Report of On-Site Evaluation
ACEJMC
Professional master's/Undergraduate programs
2017– 2018

Name of Institution: South Dakota State University

Name and Title of Chief Executive Officer: President Barry Dunn

Name of Unit: Department of Journalism and Mass Communication

Name and Title of Administrator: Lyle Olson, Interim Chair

Date of 2017-2018 Accrediting Visit: February 4-7

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

Date of the previous accrediting visit: November 6-9, 2011

Recommendation of the previous site visit team:

Professional master's program: Provisional Accreditation

Undergraduate program: Re-accreditation

Previous decision of the Accrediting Council:

Professional master's program: Provisional Accreditation (Accreditation in May 2, 2014, after revisit)

Undergraduate program: Re-accreditation

Undergraduate program recommendation by 2017-2018 Visiting Team:

Professional master's program recommendation by 2017-2018 Visiting Team:

Prepared and submitted by:

Team Chair

Name and Title: Maryanne Reed, Dean

Organization/School: College of Media, West Virginia University

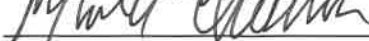*Signature* _____

Team Members

Name and Title: Kathleen Richardson, Dean

Organization/School: School of Journalism and Mass Communications, Drake University

Signature _____

Name and Title: Kenton Bird, Associate Professor, Director of General Education _____

Organization/School: School of Journalism and Mass Media, University of Idaho

Signature _____

Name and Title: Michael Cherenson, Executive Vice President

Organization/School: Success Communications Group

Signature _____

PART I: General information

Name of Institution: South Dakota State University
Name of Unit: Department of Journalism and Mass Communication
Year of Visit: 2017 – 2018

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

   X   North Central Association of Colleges and Schools

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

   ___ Private   _X__ Public   ___ Other (specify)

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

An act of the Territorial Legislature approved February 21, 1881, provided that "an Agriculture College for the Territory of Dakota be established at Brookings." The Enabling Act admitting the State of South Dakota, approved February 22, 1889, provided that 120,000 acres of land be granted for the use and support of the Agricultural College. By the Enabling Act of 1889, Congress granted South Dakota 40,000 additional acres for the Agricultural College in lieu of a grant that had been made to new states in 1841.

The university organization was formally recognized when the Legislature changed the name to South Dakota State University on July 1, 1964.

4. **Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?**
       X Yes   ___ No

If yes, give the date of the last accrediting visit: November 6 – 9, 2011

5. **When was the unit or sequences within the unit first accredited by ACEJMC? 1948**

6. **Provide 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.**

During the 2017-2018 school year, the Department of Communication Studies and the Department of Journalism and Mass Communication, though operating independently for the most part, are officially an interim Division of Communication and Journalism prior to the formation of a School of Communication and Journalism in July 2018. On December 5, 2017, the South Dakota Board of Regents officially approved the School of Communication and Journalism name change as a preparatory step. Faculty from both departments have approved a mission and values statement, bylaws and standards document. Below, then, are the existing Department of Journalism and Mass

Communication mission statements and the new School of Communication and Journalism mission and values statement.

Undergraduate Program Mission:
The South Dakota State University Department of Journalism and Mass Communication's mission is educating the next generation of media and communication professionals — including journalists, advertising and public relations professionals, teachers and researchers. To fulfill our land-grant university mission, we work closely with industry professionals and the scholastic and the Native American journalism communities. (Revised January 2017)

Graduate Program Mission:
The mission of the graduate program of the Department of Journalism and Mass Communication is to advance mass communication's body of knowledge through research, analysis and application. To that end, we facilitate the development of media professionals, educators and scholars and guide them in developing the requisite academic and mass communication skills to expand their influence within their chosen professions. (Revised September 2017)

Department Vision:
The Department of Journalism and Mass Communication will thrive as a continually learning organization with a change-welcoming culture focused on mastery across media platforms and communications industries.

Department Values:
To enhance our tripartite mission of teaching, research and service:
• We embrace the core principles of journalism and mass communication education in a free society.
• We require that faculty and students have an affinity for theory and technology and the vision to expand their knowledge base and skill set.
• We believe students — at the undergraduate and graduate levels — must be prepared to adapt fundamental critical thinking and storytelling skills to the interconnected world with its digital, networked media environment across diverse audiences.

School of Communication and Journalism Mission:
The School of Communication and Journalism fosters the development of exemplary communicators as industry leaders, scholars, professionals, and educators through innovative curricula, research, practice, and opportunities. (Adopted August 2017)
The school has not yet adopted a separate graduate mission statement.

School of Communication and Journalism Vision:
The school's vision is to become a premier center for communication excellence, with the following core values: respect and integrity, discovery and innovation, diversity, and civic engagement and outreach.

7. What are the type and length of terms?
Semesters of 16 weeks
Summer sessions of variable # of weeks (5, 10 most common)

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

 _X_ Four-year program leading to bachelor's degree
 _X_ Graduate work leading to master's degree
 ___Graduate work leading to Ph.D. degree

9. List the specific undergraduate and professional master's degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

Bachelor of Arts — Advertising, Journalism
Bachelor of Science —Advertising, Journalism, Public Relations
Master of Mass Communication*

10. Give the number of credit hours required for graduation. Specify semester or quarter credit.

Undergraduate degrees: 120 semester hours

Professional master's degree:
Option B — Research Problem/Project   32 Credit Hours
Option C — Coursework Only   36 Credit Hours

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

For decades, the department required two internship credits for graduation (semester system). Starting August 2017, we raised the requirement to three. Students can earn all three credits at once or two credits for one experience and one for another.

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

Name of Sequence or Specialty	*Person in Charge*
Advertising	Roxanne Lucchesi
Journalism	Lyle Olson / Jim Helland
Public Relations	Jessica Freeman
Master in Mass Communication	Lyle Olson

13. Number of full-time students enrolled in the institution: 12,527 (Fall 2017)

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

Name of Sequence or Specialty	Undergraduate Majors
Advertising	63
Journalism	60
Public Relations	23
Undeclared	0
Total in Accredited Programs	146
Agriculture Communications	52
Total Undergraduate	*198*

15. Number of graduate students enrolled: M.S. — 3   M.M.C. — 36

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

On Campus Courses			
Spring 2018	Title	Instructor	# of Students
ADV-371L-S01	Advertising Copy and Layout Studio	Freeman, Jessica	19
ADV-372L-S01	Advertising Media Strategies Studio	Lucchesi, Roxanne	5
ADV-372L-S02	Advertising Media Strategies Studio	Lucchesi, Roxanne	8
MCOM-210L-S01	Basic Newswriting Lab	Helland, James	18
MCOM-210L-S02	Basic Newswriting Lab	Helland, James	17
MCOM-212-S01	Writing for Social Media	Finneman, Teri	12
MCOM-270-S01	Data Analysis in Communication	Britt, Brian	17
MCOM-311-S01	News Editing	Helland, James	16
MCOM-331-S01	Video Production	Dailey, Rocky	20
MCOM-434-S01	Advanced Multiplatform Storytelling	Robertson, Frank	12
MCOM-491-S01	Topics: Advanced Visual Storytelling	Robertson, Frank	6
PUBR 345-S01	Public Relations Writing	Hendricks, Marina	16
Fall 2017	Title	Instructor	#
ADV-314-S01	Sales, Promotion and Marketing	Lucchesi, Roxanne	11

ADV-314-S02	Sales, Promotion and Marketing	Lucchesi, Roxanne	14
ADV-371L-S01	Advertising Copy and Layout Studio	Freeman, Jessica	9
ADV-411L-S01	Media Analytics Studio	Britt, Brian	16
ADV-472-S02	Media Research and Planning	Freeman, Jessica	21
MCOM-210L-S01	Basic Newswriting Lab	Helland, James	18
MCOM-210L-S02	Basic Newswriting Lab	Helland, James	15
MCOM-212-S01	Writing for Social Media	Finneman, Teri	12
MCOM-265L-S01	Basic Photography Lab	Robertson, Frank	14
MCOM-265L-S02	Basic Photography Lab	Robertson, Frank	9
MCOM-336-S01	Feature Writing	Hendricks, Marina	18
MCOM-331-S01	Video Production Lab	Harris, Terry	17
MCOM-433-S01	Advanced TV News Report Studio	Harris, Terry	12
MCOM-438-S01	Public Affairs Reporting Lab	Helland, James	12
MCOM-491-S05	Ind. Study: Photojournalism	Robertson, Frank	8
PUBR-345-S01	Public Relations Writing	Hendricks, Marina	15
PUBR-472-S01	Media Research and Planning	Britt, Brian	18

