with the university's Student Disability Services to accommodate students with disabilities.

SUMMARY: The school has a commitment to diversity that is palpable, according to students, but there is work to do on faculty recruitment – no African American tenure-track professorial hires in more than a decade – and in building minority enrollment (a campus-wide issue). Syllabi do not always reflect the school's commitment.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

Table 7. Faculty Populations – 2016-2017 Full-time SJMC Faculty (41)

Group	Female	% of total	Male	% of total
Black/ African American	1	2	2	5
American Indian/ Alaskan Native	NA	NA	NA	NA
Asian	1	2	4	10
Native Hawaiian/ Other Pacific Islander	NA	NA	NA	NA
Other Race	NA	NA	NA	NA
Two or more races			1	2
Hispanic/ Latino (any race)	NA	NA	NA	NA
White	15	37	17	41
International (see Asian)				

Faculty Populations – 2016-2017 Part-time/adjunct SJMC Faculty (38)

Group	Female	% of total	Male	% of total
Black/ African American	NA	NA	2	5
American Indian/ Alaskan Native	NA	NA	NA	NA
Asian	8	21	2	5
Native Hawaiian/ Other Pacific Islander	NA	NA	NA	NA
Other Race	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA
Hispanic/ Latino (any race)	NA	NA	NA	NA
White	13	34	13	34
International (see Asian)				

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.

There are 41 full-time faculty members, drawn from academic and professional ranks that reflect the school's mission.

There are dual tenure tracks for full-time faculty, one for those with a terminal degree, another for those with significant professional experience. In addition, there are non-tenure track instructors, whose primary mission is teaching. Typically, tenured and tenure-track faculty teach 2-2 loads and instructors teach 4-4. More than half the faculty hold doctoral degrees.

Full-time tenure-track faculty are hired in a competitive national search. Advertisements are placed in recognized academic and professional job placement publications and websites. A search firm is sometimes employed. The search committee -- a range of ranks and specialties -- selects a minimum of three finalists who are brought to campus. After the committee's recommendation for the position is then voted on by the faculty. The director with the dean's approval makes the final hiring decision. Hiring of instructors is done by a similar if more simple process. Instructors work on an annual basis, but many have been with the school more than a decade.

Adjuncts are hired when needed from a pool of candidates with experience teaching at the school. Five to 10 are hired as needed each semester. The school retains a stable pool of adjuncts.

Both the hiring and assessment and evaluation of faculty members follow standard academic practices.

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

Full-time faculty teach at least 80 percent of the school's courses each semester. The rest are taught by adjuncts. Tenured and tenure-track faculty -- both those with a terminal degree or professional experience -- engage in scholarly activity outside the classroom. Those with an academic background do traditional research, write for journals or publish in professional magazines. Those with professional backgrounds have produced textbooks, documentaries and photojournalism essays. The faculty also will join in student advising. Instructors are not expected to do research, although some do, and they are involved in service work.

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.

The faculty is balanced between scholarly and professional backgrounds. Those with doctorate degrees represent 55 percent of the faculty. Those with significant professional backgrounds represent 45 percent. Most faculty have both professional experience and terminal degrees.

Faculty members are kept current by the school's Faculty Development Fund. It provides financial support for faculty who want to improve teaching and research and/or creative skills in forums like workshops and seminars or professional meetings. New faculty have access to startup funds to support research or creative endeavors or pursue tenure. There is also a Center for Teaching Excellence and University Technology Services that provide seminars, programs and resources to aid teacher development.

From hiring to development, the school strives to maintain its balance between academic and professional skills in the classroom

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

Full-time and part-time faculty are evaluated in several different ways at defined intervals in their performance. Students fill out online forms for every class every semester. The process is handled outside the classroom so the professor is not involved, assuring anonymity. Assistant and associate professors are also peer-evaluated in the classroom each year. Tenured faculty undergo a formal review every six years, according to university policy. These policies and their criteria are published and supervised by the school's director.

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

Faculty members are active across campus in a variety of ways. The provost expressed support for the school as a place that models how professional training and academic scholarship can co-exist successfully. Colleagues around campus said they were grateful for the school's spirit or collaboration and its outstanding students.

SUMMARY: The faculty provides a mix of accomplished academics and professionals. Many exist in the same body. As a result, students are well-served and most appreciative of a faculty always willing to go the extra mile.