Online Courses			
Spring 2018	Title	Instructor	# of Students
MCOM-220L-S01D	Intro to Digital Media Lab	Robertson, Frank	19
MCOM-220L-S02D	Intro to Digital Media Lab	Roberson, Frank	16
MCOM-225-S01D	Social Media Design	Bakken, Chelsie (GTA)	20
MCOM-359L-S01D	Mobile Media Design/Apps	Britt, Rebecca	19
Fall 2017	Title	Instructor	#
MCOM-220L S01D	Intro to Digital Media Lab	Robertson, Frank	20
MCOM-220L S01D	Intro to Digital Media Lab	Robertson, Frank	20
MCOM-225L-S01D	Social Media Design Lab	Britt, Rebecca	18
MCOM-225L-S02D	Social Media Design Lab	Britt, Rebecca	18
Summer 2017	Title	Instructor	#
MCOM-210-S01D	Basic Newswriting Lab	Helland, James	7

17. Total expenditures planned by the unit for the 2017 – 2018 year: $52,900
   Percentage increase or decrease in three years: 8% increase
   Amount spent this year on full-time faculty salaries: $806,490

18. List name and rank of all full-time faculty. Identify those not teaching because of leaves, sabbaticals, etc., during the term in which the visit will occur.

Brian Britt, Ph.D.	Assistant Professor
Rebecca Britt, Ph.D.	Assistant Professor
Rocky Dailey, Ed.D.	Assistant Professor
Teri Finneman, Ph.D.	Assistant Professor
Jessica Freeman, Ph.D.	Assistant Professor
Jim Helland, M.S.	Instructor
Marina Hendricks, Ph.D.	Instructor
Roxanne Lucchesi, M.S.	Professor
Lyle Olson, Ed.D.	Professor and Interim Department Head
Frank Robertson, M.M.C.	Instructor

19. List names of part-time/adjunct faculty teaching at least one course in fall 2017. Also list names of part-time faculty teaching spring 2018.

Virginia Thomson, M.S. — Fall 2017 and Spring 2017 (MCOM 151 Introduction to MCOM)
Heather Solberg, M.B.A. — Spring 2018 (ADV 476/576 Global & Multicultural Advertising)

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 JMC.

72 or More Semester Hours Outside of Unit (ADV, MCOM, PUBR course prefixes)			
Year	Graduates	Total Number	Percent
2016-2017 year	43	43	100
2015-2016 year	41	41	100

PART II — Standard 1: Mission, Governance and Administration

OVERVIEW

Journalism education at South Dakota State University has a long and storied tradition, beginning with the first course offered in 1908. A school of printing began in 1919, and the Department of Printing and Rural Journalism was founded in 1924. In 1948, the department was accredited for the first time. In 1956, the department began to offer a Bachelor of Science in Journalism and a Master of Science in Journalism. The department added an advertising major and minor in 2010, followed by a public relations major and social media minor in 2016.

In 2000, the then Department of Journalism and Mass Communication moved into new and expanded facilities, funded by a $2.5 million-dollar renovation. The building was renamed Yeager Hall in recognition of the major donors who contributed to the renovation. The facilities have held up well, and the second floor, where the unit is housed, remains a bright and modern learning and teaching space.

The department has benefitted over the years from a strong and stable leadership, with just seven department heads between 1948 and 2017. Recently, there have been changes in administration at both the unit and the university levels. The department's most recent head, Mary Arnold, a well-respected JMC administrator, retired after 15 years as head of the unit. Long-time faculty member Lyle Olson is serving as interim head. The current university president, Barry Dunn, began his term in the summer 2016. The current provost was recently named to the position, and the college has an interim dean.

The department is undergoing another transition, moving from being a stand-alone unit, housed in the College of Arts and Sciences, to being part of a new reconfigured school. In 2015, initiated by upper administration, talks about a possible merger began between the journalism and mass communication faculty and faculty in the Department of Communication Studies. During 2017-18, the department was merged with the Department of Communication Studies to become an interim Division of Communication and Journalism. In December 2017, the South Dakota Board of Regents approved the School of Communication and Journalism name change in preparation for it becoming a new academic unit within a newly configured College of Arts, Humanities and Social Sciences.

While initially viewed by some department faculty as a forced "shot-gun marriage," attitudes about the merger have softened over time, from suspicion, to acquiescence, to cautious optimism. The upper administration says this is more than just a cost-cutting move designed to reduce administrative costs. It is also being framed as a way to elevate the program within the larger university, create more funding opportunities, and lead to new interdisciplinary curricula and programs. Some of the financial savings from the merger will be returned to the unit to support a new professional adviser. Both the provost and dean said the university is committed to maintaining the unit's ACEJMC accreditation status. Faculty in both units being merged have been engaged this year in working through the changes, the curriculum, and the new faculty governance structure.

Since the merger is only a recent phenomenon, it will not be a major factor in this re-accreditation review, except to determine any impact it may have on the current climate and culture. For the sake of this report, the academic unit being reviewed will be referred to as the department or unit.

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

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 department has its own strategic plan for its undergraduate program, which was adopted in 2013 to coincide with the university's "Impact 2018" five-year plan. The department identifies its mission as being to educate the "next generation" of media and communications professionals. The unit's vision includes an emphasis on continual learning and on being a "change-welcoming culture."

The department has adopted the college's goals and demonstrated clear and measurable progress towards those five goals except in the area of undergraduate enrollment growth, which has experienced a slight decline.

(1) The College will achieve academic excellence through innovative undergraduate and graduate program development, student engagement, and a dynamic teaching and learning environment.
(2) The College will engage in discovery, encourage innovation and produce artistic and creative works that enhance the quality of life for South Dakota, the region, nation and world.
(3) Broaden the impact of the College through strategic partnership and collaborations.
(4) Secure human and fiscal resources to provide an infrastructure that ensures high academic and scholarly achievement.
(5) Model a culture of inclusion that values diverse perspectives and experiences.

The University is currently undergoing a new strategic planning process. The new plan is called "Imagine 2023," and the academic units, including the new School of Communication and Journalism are expected to develop a college response to the plan.

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

The small size of the unit is ideal for collaborative decision making. Faculty are expected to be engaged in departmental activities and to contribute to decisions about curriculum, advising, equipment and technology, and policies. There are only a few standing committees, since the faculty tends to make decisions as a whole. A new Innovation Committee focuses on ways to infuse new technology and practice in the curriculum and in other aspects of the school's operations, including facilities.

The department holds monthly faculty meetings to address topics of concern and interest, and there are several standing committees. Individual faculty can initiate curriculum changes within their own program area, then propose changes to the entire faculty. If approved, curriculum changes are then advanced to College and various other levels, depending on the extent of the changes.

In 2015, the department approved new departmental bylaws that outline policies and procedures for faculty governance, as well as establishing policies and procedures for department meetings, leadership

and administration, and service expectations. Those bylaws are included in the unit's faculty handbook.

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.

As stated previously, the department had stable leadership over the years, with just seven heads since its first accreditation in 1948. Most recently, Mary Arnold served as department head for 15 years, leading the department through two accreditation cycles. Lyle Olson is currently serving as interim department head and has been a member of the faculty for 29 years. A search is currently underway for a director of the new school, and three finalists have been named and will be coming to campus in February.

The unit is considered to be well run, and its leadership is respected across campus. The faculty are appreciative of the interim department head, who has led the unit with a steady hand this past year.