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

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

Faculty with a terminal degree and appointment to a tenure-track position are eligible to become regular members of the graduate faculty. The school nominates faculty to the dean of graduate studies.

Non-tenure track faculty with a terminal degree may be appointed to associate membership and may teach graduate courses, direct theses and dissertations, and vote on graduate matters. Term appointment for three years is available for faculty not otherwise eligible. They may teach graduate courses and serve on graduate students' committees.

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

Typically, graduate faculty teach 100 percent of the courses.

Overall evaluation (undergraduate program):   COMPLIANCE

Overall evaluation (professional master's program):   COMPLIANCE

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

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

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

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

USC is a R-1 doctoral university with highest research activity as defined by the Carnegie Foundation. As one would expect in an R-1 institution, faculty are expected to produce research and other creativity activity. Support comes with that expectation.

Research faculty receive a course release from a 3-2 workload to a 2-2. Tenure-track faculty receive additional support with a graduate research assistant as well as start-up funding of $5,000 each year for five years, at which time they put forward their dossier for tenure. Sixteen faculty have received start-up funding in the past six years. Eleven faculty have received stimulus research funding.

In addition, the school has three endowed professorships:
- August (Augie) E. Grant, Ph.D. – J. Rion McKissick Professor of Journalism
- Sei-Hill, Kim, Ph.D. – Eleanor M. and R. Frank Mundy Professor of Journalism
- Ran Wei, Ph.D. – Gonzales Brothers Professor of Journalism

Sabbaticals are available for tenured faculty to support their continued research productivity. Since 2011, seven faculty have received sabbaticals. Following are names and the focus of each project.
- Karen Mallia, associate professor
  Fall 2015
  Project: Researching, preparing and writing a book proposal. Working title – Creative industries: Principles and practices.
- Ran Wei, professor
  Spring 2015
  Project: Visited internationally renowned universities in Singapore and China. Edited and produced two books, updated a book chapter and published four journal articles in addition to other presentations.

- Keith Kenney, associate professor
  Fall 2014
  Worked on his book: Philosophy for Multisensory Media Theory

- Bruce E. Konkle, tenured associate professor on the professional track
  Spring 2014

Worked on scholastic journalism history projects. He researched high school journalism's history from 1775 to 1975.

- Carol Pardun, professor
  Fall 2014 and Spring 2015
  Retooled from administration to re-join the faculty. Her work included updating herself on Wordpress blogging as well as the account planning side of advertising agencies, which was also used in updating the account planning course she teaches.

- Andrea Tanner, professor
  Spring 2013
  Focused research on science and health communication. She produced eight (8) refereed research articles and applied for four grants, one funded by the James L. Knight Foundation. During this time she also continued her service to the school.

- Thomas Klipstine, associate professor on the professional track
  Spring 2013
  Taught in Tbilisi in the European country of Georgia. He also taught two PR classes in the master's program at the Georgian Institute of Public Affairs (GIPA) and developed a PR master's program for GIPA.

There is also travel funding to support research faculty to present at conferences – $305,411 since 2011.

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

The school revised its tenure and promotions guidelines in 2011. The guidelines address what is included in research and activity on the professional track:
- Professional books and textbooks in mass communications
- Professional journal articles, trade publications, scholarly journals, newspapers or other mass media, including digital and print.
- Juried creative projects, with national given more weight than regional.
- Non-juried creative projects as recognized by the creative field.
- Refereed papers presented at scholarly conferences.
- Editorial positions on scholarly and professional journals.
- Expert witness testimony in court cases or before government committees.
- Invited papers at scholarly and professional conferences.

In addition, faculty have acquired an impressive $1.7 million in grant funding since the 2011 accreditation visit. Following are the funded grants in the last six years.
- 2016: 3 grants
- 2015 – 2016: 1 grant
- 2014 – 2015: 1 grant
- 2014: 3 grants
- 2013: 3 grants

- 2012 – 2013: 2 grants
- 2012: 1 grant
- 2011 – 2014: 1 grant
- 2011: 5 grants
- 2011 –2012: 1 grant
- 2010 – 2013: 1 grant
- 2010 – 2012: 2 grants
- 2010 – 2011: 2 grants

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

The school's Tenure and Promotion Guidelines were approved by the faculty on May 12, 2011, and approved by the university committee on May 20, 2011. The document specifies the Research and Creative Activity Guidelines for both academic and professional tracks.