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

The dean of the College of Arts and Sciences makes a recommendation to the Provost, who approves department heads and determines the length of their service. The dean may opt to conduct an internal or external search to fill a vacancy. In that case, the dean will appoint a search committee that is chaired by an outside department head. The committee conducts the search and makes its recommendation to the dean, who can elect to hire the person or not. Lyle Olson (the interim department head) was appointed as assistant department head after a failed search during the 2013-14 academic year.

Since 2009, SDSU has had a formal review process for administrators to determine their effectiveness and provide feedback on their performance. Typically, this five-year-performance review occurs in the fall semester of the fifth academic year. However, in Fall 2017, all department heads and school directors (including interim ones) were evaluated by their faculty through the IDEA Feedback System for Chairs. This "off-cycle" review was done in response to concerns raised in a campus climate survey.

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

Disputes that arise from performance deficiencies or unacceptable conduct by faculty members are addressed through a formal process, outlined by the Board of Regents and the Council for Higher Education (COHE), the bargaining agent for all full-time faculty and regular part-time instructional and/or research faculty. Most conflicts, however, don't rise to that level and are handled at the unit level.

Students, staff, or faculty who have a complaint about a particular faculty or staff member are expected to first address that complaint or concern with that person. If the response is unsatisfactory, the person with the complaint can take it up the chain of command, beginning with the department head, then the dean of the college, then the provost's office, then the university president. In general, students and the faculty in the department feel as if they are able to express their needs and have their concerns heard.

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

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

The Master in Mass Communication (MMC) program was accredited in 2014, after receiving provisional status in 2012. The mission of the graduate program is stated as follows:

"The Graduate Program of the Department of Journalism and Mass Communication mission is to advance mass communication's body of knowledge through research analysis and application. To that end, we facilitate the development of media professionals, educators and scholars and guide them in developing the requisite academic leadership and mass communication skills for expanding their influence within their chosen professions."

Until 2017, the MMC program did not have its own separate strategic plan, separate from the department. A new strategic plan has been adopted for the graduate program, covering the period of 2017-2020 and tied directly to ACEJMC's competencies. The plan suggests areas for growth and improvement. It is less prescriptive than a typical strategic plan, owing to some uncertainty about the future organizational structure of the unit. For example, the plan suggests there should be an enrollment cap in the graduate program, unless a new faculty member is hired to handle the additional students.

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.

Oversight for the MMC program is provided by the graduate coordinator, who is a full-time faculty member that typically receives a one-course reduction each semester. The graduate coordinator serves as the primary student and faculty contact for graduate programs, issues and concerns. Since 1995, Lyle Olson has served in this capacity, and he has continued to do so, while serving as interim department head. Another faculty member, Rocky Dailey, serves as the program's adviser, whose primary responsibility is to advise students in and guide them to successful completion of their program. Normally, he receives a single-course reduction each semester to advise 35-40 students. Both the graduate coordinator and adviser work in tandem to review graduate applications, make admissions decisions, maintain student records, help students prepare their plans of study, and identify and evaluate their final professional project topics.

Overall evaluation (undergraduate program):   COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

<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. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

South Dakota State requires 120 credit hours for graduation. The South Dakota Board of Regents general education requirements for baccalaureate degrees consist of classes in written and oral communication; social sciences; humanities and arts; diversity; mathematics; natural sciences; information literacy; cultural awareness, social and environmental responsibility, and globalization. In addition, the College of Arts and Sciences, in which the Department of Journalism and Mass Communication resides, requires all students to declare a minor outside of their major or a second major.

The three majors offered by the department — advertising, journalism and public relations — require 44 credits of journalism and mass communication course work and 72 credits of course work outside the unit. University, college and departmental graduate requirements are included in advising guide sheets and reinforced by advisers. In 2015-2016 and 2016-2017, 100 percent of the graduates earned at least 72 credit hours outside of the department.

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

The department's 12 competencies reflect the ACEJMC professional values and competencies. The core curriculum consists of 20 credits of courses that are both theoretical in nature and skills-based:
- MCOM 210/2010L Basic Newswriting and Lab
- MCOM 220/220L Introduction to Digital Media and Lab
- MCOM 270 Data Analysis in Communications
- MCOM 331/331L Video Production and Lab
- MCOM 394/494 Internship
- MCOM 430 Media Law

The department has mapped its courses against its desired learning outcomes to ensure that all competencies are addressed across the curriculum at the levels of awareness, understanding and mastery. The unit is especially proud of its history of experiential learning across the curriculum. More than two-thirds of its courses include projects for real-world clients, and even classes that are more conceptual in nature also include some skills-oriented learning (and vice versa).

Students report that they feel well prepared for internships and jobs. They note that hands-on client work is embedded in the curriculum and helps build their portfolios. They also report that professional ethics is "very big in this department," and is addressed in some way in every class. However, they would like

more experience with the Adobe Creative Cloud software between their introductory courses and the senior capstone classes, and more emphasis on design. They expressed dissatisfaction that the Introduction to Digital Media class is offered only online and would prefer more face-to-face interaction.

Advertising: The advertising major offers students a blend of coursework and co-curricular activities. Majors are required to take 15 credits of the following courses:

- ADV 370 Advertising Principles
- ADV 371/371L Advertising Copy and Layout and Studio
- ADV 372/372L Advertising Media Strategies and Studio
- ADV 442/442L Integrated Marketing Communication and Campaigns Studio *(capstone)*
- MCOM 416 Mass Media in Society or ADV 476 Global and Multicultural Advertising

In addition, students may take up to nine credits from the following advertising electives:
- ADV 314 Sales, Promotion and Marketing
- ADV 411/411L Media Analytics and Studio
- ADV 472 Media Research and Planning
- ADV 489 Portfolio Production and Design
- MCOM 225/225L Social Media Design and Lab
- MCOM 339/339L Publication Design and Lab
- MCOM 359/359L Mobile Media Design and Applications and Lab
- MKTG 370 Marketing
- PUBR 243 Public Relations Principles

Advertising curriculum, faculty and co-curricular activities are well established, as are relationships with alumni and external groups.

Journalism: In fall 2017, the program finalized the merging of its news-editorial and broadcast specializations into a single journalism major to address the increasingly cross-disciplinary nature of the industry.

In addition to the core classes, journalism majors take 15 credits of required courses:
- MCOM 212 Writing for Social Media
- MCOM 266/266L Photojournalism and Studio
- MCOM 311/311L News Editing and Lab *or* MCOM 340/340L Broadcast Announcing and Performance and Lab
- MCOM 416 Mass Media in Society *or* MCOM 417 History of Journalism
- MCOM 434 Advanced Multiplatform Storytelling (*capstone*)

Journalism majors fill out their degree by choosing nine credits from a menu of three-credit electives that also represent a mix of skills and theory:
- MCOM 215 Sports Writing
- MCOM 225/225L Social Media Design and Lab
- MCOM 336 Feature Writing

- MCOM 359/359L Mobile Media Design and Applications and Lab
- MCOM 365/365L Advanced Photography and Lab
- MCOM 413 International Media
- MCOM 419 Women in Media
- MCOM 433/433L Advanced TV News Reporting and Lab
- MCOM 438/438L Public Affairs Reporting and Lab
- MCOM 474 Media Administration and Management
- PUBR 243 Public Relations Principles
- MCOM 345 Public Relations Writing
- They can also take MCOM 311/311L News Editing or MCOM 340/340L Broadcast Announcing as an elective.

Public Relations: Between 2013 and 2015, the administration and faculty in the College of Arts and Sciences conducted a comprehensive review of requirements in similar colleges at peer institutions. In fall 2016, the department first offered a Bachelor of Science in Public Relations. The program was developed to meet student and industry demand. In conjunction with the rollout of the new major, the department was approved for a PRSSA chapter. Both the new major and PRSSA chapter are being led by a new faculty member.