For the academic track, evidence of research and creative activity might include, but is not limited to:
- Articles published, or in press, in refereed scholarly and professional journals (e.g., digital or print).
- Scholarly books and monographs.
- Scholarly book chapters, textbooks, and other published works.
- Funded research grants. Unfunded research grant proposals are also considered valuable, but to a lesser degree.
- Refereed papers given at scholarly conferences.
- Research reports completed in the faculty member's role of consultant.
- Editorial positions on scholarly and professional journals.
- "Expert witness" testimony in court cases or before governmental committees.
- Invited papers at scholarly and professional conferences.

For the professional track, evidence of research and creative activity might include, but is not limited to:
- Professional books and textbooks that contribute to the field of mass communications.
- Articles in professional journals, trade publications, scholarly journals, newspapers or other mass media (e.g., digital, print).
- Creative projects that are juried, with national competitions being more important than regional competitions.
- Creative projects that are not juried, but are recognized by the creative community as excellent and as important contributions to the candidate's field.
- Refereed papers presented at scholarly conferences.
- Editorial positions on scholarly and professional journals.
- "Expert witness" testimony in court cases or before governmental committees.
- Invited papers at scholarly and professional conferences.

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 last accreditation visit in 2011 the faculty have authored 137 refereed journal articles and 179 refereed conference papers. In addition, they have acquired $1.7 million in grant funding in the last six years. Following is a table scholarship, research, creative and professional activities broken out by rank (e.g., full, associate, assistant professors).

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full (9)	Associate (10)	Assistant (6)	Other** (12)	Totals (37)
Awards and Honors	25	5	18	3		26
Grants Received Internal	8	1	6	2		9
Grants Received External	17	4	12	1		17
Scholarly Books, Sole- or Co-authored	5	3	2			5
Textbooks, Sole- or Co-authored	4	4			1	5
Books Edited	3	3				3
Books Chapters	35	19	17	5		41
Monographs						
Articles in Refereed Journals	137	93	19	47		159
Refereed Conference Papers	179	110	36	60	1	207
Invited Academic Papers						
Encyclopedia Entries	10	10				10
Book Reviews						
Articles in Non-refereed Publications	34	22	9	3		34
Juried Creative Works						
Non-juried Creative Works	5		2	3		5

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

The school has implemented monthly Research Roundtables to showcase innovative research within the school. This not only makes other faculty aware of what research projects are happening across the school, but it also might stimulate connections for faculty collaborating going forward.

SUMMARY: Much is expected of an R-1 university, and the school seems to have embraced that expectation. Faculty take advantage of sabbaticals and are supported with funding for conferences as well as research assistants. Importantly, there is support for both the academic as well as the professional faculty, which has led to a highly productive program.

Overall evaluation (undergraduate program):   COMPLIANCE

Overall evaluation (professional master's program):   COMPLIANCE

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

The school was among the first three on campus to install the university's new Pathfinder Academic Advising software. Students entering the program in fall 2016 became the first cohort to experience the university's paperless advising system, which enforces an "advising hold" on the records of students who don't meet with an adviser each semester.

The SJMC has made great strides since its last accreditation with regards to advising its 1,500 students by hiring a staff of five full-time advisers who are supported by graduate students and peer leaders, and one administrative assistant. The advising staff reports to the assistant dean of student services. In all, the advising ratio is approximately 300:1. The Academic Advising staff regularly tweets announcements and reminders.

Students said they were satisfied with the new advising procedures. One senior who had been advised under the previous system welcomed the new process, saying that she could feel confident her academic career was in good hands. She added that she still sought out her professors during office hours to discuss her professional career.

The advising staff regularly checks to see that students' course of study stays within the ACEJMC 72-hour rule.

b) Faculty are available and accessible to students.

A spot check showed faculty members posted office hours on or near their door. Some professors said they are available for 8-12 hours each week.

The faculty helps host a "move-in day pizza party" and an ice cream social and facility tour on Parents Weekend. Faculty members serve as advisers to a wide variety of student organizations.

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

The school sends "SJMC News" via email to all students each Tuesday at 10 a.m. The email contains career and internship opportunities, reminders about graduation deadlines and school and university events.

Students said that in addition to the SJMC News email, professors often make announcements in class, send emails and tweet reminders about events

Students who enter the new building will immediately see multiple monitors, at least one of which will have a rotating list of written announcements about academic deadlines as well as campus events.

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.

SJMC-sponsored Media and Business:

The Carolina Agency provides strategic communications solutions produced by students on behalf of a diverse selection of local, regional, national and international clients. Work completed on behalf of TCA clients is often entered into professional award categories and the organization has an impressive record of more than 20 professional and student awards.

"Senior Semester" celebrates SJMC's converged newsroom where both broadcast and journalism students work together reporting and producing a live 30-minute broadcast, a newspaper (The Carolina Reporter) and a news website. This 12-credit "senior semester" involves students in multimedia, multiplatform journalism that covers the metropolitan area.

InterCom Magazine, SJMC's twice-yearly alumni magazine, is produced by students in the Publication Writing and Design class. The course involves reporting, designing and preparing a magazine for publication, and serves an outreach role by connecting current students with a large body of alumni.

CreateAthon@USC is an annual 24-hour-marathon designed to deliver pro bono advertising, marketing and communications solutions to nonprofits in North America and Europe. It has become a model for creative philanthropy and achieved significant impact since its national launch in 2002, attracting 101 agencies, professional organizations, corporate marketing departments and universities throughout North America as CreateAthon partners. In total, the program has served more than 1,300 nonprofit organizations with pro bono marketing projects valued at more than $16.7 million.

Media competitions:

Students in all majors at the school have the opportunity to enter competitions that can help them improve their work and learn more about opportunities in the professional world. SJMC students regularly compete in the public relations Bateman Team competition, the AAF national student advertising competition, the Hearst competition, the Society of Professional Journalists Mark of Excellence Awards, the Washington Media Scholars Case Competition and the school's own A. Jerome Jeweler Advertising Award, which includes a $500 cash prize.

Travel:

In addition to the university's study abroad program, the school has a strong tradition of offering unique domestic and study abroad opportunities. Examples of this are the annual Maymester in Munich, which puts students from the school's different sequences together for an intensive reporting and production experience; service-learning trips to various developing countries; and academic travel to universities in other countries.

Student Media:

The school collaborates and faculty often advise student media, which is controlled by the university.

The Daily Gamecock, USC's student newspaper, is published Monday through Friday during the fall and spring semesters. (It is not part of the school.)

Garnet & Black magazine is a student magazine that focuses on the issues of general interest to the USC community and includes a literary section featuring student literary and other creative work.

Student Gamecock Television (SGTV) is a student-run cable channel airing on campus cable channel 4. A SJMC staff member is the official adviser for SGTV and assists with weekly recordings of programming from the SJMC Greenhouse Studio.

WUSC-FM is the 2500-watt noncommercial, educational, free-format student radio station at USC, broadcasting in HD Radio 24 hours per day at 90.5 FM.

Student-run organizations in the school foster integrative learning through opportunities to meet leading professionals and also to participate in projects, contests and other avenues for developing entrepreneurship skills and building portfolios. These organizations include the American Advertising Federation, the Public Relations Society of America, the Association of Business Communicators, the National Press Photographers Association and the Association of Black Journalists.

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

Freshman-sophomore retention rates from cohorts beginning in 2007 were from 75.5 percent to 80.8 percent by 2012. Undergraduate graduation rates were up from 49.83 percent in cohort year 2007 to 52.9 percent in 2012.

SUMMARY: Advising has become a strength of the school, in concert with its home college. Students report great satisfaction with the advising staff and feel they are being well-guided in their degree pursuits. There is great help with placement as well with events such as "Passport to Hire."

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

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

MMC students entered the program in cohorts as small as nine and as large as 20 between 2007 and 2015, the average being 12. Typically, more than 75 percent graduated in two years (73-89 percent, from 2007-2014.) The program works hard to stay close to its students, their work, and to ensure their academic and professional success.

Overall evaluation (undergraduate program):   COMPLIANCE

Overall evaluation (professional master's program):   COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

After 46 years in the basement of an antiquated facility at the far edge of campus, bursting at the seams for the last generation, the school now has a surplus of space and light in a new state-of-the-art building. It embraces the school's long-range strategic plan and is considered the beginning of a new era for faculty and students.