Public relations majors are required to take 15 credits of the following courses:

- PUBR 243 Public Relations Principles
- PUBR 345 Public Relations Writing
- PUBR 411/411L Media Analytics and Studio
- MCOM 416 Mass Media in Society or ADV 476 Global and Multicultural Advertising
- PUBR 442/442L Integrated Marketing Communication and Campaigns & Studio *(capstone)*

In addition, students may select up to nine credits from the following:
- ADV 314/314L Advertising Copy and Layout and Studio
- ADV 372/372L Advertising Media Strategies and Lab
- MCOM 212 Writing for Social Media
- MCOM 225/225L Social Media Design and Lab
- MCOM 266/266L Photojournalism and Lab
- MCOM 336 Feature Writing
- MCOM 339/339L Publication Design and Lab
- MCOM 340/340L Broadcast Announcing and Performance and Lab
- MCOM 359/359L Mobile Media Design and Applications and Lab
- MCOM 365/365L Advanced Photography and Lab
- PUBR 472 Media Research and Planning
- SPCM 201 Interpersonal Communication
- SPCM 410 Organizational Communication
- SPCM 440 Health Communication

Both students and faculty report a desire to expand the program and its offerings, specifically by adding resources and faculty, expanding the curriculum and raising the visibility of the major. Given the limited tenure of the major, access to program alumni is not possible; however, faculty are working to

introduce additional outside speakers. The faculty is also eager to build the program's brand, reputation and recognition on campus and beyond.

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

The department has made approximately 140 curricular changes since 2011 to ensure that all competencies are addressed and that the curriculum is forward thinking. Examples include:
- Requiring video production of all majors
- Requiring a data analysis class for all majors and an advanced media analytics class for public relations majors
- Requiring demonstration of digital, technological and multimedia competencies in the senior capstone courses and creating a new Advanced Multiplatform Storytelling capstone for journalism majors
- Creating a new social media minor
- Adding cross-platform storytelling and campaigns to the master's program

Internship employers say students have mastered skills required of modern communication professionals. Students say they respect their professors for constantly retooling their classes to provide relevant, real-life examples and skills. They appreciate that their curriculum emphasizes social media and multiplatform skills.

The department's faculty members have received multiple awards recognizing teaching excellence and scholarship related to pedagogy from the College of Arts and Sciences, the university and the Association for Education in Journalism and Mass Communication. Teaching tips have been incorporated into departmental faculty meetings and workshops on new media skills initiated at the college level by the unit's faculty. The department's faculty attend university teaching workshops and have received professional development certification. Faculty have published and presented on issues related to journalism education.

Advertising: While the program is well-established, the curriculum is modern. Students utilize up-to-date case studies and probe new media forms. The program offers a healthy blend of both theoretical and skills-based courses. Co-curricular activities, including the Ad Club, are synced well with the program overall. Students report overall satisfaction with the program and feel they are well prepared for the marketplace.

Journalism: Media employers in the region applaud the multiplatform curriculum as better reflecting the broad skill set needed by the news industry. Organizations that hire the department's students and graduates say they are generally well prepared, have the necessary professional skills and are often better prepared than students from other programs in the region. They have solid multimedia storytelling skills, can use social media professionally and can multitask.

The faculty member who was responsible for teaching the broadcast classes resigned suddenly in January 2017. Another qualified faculty member has taken over the responsibilities for that professional

emphasis and is in the midst of evaluating both curriculum and technology to ensure currency.

The broadcast/video program is small, with just a handful of students in the advanced courses, and seems to be somewhat dated. For example, a course in broadcast announcing and presentation is still on the books. The students produce newscasts, which are streamed on the department website and shared on YouTube but not broadcast to an external audience.

Public Relations: The curriculum and instruction are current and demanding, providing a mix of theoretical and skill-based courses as well as online/digital and more traditional public relations programming. Faculty utilize a wide range of case studies. Students report they feel challenged by the work. One student noted that compared to other programs on campus, the public relations program is very demanding, but rewarding.

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

Only one skills course exceeded the required 20-1 ratio in the three semesters examined.

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.

The department has long required internships for its majors, and that requirement recently was increased from two credit hours to three credit hours. Students must work a minimum of 120 hours to earn one credit. Students are required to find their own internships, though they receive assistance from faculty and from the department, which hosts an annual Internship and Job Fair in late January. The internship coordinator must approve that the internship meets the required learning outcomes and contacts employers, even visiting job sites when possible. Internship supervisors fill out an evaluation and the student submits a report and portfolio of work completed on the job.

Advertising: Internship employers characterize the students they supervise as passionate, organized, reliable, curious and open to criticism. They are current in their skills. An executive at a large local employer said the company receives a lot of support from the department's faculty in identifying and placing students. "There is a lot of synergy" between the organizations, she said.

Journalism: Local media outlets frequently employ South Dakota State interns and new graduates. For example, one television station had four of the department's students as interns last summer. The news director said that while the interns don't appear on air, they put together packages daily and their work is professional enough to appear on air and online.

Public Relations: Because of its short tenure, it's not possible yet to track public relations majors or graduates in internships or jobs. However, an internship employer said of one of the department's students in a public relations job: "She was well prepared and stepped into a number of projects with virtually no learning curve… She understood AP Style and had a good background in digital media." As the new major builds its alumni base and new professional connections are made, the unit will be better

able to better track the performance of its interns and graduates.

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

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

Since the last accreditation visit, the department has made progress in professionalizing the curriculum of its online Master of Mass Communication (MMC) program. While the program still seems to lack a clear identity and focus, current students and recent graduates seem pleased with the flexibility of the program and their ability to tailor their course work to their professional objectives.

Students said they found the curriculum designed well, from the core to the electives. They said their courses prompted them to utilize their professional connections in new ways and share them with their classmates. They praised the program's collaborative, interactive pedagogy. "I expected to feel like a number, but I never did," said one student. "They do a fantastic job of creating an intimate setting in an online environment," said another.

According to the unit, all of the 27 graduates of the online MMC from 2013 through 2017 earned more than half of their credits in skills-based courses. A focus group of graduate students confirmed a 50/50 mix of skills-based and theoretical coursework in their program, and students found both valuable.

Students choose between a 32-credit track that includes a project-based capstone, or a 36-credit track that consists of all coursework. The required 17 credits in the master's program include 11 credits of skills-based classes, and 6 credits of theoretical coursework.
- MCOM 705 Introduction to the Masters of Communication (Theory)
- MCOM 710 Cross-Platform Storytelling (Skills)
- MCOM 730 Media Law Case Studies (Theory)
- MCOM 746 Cross-Platform Campaigns (Skills)
- MCOM 786 Conducting Professional Research* (Skills)
- MCOM 788 Master's Research Problem or Project** (Skills)

The course is designed to teach students research skills directly applicable to the profession, including interviewing, using data as a reporting tool, conducting online surveys, and media analytics.
**Students typically do a long-form journalistic project or a campaign for a real-world client.*

Of the remaining 10 elective courses (ranging from 28-30 credits), 12 credits are from theoretical courses and the remaining 16-18 credits are from skills courses, including a 1-3 credit internship. Students can also take classes outside the department for graduate credit. MMC advisers monitor the students' coursework to enforce the 50 percent skills-class requirements.

The MMC has been named the university's outstanding online program four consecutive years, and the MMC faculty have been recognized for online teaching excellence.

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 online master's courses are offered within an accelerated eight-week curriculum. Standards for discussion and participation, writing assignments and reading requirements are higher than in undergraduate courses. Graduate students are expected to produce professional-quality campaigns for their portfolios. MMC students who take undergraduate classes for graduate credit are required to complete additional reading, writing and research assignments. MMC students who elect to do a capstone project end their program with an oral exam in which they defend their professional product and coursework. All online courses offered at South Dakota State undergo quality review every three years employing a Quality Assurance Review Rubric intended to ensure rigor, consistency and compliance with course objectives.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

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

The department has a detailed diversity plan that was updated in June 2017. The plan defines diversity and inclusion, identifies underrepresented groups and sets goals for diversifying the student body, the faculty, the curriculum and the culture. The plan lays out action steps, responsible parties, deadlines and metrics for evaluation. As of 2017, the department had met or achieved all the goals laid out in its 2012-18 diversity plan.

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.