The new facility is in the former School of Public Health, which was gutted and rebuilt while keeping its historic exterior facade, at a cost of $18 million. Furnishing the interior, with its industry-standard equipment and technology cost another $7 million. None of the money, however, came from the school's operating budget.

a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The school's annual expenditures—$5.06 million this fiscal year—are in a detailed document that is part of the university's central budget. The school budget request is routed through the provost. The school then receives operating funds that are in line with those of other units on the university campus.

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

The university moved to a centralized budget process when state aid to the university began to plunge and the university countered by raising tuition. Since FY 2008, state funding has dropped by a stunning 36.3 percent. The decline would have been greater but the state did grant money to help cover costs for programs mandated by the state, such as base pay increases and health care coverage. Those allocations covered only part of the cost of the state's mandates. The net result is that to meet its operating requirements the school has needed to raise nearly $1 million each year through increased student fees and from foundations and other outside sources. The school is on somewhat firm financial footing but must remain clever in budget decisions and aggressive in fundraising to meet the school's mission.

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

The new building, with 54,000 square feet of space, contains 11 classrooms, five teaching laboratories, conference rooms and faculty offices. Each classroom is equipped with high-tech podiums for lecturers that can integrate audio, video and PowerPoint. Labs contain 120 desktop computers and there is a separate "laptop lab" with machines that are movable.

The most talked about space is a "convergence newsroom" that brings together broadcast, journalism and multimedia students. There, they work collaboratively to produce the daily *Carolina News* both as a newspaper and an online edition. *Carolina Reporter*, the daily television newscast, is produced there as well as the school's web site and social media reports.

Carolina Reporter is broadcast from a nearby studio that meets industry standards. The adjacent control room also contains technology that meets industry standards. A second broadcast facility, the Kennedy Greenhouse studio, is located in an adjacent building on the site of what was once a greenhouse. The 580-square foot studio is used for other broadcasts and currently hosts a public-affairs television program moderated by the dean.

The new building was designed to promote communication between faculty and students from different majors. That means classrooms and faculty offices are not segregated by majors.

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 new building meant an upgrade in technology across the board, including equipment used by students and faculty.

There are now 40 Sony professional HD video cameras with tripods and audio accessories available for students. Still cameras available to students number 60 and there are dozens of extra lenses. Industry-standard lighting kits are also available as well as audio recording equipment.

Students are able to reserve the equipment online. Checkout is computerized and the equipment is maintained by a broadcast engineer. Not one student complained about the availability of equipment.

The broadcast studios contain Sony studio cameras with teleprompters, Chroma Key, large LED monitors, ascent video graphics and a satellite uplink.

Each of the 120 Mac desktop computers is loaded with Adobe Premiere Pro editing software and students can do almost all of their editing on these desktops.

Students pay an annual technology fee that can range from $100 to $800. The money does not go to the general budget. It is used entirely to buy new equipment. Faculty report that the availability of up-to-date equipment in the new building has enhanced their ability to teach.

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

The school provides access to a wide range of information sources for both students and faculty. They also have access to all of the university's online academic resources. They can be accessed from anywhere, not just on campus.

The university's Thomas Cooper Library is across the street from the new building. There is a special liaison between the school and the library to provide easy access to academic and professional resources.

SUMMARY: What a building! Since moving into new space in summer of 2015, the school has been lifted by the new technology, open space and the escape from its former grim digs. Technology is up to date and the learning environment is superb.

Professional master's program:

SUMMARY: Graduate students have dedicated workspaces and share in the technology and classrooms of the school. Master's students share a comfortable room with multiple work stations and lockers.

Overall evaluation (undergraduate program):   COMPLIANCE

Overall evaluation (professional master's program):   COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

The school maintains close contact with alumni, professionals and professional organizations to keep the school current. Alumni regularly speak to classes, mentor students, critique student work and support student events.

The twice-yearly student-generated magazine InterCom features stories about notable USC alumni and has a circulation of 15,000.

Public Relations faculty members work with alumni to connect public relations students with real-world clients. Many members of the local chapters of International Association of Business Communicators and Public Relations Society of America's are SJMC alums. Many are long-term supporters of student chapters.

The school's advertising faculty maintains a close working relationship with the local and regional advertising community. Alumni serve as judges for the sequence's annual student ad show competition and frequently speak in classes.

Journalism, broadcast journalism and visual communications alumni routinely drop in to the "Senior Semester" newsroom and visual communications classes to give students advice on storytelling and how to land their first jobs.

In an effort to keep curriculum current, alumnus Ken Baldwin established the Baldwin Business and Financial Journalism Endowment fund, and supports student and faculty initiatives including research, symposia, lecturers, visiting professors, student assistantships and related programs.

Baldwin also established the Baldwin Business and Financial Graduate Journalism fellowship, which enables a distinguished business journalist to earn a doctoral degree. Baldwin's recent $1.5 million gift will establish the school's first endowed faculty chair position.

Other alumni-oriented initiatives include:

"Mentor Match," sort of an interactive "speed dating," is a matching event for alumni and students. The event pairs mentors with students. Participants are provided with a schedule of monthly topics and goals at the beginning of the program, and continuing engagement is encouraged with email communications.

"Passport to Hire" is a career-preparation event designed to get students ready for their first job search. The event is a collaboration between the USC Career Center and SJMC faculty, staff and alumni.

The Carolina Agency works with local businesses and nonprofit organizations, whose representatives are often alumni, many of whom believe strongly in supporting student learning. TCA also works with the university's incubator program and has provided pro bono services to many local, regional and national start-ups.

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

The school is home to the Newsplex initiative, which keeps the school in touch with journalism around the globe. Newsplex works in partnership with the World Association of Newspapers and News Publishers (WAN-IFRA) to provide consulting and training to media organizations worldwide. Countries and territories represented in Newsplex training sessions include Russia, Kenya, India, Azerbaijan and Puerto Rico. Journalists from Europe, Asia, Africa, South America and the Middle East have visited for U.S. study tours and training.

The school hosts the annual Baldwin Pre-Collegiate Workshop for Business and Investigative Journalism and provides funding to participants who do not have the financial means to attend such a program. This workshop is led by a school professor.

The school hosts a prominent journalist to give a public lecture, made possible by a fund provided by the Buchheit family.

Speakers over the past five years include:
• Spring 2016: Walter "Robby" Robinson from the Boston Globe's Spotlight Team
• Fall 2014: Justin Connolly, senior vice president of college networks at ESPN
• Fall 2013: Leeza Gibbons, TV/radio personality and SJMC alumna
• Spring 2013: Dan Balz, political reporter for the Washington Post
• Fall 2011: Craig Melvin, MSNBC anchor and NBC News correspondent

Kenneth Baldwin provides funding for a lecture series. Previous speakers have included:
• 2016: Chuck Lewis, journalist and educator
• 2015: Dwayne Bray, senior coordinating producer from ESPN

The school's Research Roundtable series is sponsored by the school's graduate program and is held monthly during the academic year.

Special lectures for graduate students include:
• TV x Twitter: Media At The Speed Of #NOW, Thomas Ciszek,@TwitterLA
• AEJMC Award-Winning Research Panel, comprised of faculty/students who were named top papers at AEJMC

• Design, Deception, and Persuasion in Native Advertising, Bart Wojdynski, University of Georiga assistant professor
• The Gullah Project, documentary film, Denise McGill, USC associate professor
• Snatched, book talk, Leigh Moscowitz, USC associate professor

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

The school's professors have contributed to a wide variety of national and international academic organizations, conferences and initiatives. During the period under review, the department's faculty members have served as peer reviewers or jurors at least 30 times for national and international scholarly journals, including, in 2015 and 2016, the Journal of Media and Religion, RTDNA competitions, Journal on Media and Communications, AEJMC Viscom, AEJMC Sports Communications, AEJMC Scholastic Journalism, JEA, Journalism and Mass Communications, Journal of Media Ethics, Sage Publications and Visual Communications Quarterly.

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.

CreateAthon@USC has become a model for creative philanthropy and achieved significant impact since its national launch in 2002, attracting 101 agencies, professional organizations, corporate marketing departments and universities throughout North America as CreateAthon partners. In total, the program has served more than 1,300 nonprofit organizations with pro bono marketing projects valued at more than $16.7 million.