In response to a recommendation by a departmental task force, at least 90 percent of the undergraduate classes have at least one unit or assignment related to diversity and inclusion. Assignments require students to address underrepresented or multicultural audiences, sources and markets. Classes offered frequently that primarily focus on diversity include Global and Multicultural Advertising, International Media, Advanced Reporting, Mass Communication in Society, and Women and Media. Students report that issues involving diversity and inclusion also arise in other courses, since the faculty often bring current events and case studies into class. In addition, the College of Arts and Sciences has added a required class devoted to global citizenship and multiculturalism.

The online master's curriculum also incorporates readings, case studies and assignments related to diversity and inclusion, including globalism, gender and legal issues, and multicultural sources and audiences. Several classes specifically address global and domestic diversity: Women and Media, Media Administration and Management, Social Marketing for Health and Behavioral Change, International Media and Cross-platform Campaigns.

Undergraduate students enthusiastically report that the "department really focuses" on education related to multiculturalism. They see Yeager Hall as a "socially conscious, socially aware" place on campus. They light up when discussing their Mass Media in Society class, which they call a "fantastic course" that opens their eyes to issues related to diversity and makes them more sensitive to the needs of their diverse audiences.

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.

One faculty member, a white male, resigned shortly before the site team visit. Of the 10 full-time faculty members during the site visit, including the interim department head, five are female and five are male. Nine are white and one is Native American. The two adjunct faculty members are white females. The percentages of female and diverse faculty in the unit are higher than in the College of Arts and Sciences as a whole.

The department actively recruits visiting professionals who represent diverse perspectives. It is a member of the Pulitzer Center on Crisis Reporting Campus Consortium, which aims to engage students and faculty on global issues. Guest speakers in recent years have included Native American, African American and Asian professionals addressing such issues as Chinese life, urban youth, diverse marketing campaigns, international reporting, and covering disability, race and religion.

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.

SDSU is located on the ancestral territory of an alliance of Native American tribes commonly known as the Sioux by non-Native people. Census figures show that South Dakota is 85 percent white, 9 percent Native American, 5 percent Latino and 2 percent African American. Two percent of South Dakota high school graduates are Native American, 2 percent African American and 2 percent Latino.

Achieving and embracing diversity are part of South Dakota State's mission, core values and strategic goals. In addition, the department's diversity plan has goals related to increasing diversity among faculty and students; incorporating multicultural perspectives across the curriculum, and modeling a culture of inclusion. Diversity has long been a strength of the department; it won the university's first "diversity enhancement" award in 2010. The unit has a higher percentage of domestic students of color than the university as a whole and has increased that population from 10 percent to 17 percent since the last self-study.

Undergraduate Population - Journalism/ Mass Communication Fall 2016

Race/Ethnicity	Male	Female	Department Total	% of Total in Unit	% of Total Institution
Black or African American	8	2	10	5.80%	2.00%
White	52	83	135	78.50%	86.90%
American Indian or Alaska Native	1		1	0.60%	0.90%
Asian	1		1	0.60%	0.90%
Hispanic/Latino	2	4	6	3.50%	2.10%
Race and ethnicity unknown		1	1	0.60%	0.40%
Two or More Races	8	3	11	6.40%	2.30%
Nonresident Alien	2	5	7	4.10%	4.40%
Native Hawaiian or Other Pacific Islander	0	0	0	0.00%	0.10%
Grand Total	**74**	**98**	**172**	**100.00%**	**100.00%**

The unit offers scholarships designated for Native American students. Faculty and staff reach out to Native American communities through class projects and the South Dakota High School Press Association, which is housed in the department. The association hosted a summer institute for Native American high school students and their advisers for decades, but has suspended it after several years of declining enrollment. The unit is reassessing its outreach to underrepresented students in light of faculty turnover and reorganization, with an eye to making its approach more institutionalized and sustainable, and not tied to a specific faculty member.

Marketing and recruitment for the online master's program is overseen by the university's office of Continuing and Distance Education, which aims to attract a diverse population of graduate students. The department's graduate program has a higher percentage of African American and Native American students than the university as a whole, though it has lower overall diversity because of the lower number of international students.

Fall 2016 Graduate Population - Journalism/ Mass Communication S.MMC.MCOM program only

Race/Ethnicity	Male	Female	Department Total	% of Total in Unit	% of Total at Institution
Black or African American	2	2	4	9.80%	1.80%
White	9	24	33	80.50%	63.10%
American Indian or Alaska Native	1	2	3	7.30%	1.30%
Asian	0	0	0	0.00%	1.90%
Hispanic/Latino	0	0	0	0.00%	1.10%
Race and ethnicity unknown	0	0	0	0.00%	1.40%
Two or More Races	0	0	0	0.00%	1.30%
Nonresident Alien	1	0	1	2.40%	27.90%
Native Hawaiian or Other Pacific Islander	0	0	0	0.00%	0.20%
Grand Total	**13**	**28**	**41**	**100.00%**	**100.00%**

e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

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

The department works with the university's Office of Disability Services and Title IX office to ensure compliance with applicable laws and university policies related to accommodation. A culture survey conducted by the department in 2017 found that 62 percent of student respondents were satisfied or very satisfied with their experience related to diversity, an increase from 48 percent in 2014. The department also increased the amount of faculty scholarship related to issues of diversity and inclusion; the amount of resources devoted to encouraging a culture of inclusion, and the amount of service and outreach to underrepresented groups.

Students report a welcoming and supportive environment. Overall, both graduate and undergraduate students describe the unit's culture as "we are family," both inside and outside of class.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

PART II — Standard 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Background: At the time of the self-study, the unit was comprised of 11 full-time faculty members, including a department head, who has a limited teaching assignment. In January, at the start of the Spring 2018 semester, a faculty member resigned for health reasons, leaving a total of 10 faculty members, including the department head. This total includes seven tenured or tenure-track faculty —two professors and five assistant professors — and three full-time instructors.

There has been some turnover since the last accreditation, with two retirements and five faculty leaving for a variety of reasons. It does not appear that any underlying issue or concern led to these departures. The dean and provost both acknowledged that faculty retention is an issue across the institution, and that it's not uncommon to lose junior faculty to better-funded institutions. (The university has not been able to provide pay raises for the past two years.) The addition of new faculty into the unit has been seen as mostly positive, leading to an infusion of new ideas and approaches. On the downside, the lack of continuity and experience has resulted in junior faculty having to carry a larger service burden. Several junior faculty members also expressed the need for greater mentoring, which may be lacking due to the relatively small number of senior-level faculty. On the plus side, the college has approved searches this spring for three new faculty members.

Unit performance with regard to indicators

a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

The department follows university guidelines for hiring full-time faculty. This includes having a Human Resources representative participate in the search process and one faculty member assigned to the search committee as a "diversity advocate." Between 2012 and 2017, the department hired five people as "emergency" hires, due to the departure of several full-time faculty. These hires were followed by searches to fill the full-time positions permanently. The unit employs a small number of part-time faculty, who are typically hired by the department head with faculty input.

Along with workload assignments, the process for evaluating faculty performance is outlined in the COHE collective bargaining agreement. Faculty are evaluated on an annual basis by the department head, and evaluations are forwarded to the dean of the college for the dean's comments and signature. Tenure and promotion reviews are conducted by the college T&P committee, dean, university T&P committee and office of the provost. While instructors do not have the security of tenure-track appointments, they can also be promoted to more "senior" levels of Lecturer, then Senior Lecturer with higher salaries. All faculty are judged by their performance and against a professional development plan, which they must upload to Digital Measures.

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

Full-time faculty in the department teach 90 percent or more of the classes offered. As outlined by the COHE bargaining agreement, tenure-track faculty typically have a 3/3 teaching load, with research and service expectations, whereas full-time instructors have a 4/4 load, with advising and service expectations.   Spurred on by a greater institutional expectation for scholarship, the unit's faculty have significantly increased their research productivity since the last accreditation review, which will be outlined in greater details in Standard 5.

c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept <u>current</u> through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

The faculty represent a good mix of professionals and scholars. Of the 10 full-time faculty members, including the department head, seven hold doctorates, while three have master's degrees. The only regularly-used adjunct instructor has a master's degree and 40 years of professional experience. Faculty are encouraged to update their skills and knowledge through university teaching seminars and by attending national academic conferences, and an occasional professional conference, depending on the availability of funding. As a less resource-intensive option, faculty within the unit also share their expertise with their colleagues. For example, Dr. Teri Finneman has led a series of workshops to train department and university faculty on how to use emergent technologies and social media platforms.

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

Student evaluation of instruction is a required part of the annual evaluation process. The university uses the IDEA Student Ratings of Instruction instrument. As part of the university's bargaining agreement, tenured-track faculty are expected to administer the form every semester; lecturers and instructors in at least one section each year; tenured faculty in every section in a given semester at least once every three years. Department heads, deans or the provost may require that the survey be administered for any course. Peer and department head observations of classroom teaching and/or syllabus review are also part of the process of evaluating teaching performance. Typically, this involves a senior faculty member observing two sessions of the same class.

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

Faculty are well-respected on campus for their teaching and scholarly contributions. Since 2012, department faculty have won a number of university and teaching and research awards. Notable achievements include Rebecca Britt being named the Dr. Sherwood and Elizabeth Berg Young Scholar (2016-17); Jim Helland being named "Teacher of the Year" by the College of Arts and Sciences (2014-15); Lyle Olson receiving the inaugural "Excellence in Online Teaching Award," (2014-15); and Rocky Dailey receiving the "Excellence in Online Teaching Award" twice (2015-16, 2017-18).

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

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

The university requires that graduate faculty have a tenure-track, research or clinical appointment, that they hold a terminal degree or professional doctorate, and that they maintain a scholarly agenda. Three of the department's five tenure-track graduate faculty have a Ph.D., and two have an Ed.D. As a whole, the graduate faculty are productive in research and active in their academic organizations. Several have won national awards for their research papers and articles.

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

For the past two academic years, all of the department's professional master's courses were taught by members of the graduate faculty. Previously, in 2014-15, 93 percent of the courses were taught by members of the graduate faculty.

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.

The unit's scholarship output has increased significantly in the last six years, reflecting a greater emphasis on research by the university, a higher percentage of faculty time devoted to research, and the scholarly success of recently hired faculty members. As the self-study documents, the number of articles in refereed journals increased by more than fourfold (eight articles to 36), while the number of conference presentations nearly tripled (from 21 to 57). Two other measures of university and unit support for research between 2011 and 2017 are:
- Travel funds (16 faculty members): $66,513
- Excellence funds, start-up funds and internal grants (eight faculty members): $133,387

The university's Faculty Handbook specifies that faculty in professorial ranks will spend at least 20 percent of their time on research, scholarship and creative activity. (Instructors have higher course loads and are not expected to conduct research.) In the current academic year, the typical allocation for scholarship by tenure-track or tenured faculty in the department is 30 percent. While most tenure-track and tenured faculty members teach three courses per semester, some faculty members have negotiated reduced teaching loads to allow additional time for research, i.e., by "buying out" classes with external support.

Operating as a division in preparation for becoming a school, the faculties of JMC and Communication Studies drafted an aspirational research plan in 2017 that identifies areas of potential collaboration, including common courses, interdisciplinary research partnerships and new facilities (labs for social media and data analytics). A goal of the new school is: "Allow faculty who excel in research to teach less and, as a result, allow faculty with a strength in teaching to teach more."

Among awards received in 2017 by the department's faculty, assistant professor Teri Finneman was recognized as the Outstanding Scholar of the College of Arts and Sciences, and Rebecca Britt received a university early-career award for research support.

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

Position descriptions for three recent searches for assistant professors (2013, 2015, 2016) include the following or similar language as a required qualification: "An established research agenda with [a] record of publication and dissemination." Two of the three positions required an earned doctorate in journalism, mass communication or a closely related field; the third called for a doctorate or a master's degree along with at least three years of professional experience.

The university's Faculty Handbook specifies that faculty in professorial ranks will be evaluated annually on their scholarly and research accomplishments. The department's Standards Document further states that "standards for research and creative activity reflect the dual academic and professional roles of faculty" in mass communication. In addition to peer-reviewed scholarship, the department recognizes editorially reviewed professional activities and sponsored or competitive scholarly or creative work.

An appendix to the JMC Standards Document gives examples of conferences, competitions, journals and professional or trade publications in which faculty members' work might be presented, exhibited or published. The Standards Document indicates that the minimum output for a candidate for tenure and promotion is "approximately four journal articles" within the five-year probationary period, along with one academic conference paper or presentation per year.

Additional sections of the Standards Document further specify the expectations for promotion to associate and full professor, identifying higher standards for promotion to professor. For full professor, the standard notes: "…[T]he quality and impact of the scholarly contribution transcends the quantity of contribution."

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 Standards Document recognizes that not all faculty in the department will pursue conventional academic publishing, declaring that as a professional program based in the liberal arts, JMC "features extensive skills-based, active-learning and applied education." The tenure and promotion criteria expand on this by stating that "creative activity is regarded as the equivalent of scholarly publication in determining basis for appointment and advancement in rank and salary." The section indicates that creative work would be appropriate for faculty who are photographers, publication and digital designers, and developers of creative strategic communication projects.

When the department becomes part of the new School of Communication and Journalism, it will be able to maintain tenure and promotion standards for faculty in mass communication distinct from those in Communication Studies. The draft Standards Document for the new school notes: "Research, scholarship and creative activity may take many forms due to the broad scope of content areas within the School." It further recognizes "professional activities from grants or sponsored media projects disseminated to a regional, national or international audience."

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.

For a small faculty, the level of scholarly and creative activity is impressive. Faculty members have presented research at the major national or international conferences in their fields – AEJMC, NCA and ICA – as well as the Excellence in Journalism conference sponsored by SPJ, NAJA and RTDNA. Journals in which the unit's faculty have published include: *Journalism and Mass Communication Quarterly, Health Communication, Journalism History, Journalism Educator, American Journalism* and *International Journal of Communication*. Three faculty members completed books and others

contributed book chapters. Many faculty members are engaged in professional and public service activities in South Dakota, which enable them to share their research findings in non-academic settings.

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

The department's faculty members and students are leaders on the SDSU campus in advocating for free expression, tackling controversial topics in the classroom and promoting respect for diverse beliefs. Visiting lecturers, symposia and panel discussions raise awareness of issues related to media and democracy for the university and community. The unit is a member of the Pulitzer Center on Crisis Reporting consortium, which annually brings a noted international journalist to campus.

The Scholarship Table prepared by the department:

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors	Associate Professors	Assistant Professors	Other Faculty**	Totals
	18	4	2	8	5	18
Awards and Honors	32	8	1	21	2	32
Grants Received Internal	23	8	1	16	0	25
Grants Received External	24	15	0	13	0	28
Scholarly Books, Sole- or Co-authored	2	0	1	1	0	2
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	0	0	0	0	0	0
Book Chapters	9	0	0	9	0	9
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	36	2	4	32	2	40
Refereed Conference Papers	57	5	2	50	2	59
Invited Academic Papers	9	0	0	9	0	9
Encyclopedia Entries	2	0	0	2	0	2
Book Reviews	0	0	0	0	0	0
Articles in Non-refereed Publications	14	1	6	7	0	14
Juried Creative Works	1	0	0	1	0	1
Non-juried Creative Works	7	4	0	0	3	7
Invited Panels and Presentations	39	4	4	33	0	41

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.

Undergraduate students report close, personalized relationships with department faculty and the department's open-door policy is a matter of pride among the faculty. Yeager Hall's layout provides ample opportunities for student and faculty interaction. Faculty offices are located on the same floor as 80 percent of their classes.

Despite the strong bond and ample interactions between faculty and students — including mentoring, career advice and overall support — formal academic advising is an area of concern noted by undergraduate students, faculty, alumni and administrators.

Currently, all freshmen students in the department are advised by first-year adviser Christy Osborne, who meets with students, preferably twice in the fall and twice in the spring, along with communicating regularly via email with such items as tips and pointers. Advising loads conform to National Academic Advising Association (NACADA) recommended standards.