In 2013 and 2014 SJMC professors took a group of Maymester students to Africa to cover members of the Malawi-based Ministry of Hope as they built a well in a small village. The Malawi trips were partially funded by a USC Dobson Service Learning grant and partial scholarships from donors. The project, "When Media Matters: Service and Learning in Malawi" won an award from the National Association of Student Affairs Administrators in Higher Education.

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

The school is home to the South Carolina Scholastic Press Association (SCSPA) and the 15-state Southern Interscholastic Press Association (SIPA), which support and promote journalism programs in middle and high schools throughout the Southeast.

SIPA's summer workshop – the Carolina Journalism Institute – is held on campus the second week in June. Housing is in campus dorms near the school where workshop classes are held. While class instructors are high school teachers from across the nation, keynote and special instructors are often faculty from the school. This intensive five-day regional workshop helps middle- and high-school students and advisers sharpen their skills in publication, production,

interviewing, writing, editing, design and leadership for broadcast, literary magazines, newspapers, online media and yearbooks.

SUMMARY: Professional service is deeply engrained in the school as expressed through connections with alumni, staging of important journalistic events and support of scholastic journalism.

Overall evaluation (undergraduate program):   COMPLIANCE

Overall evaluation (professional master's program):   COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

Assessment has had a blip in the school with the illness and death of its longtime assessment leader in 2016. That, coupled with a new curriculum, has resulted in a lesser amount of assessment taking place in the manner sought by ACEJMC in the last two years. None was done in the 2014-15 academic year. However, assessment was very much a part of the school's culture (as well as part of its university responsibilities as a part of SACS accreditation) for most of the review period. And, a new assessment committee of three faculty members has been formed and is energetically pursuing an update of the school's assessment plan, including reviewing and re-creating some of its direct measures to be of more value to the school and ultimately, its students.

The school maps competencies to its six learning outcomes adopted in 2008. These include the ACEJMC's values. In addition, it includes values in the "The Carolinian Creed," described as a social honor code adopted by the university in 1990.

• Learning Outcome 1 – Research and Writing
Demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level.
• Learning Outcome 2 – Creativity
Think critically, creatively and independently; evaluate his or her own work and the work of others for accuracy, fairness, clarity, style and correctness.
 • Learning Outcome 3 – Diversity
Understand the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass
 communications in society.
 • Learning Outcome 4 – Law and Ethics
Understand the ethical concepts, legal implications, considerations and practices that guide the mass media professions.
 • Learning Outcome 5 – Technology
Demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content.
 • Learning Outcome 6 – Analysis
Apply basic numerical and statistical concepts and methods appropriate for the communications professions.

The Carolinian Creed
• I will practice personal and academic integrity
• I will respect the dignity of all persons
• I will respect the rights and property of others
• I will discourage bigotry, while striving to learn from differences in people, ideas and opinions
• I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development

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

The assessment plan uses four direct and four indirect measures as its primary vehicle:

DIRECT MEASURES

- **Entry/exit exam:** A 50-question exam mapped to four learning outcomes. It was periodically administered in the introductory mass media and society course and in senior capstones in the various majors. (Scores have been low and a re-evaluation of the instrument is underway.)
- **Grammar exam:** This is administered at the beginning and end of the introductory writing course.
- **Internship evaluations:** Supervisors evaluate on both skills and whether learning is satisfactory across the learning outcomes.
- **Capstone project and portfolio reviews:** Professionals and faculty evaluate the content created across the capstone courses using a rubric. Final projects and portfolios are examined as to how well they meet professional standards. (These have continued despite the loss of the assessment leader.)

INDIRECT MEASURES

- **Course evaluations:** These were redesigned in 2009 to better assess against the school's learning outcomes.
- **Retention and graduation rates:** Reported and assessed annually.
- **Industry feedback from professionals:** Solicited regular on strengths and weaknesses of the curriculum.
- **Evaluation of incorporation of learning outcomes into courses:** The school's Curriculum Committee oversees this.

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

This has slipped of late due to the circumstances described above. A revised assessment approach is coming with updated direct measures. Nonetheless, there are plenty of examples of assessment being used to revise teaching and curriculum. For example, Visual Communications faculty added headline and caption writing teaching after capstone project evaluations found good design work lessened by bad written descriptions. Modifications are planned for the introductory writing course to address identified grammatical weaknesses, perhaps as an online module so as not to take away teaching time.