After the first year, students are assigned a faculty academic adviser. Currently 3/4 of the faculty serve as academic advisers with each advising between 15-40 students. Department advising is supported by professional advisers at the College.

Students can track their progress using the university's online systems and with traditional, face-to-face advising. The 72-credit rule outside of the ADV, MCOM, and PUBR prefix is widely promoted. The main Academics page on the university website — https://www.sdstate.edu/academics — contains a bullet list of "Quick Links." The first item is "Academic Advising Guide Sheets" for every major SDSU offers.

Students assess departmental advising via the senior exit survey. In 2011, 2013 and 2017, overall, students rated the department as a 3.3 (average) on a 5-point scale in helping to find jobs, and their advisers as 3.8 (well) in helping to plan their coursework. In open-ended comments, the term "uneven" surfaced regarding advisers — some are very good, some not as effective.

Due to faculty turnover, some students report they either don't know their official adviser or feel their adviser is not fully prepared to provide academic counsel and support. While faculty and staff seem deeply devoted to students and their academic journey, they are often overwhelmed or ill equipped for official advising duties.

The department leadership has shifted advisees around and regularly discusses advising issues in faculty meetings to mitigate problems as much as possible. Faculty workloads are such that there is little leeway to assign additional advisees to the most effective advisers. Despite inconsistencies, the interim head is

not aware of any student who did not graduate on schedule because of an advisor's error. Students report that despite issues with the formal advising system, faculty and staff are eager to help address any issues that may arise.

As part of the proposed transition from a department to an expanded school, advising duties will shift from faculty to a professional adviser who will work with students in the school's majors. The professional adviser will assist the school and the college in recruiting and advising students, career preparation, and other projects and tasks that enhance the undergraduate experience.

Professional Master's Degree

For the online MMC program, Assistant Professor Rocky Dailey serves as the primary advisor to the approximately 40 online graduate students, which is a heavy service load for tenured-track faculty. Lyle Olson, graduate program coordinator, also supports student advising. Overall students report satisfaction with advising.

Program advisers "meet" via phone, email, Skype, the D2L online learning platform or face-to-face with new students providing an overview and expectations. The first class, MCOM 705 Introduction to the MMC, requires students to submit a plan of study (POS) for their degree. The POS template includes the required and elective courses and when they are offered. Advisers monitor student progress and "meet" prior and after MCOM 705 and throughout the program. Student interaction increases as they approach and finalize their final project, schedule a defense and submit a graduation application.

Given the nature of the program and high percentage of non-traditional working students who may have families, advisers assist with adjustments that may be required. As an example, a student was reported to have a high-risk pregnancy that forced a schedule adjustment and advisors helped that student navigate academic-work life issues.

For the online MMC program, advising, and student faculty engagement, seems to be a strength of the program.

b) Faculty are available and accessible to students.

As noted, students report close, personalized relationships with department faculty and the department's open-door policy is a matter of pride among the faculty. Yeager Hall's layout provides ample opportunities for student and faculty interaction. Faculty offices are located on the same floor as 80 percent of the classes. The availability and accessibility represents a strength of the department. Students warmly describe the department as "Yeager High School" because of the strong student/faculty bonds.

Students and faculty are quick to praise Betty Nelson, program assistant, for her essential role in delivering many student services.

Online MMC students report faculty are available online and via phone and respond quickly to student needs and concerns.

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

The department uses various ways to communicate with undergraduate students, including posters, student-produced email newsletter, email, and Twitter.

Faculty members provide a copy of their schedules to the main office and notify the office if they will be out of Yeager Hall during scheduled hours.

Students can track their progress using the university's online systems and with traditional, face-to-face advising.

Online MMC students develop their plan of study and, collaborating with faculty and advisers, work toward completion. Students also depend on advisers to gain access to information regarding requirements and polices of the unit. Online students are provided university email and receive all applicable communication from the university, college, graduate programs and unit including newsletters and correspondence.

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.

The student newspaper, The Collegian, and student radio station, KSDJ, are located in the University Student Union. They are independent of the department. But, the staffers are almost always JMC majors, and faculty members informally advise these students. To date, the university seems protective of First Amendments rights, which are essential to ACEJMC accreditation.

Four department clubs are currently active: Advertising Club, Agricultural Communicators of Tomorrow, Journalism Club and the Public Relations Student Society of America (PRSSA).

The Advertising Club has been active the longest. An AAF student chapter, it aids members in learning about the industry, networking and developing professional skills. Club members attend the SDAF Student Day each fall in Sioux Falls. The club typically travels every other year. Spring 2014 and 2016, club members attended the Chicago Student Career Day and visited with several agencies and alumni. In fall 2016, club members visited agencies and media companies in Seattle. The club also partners with industry to raise funds.

The Agricultural Communicators of Tomorrow provides hands-on communications training, networking opportunities and a "home club" for students navigating a major housed in two colleges. The club hosts guest speakers actively engaged in the communication industry.

The recently reactivated Journalism Club's biggest activities each year are field trips and National News Engagement Day events. Spring 2016, six students traveled to Washington, D.C., to tour ABC News, the Washington Post and National Geographic. In fall 2016, six students traveled to the Online News Association conference in Denver. Spring 2017, 10 students toured three media outlets in Minneapolis. The club has also been active on National News Engagement Day by hosting a campus trivia night and partnering with area fifth-graders to help them put out their own newspaper and produce their own broadcast. Fall 2017, the club helped bring Kimbriell Kelly of the Washington Post to campus.

The Public Relations Student Society of America (PRSSA) chapter became official at the national level spring 2017, obtaining professional sponsorship from the Minnesota PRSA. Fall 2017, the group held bi-weekly meetings to plan, compile a list of possible speakers and think through recruitment methods. The group hosted a professional headshot service for students and coordinated "ProVember," a month-long calendar of events in November with PR-based activities. Student activities and opportunities are promoted widely and participation rate seems high.

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

A review of available information including files, manuals, and communications materials indicates that the department gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information. Information is available online at https://www.sdstate.edu/office-president/university-facts/students-faculty and https://www.sdstate.edu/journalism-mass-communication/our-parents

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.

Similar to the undergraduate program, the department has articulated its graduate retention data on its website. See above. The admissions policies for the graduate program are also available online at: https://www.sdstate.edu/graduate-school/admission-requirements#new

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:

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

The department operates under a Responsibility Centered Management (RCM) budget that requires that colleges be largely self-sustaining through tuition, fees and fundraising. University funds are allocated to the colleges, and then distributed by the dean to the departments.

The unit's total budget for each of the past two academic years has been approximately $1.2 million. The operating budget has been approximately $53,000 a year. The department has discretion in how it uses its budget to align with its needs and goals. The department head provides budget reports to faculty members and they provide input, especially related to equipment purchases and travel funding, which is the department's largest expense.

Once the unit becomes part of the School of Communication and Journalism, it will be important that the journalism budget can be distinguished in order to demonstrate compliance with accreditation requirements.

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 College of Arts and Sciences has operated at a deficit since the university shifted to RCM in 2014. This has necessitated cost-saving measures and program review across the college. The Department of Journalism and Mass Communication was one of four departments in the college that achieved a positive budget outcome in 2016-17 (a 1.58 percent surplus). The interim dean of arts and sciences says the unit's faculty is productive, both in scholarship and in credit hours generated. The college's program review determined that the department was "right-sized" in terms of faculty workload and credit hour generation.

However, the department's faculty are concerned that the analysis did not include the additional advising and teaching load created by the graduate program and the approximately 50 agricultural communication majors that the department serves. The number of communication majors has more than doubled in the past three years, though enrollment in the JMC majors has declined by about 58 students in the same time period, resulting in a drop of about 33 undergraduate students served by the department. Graduate enrollment has remained stable, at capacity with 35-40 students. The department is also concerned about the effect of a tight travel budget on its tenure-track faculty and about having enough money to support technology needs going forward.