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

Alumni are involved in the portfolio and capstone reviews.

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

See rubric below used by professionals in capstone review.

SUMMARY: While the school has gone through some difficult times around assessment, the desire to continue to conduct it in an effective and meaningful manner is important. The site team six years ago credited the school with a solid plan. That was in place for most of the review cycle.

JOURNALISM
Professional Evaluation of Student Capstone Work

Thank you for reviewing projects from our journalism students. Take no more than 10 minutes to review each project. Then, evaluate the project using the following rubric. Please consider the work in its entirety.

Your Name: _____   *Project Number: _____*

Instructions: Put an "X" in the corresponding box. Answer options include:

1 = Strongly   2 = Disagree   3 = Neither Agree   4 = Agree   5 = Strongly   N/A = Does Not
   Disagree   Nor Disagree   Agree   Apply

Project Demonstrates Student Ability To:	1	2	3	4	5	N/A
Gather information / conduct research (LO1)						
Write clearly (LO1)						
Present relevant news or persuasive information at professional level (LO1)						
Think critically, creatively and independently (LO2)						
Project Meets Professional Standards For:						
Accuracy / Correctness (LO2)						
Fairness (LO2)						
Clarity / style (LO2)						
The production, editing and presentation of media content in our industry (LO5)						

Feel free to provide written comments below. This is optional. A few sentences would be helpful.

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

The MMC program has a five-part assessment document that maps to five outcomes: professional competency in a specialized area of integrated communications or journalism; demonstrated effective writing skills (including a writing exam at the beginning and end of the program); thorough understanding of research; thorough understanding of management; and thorough understanding of mass media law.

The ultimate direct measure, perhaps, is that master's students must pass a two-day comprehensive exam that is offered three times in the year. The first day exam of five hours focuses on core knowledge. The second day, also five hours, focuses on their specialized area. Students are graded on "clear pass," "pass with remediation," or "fail." "Pass with remediation" means the student is given additional work to shore up their knowledge. "Fail" means that part of the exam must be retaken the next time it is offered.

Students also are required to complete a practicum experience for which there is professional evaluation and assessment. In 2015-16, 12 students completed a practicum with 100 percent satisfactory supervisor evaluation. A majority of students achieved "clear pass" on their comps.

SUMMARY: The MMC professional program is about two decades old and continues to use assessment through the very direct measure of comprehensive exams to evaluate students successfully achieving learning outcomes. The curricular revision recently instituted is a reflection of learning from those exams and a desire to keep instruction up to date.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

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

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS:

- Spectacular renovated building is a boon to teaching, mindset and will only help in student recruitment.

- A new school leader, whose energy, commitment and devotion to the school is making a difference.

- Outstanding faculty across the disciplines, who are committed to their students and teaching.

- Curriculum that is up to date, has increased flexibility for students, and prepares students well for the workplace.

- Strong scholarly output.

- Student services, a weakness six years ago, now provides outstanding advising and service to students.

- Converged newsroom experience provides students outstanding real-world preparation.

WEAKNESSES:

- Faculty of color is 21 percent of the total, but there are only three African Americans and one mixed-race individual.

- Students report satisfaction with diversity being a part of instruction across the curriculum, but syllabi were light to negligent on this content.

- Temporary blip in assessment program has slowed curricular change in response to measures.

- Strategic planning needs more specificity, and tangible goals and metrics.

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

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

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

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

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them.

-- Continues to exist in a facility that is cramped and not ideal for needed upgrades.

-- Lack of convergence in journalism sequence.

-- A lack of coordination in student advising between student services and faculty.

-- Current curriculum is not completely aligned with program outcomes.

As noted earlier in the report, all have been addressed, facilitated by the new building, new hires in student services and curricular updating.

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

The self-study was well done and presented in an easy-to-read and accessible format (printed and bound). Voice was consistent throughout.

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

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS:

- Curriculum revision puts the program in advantageous position.
- Strong leadership of program from graduate director and staff.
- Good mix of appropriate professional and theoretical coursework.
- Rigorous expectation of students, e.g. comprehensive exams.

WEAKNESSES:

- New strategies needed to compete with growing number of online programs.

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

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

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

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

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

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

See above.