Faculty feel the department is underfunded, but recognize that resources are tight across campus. Analysis by the college determined that the department's budget is comparable to similar units. Ninety-two percent of the department's budget is allocated to faculty and staff and 8 percent to operations, also

normal for the college. The department has received additional funds from the university and college in recent years to support accreditation, faculty startup, travel and scholarship. A position for a full-time professional adviser has been approved as part of the reorganization that will create the School of Communication and Journalism. The interim dean indicates he will approve searches to fill the three JMC faculty vacancies anticipated at the end of the 2017-18 academic year.

In recent years, the department's faculty has successfully obtained grants to support research assistants, travel and other needs. The unit also uses donor funds from its discretionary account in the university foundation to supplement its budget. The department feels that university fund-raising policies and priorities in recent years have made it difficult for the unit to reach out directly to its alumni donors. Both the provost and the interim dean said that the new director of the School of Communication and Journalism would have more leeway to solicit funds for departmental needs.

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

The department's attractive and well-appointed classrooms and offices occupy the second floor of Yeager Hall, a 67-year-old building that underwent extensive renovations in 2000, thanks to a gift from the long-time editor of the Sioux Falls *Argus Leader*. Only one classroom is totally department-controlled: the Lakota/Dakota Room, a specialized seminar classroom. The department relinquished control of other classrooms in 2014 when the university switched to RCM budgeting so that JMC would not be responsible for maintaining the classrooms. Yeager Hall facilities include:
- Two classrooms with desks.
- Two seminar-style classrooms with movable tables and chairs.
- A larger classroom with desks on wheels.
- A collaborative media lab, in which students work in small groups around common screens. The classroom was upgraded in 2016.
- Five audio/video production suites, each equipped with an audio board and Mac Pro with Adobe Premiere Pro editing software. Some of the computers date to 2009 and 2010, while one suite has a 2014-era Mac. The department has signed an agreement with South Dakota Public Broadcasting to use one of the production suites as a "boutique" studio for audio recording and live radio interviews.

There is also a popular reading room/lounge known as "The Den" adjacent to the unit's administrative offices where students gather to study, socialize and nosh on popcorn and faculty-supplied treats. All of the classrooms except the Lakota/Dakota Room are smart classrooms equipped with teaching technology. The department phased out computer labs when the university instituted a laptop requirement for students in 2009, but eight iMac desktop computers are available in classrooms for individual use; four have Adobe Creative Cloud. Students are encouraged to buy a Cloud license for their own laptops. Students didn't express concern about access to computers or software.

The building also houses the Yeager Media Center, an independent, self-supporting professional video production and broadcast facility that primarily produces work for campus clients. It also produces a live weekly television show for South Dakota Public Broadcasting. The center has a multi-camera studio with green screen, control room, offices and conference area. It employs three full-time professionals in addition to 10 student workers. While the center has a budget separate from the department, there are synergies between the two entities. Classes use the studio and control room when they are not being

used for production work. Broadcast classes have produced a weekly news program, "Jack News," in the center's studio. A part-time center secretary provides some service to the department, including handling its finances, and the center's professional staff is a resource for faculty and students.

Technology support is obtained from disparate sources across campus: the University Support Desk on weekdays; a student technology fellow who works 10 hours week during the academic year; a College of Arts and Sciences computer support specialist; an Apple support specialist in the University Bookstore. Even though the department does not have a designated technician, students and faculty seem satisfied with the level of support they receive.

The university employs the D2Learn online learning platform for the MMC classes. Graduate students are satisfied with the technology and tech support they receive to facilitate their online learning. They report that the faculty is expert at using the virtual classroom effectively.

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.

Each faculty member is provided with a laptop and software appropriate to teaching needs. Equipment available for student use includes 30 DSLR camera kits; 10 telephoto lenses; 12 external flashes; a Gore camera, and 10 video camera kits, including four newer HD chip cameras, two older chip cameras and four mini-DV tape cameras. Faculty checks out the equipment to students in their classes. Students express a desire for more accessibility to equipment and more digital video cameras.

The department currently has a request working its way through the regents' approval system to institute a technology fee of $20 per credit hour for JMC classes. The fee, which has received administration support, is estimated to raise approximately $210,000 in 2018-19 and will be ongoing. The money would be used to support technology and faculty development, and launch a Social Media and Analytics Laboratory and Speech Communication Center to serve faculty research needs in the new School of Communication and Journalism.

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

The university library provides a liaison to support the department. Faculty and students report that library resources, while not extensive, are adequate for their needs. Graduate students were especially complimentary about the service they receive from a librarian devoted to helping them.

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 alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.

Interviews with alumni, students and faculty indicate that alumni and professionals speak in classes or to clubs on a regular basis, either in-person or via Skype. The department's advisory board of alumni, other alumni and professionals advise the unit on industry trends, help evaluate the program for accreditation, strengthen ties to the professions and identified resources. Faculty members recommend members; there is no formal term limit. Meetings are held each spring or early summer. The agenda includes a "State of the Department" presentation updating board members on enrollment, goals, changes in faculty and staff, updates to facilities, new programs and curriculum changes, awards and recognitions and challenges.

Advisory board members and alumni indicate overall satisfaction but some desire additional engagement. A member of the advisory board reported, "I have been pleased with the advisory board and the participation of the various alums and others who participate. I believe those who serve on the board are invested in seeing the department succeed and want to do what we can to support those efforts. In years past, I felt like the agendas for advisory board meetings did not allow for sufficient time for members to ask questions and provide feedback, but that has improved in the past year or two. I think it could be even better, though, by creating more opportunity on the board meeting agenda for interaction and feedback from board members; and possibly throughout the year, as opposed to only when the advisory board meets in the summer."

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

The department sponsors speakers, panels and workshops for the university community. It works with such external groups as the South Dakota High School Press Association, South Dakota Newspaper Association, North Dakota Newspaper Association and Pulitzer Center on Crisis Reporting Campus Consortium partnership. Faculty and staff have presented and participated in the American Indian Conference in South Dakota, National Communications Association, South Dakota Art Museum, South Dakota World Affairs Council, and Women & Media Conference, just to name a few.

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 department and/or individual faculty members maintain relationships with the
following organizations: Agricultural Communicators of Tomorrow, American Advertising Federation, American Journalism Historians Association, Association for Education in Journalism and Mass

Communication, Association of Health Care Journalists, Gerontological Society of America, Journalism Education Association, International Communication Association, Midwest Broadcast Journalists Association, National Communication Association, National Press Photographers Association, Native American Journalists Association, Online News Association, Public Relations Society of America, Radio Television Digital News Association, Society of Professional Journalists, Society for the Scientific Study of Sexuality, South Dakota Advertising Federation, South Dakota High School Activities Association, and South Dakota Newspaper Association.

The faculty report general satisfaction with budget for travel and participation in academic and professional organizations.

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

The university and the Board of Regents encourage departments and their faculty to engage in public service activities. As a whole or individually, the unit participates in a variety of public groups, professional organizations and other outreach activities, including the South Dakota High School Press Association - housed in the department - the Pulitzer Center on Crisis Reporting Campus Consortium, and the South Dakota Newspaper Association.

The South Dakota High School Press Association hosts speakers and workshops for high school students and journalism teachers, along with coordinating contests. The Pulitzer Center on Crisis Reporting Campus Consortium partnership brings professional journalists to the campus yearly to speak in classes and present a public lecture on unreported or underreported topics internationally.

Begun in 2003, an annual Internship and Job Fair brings employers to campus to interview majors and provide suggestions on students' resumes, career preparation and professional demeanor. Formed in 2004, a professional advisory board made up of alumni and professionals helps to evaluate the program, strengthens ties to industry and assists in identifying resources.

In the community, faculty members participate in such diverse activities as the Girl Scouts and speaking at elementary schools or the Rotary Club, sharing their expertise to teach children or inform adults.

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

The department supports scholastic journalism through its ongoing relationship with the South Dakota High School Press Association, which is housed in the department. The department also maintains strong longstanding relationships with the Pulitzer Center on Crisis Reporting Campus Consortium and the South Dakota Newspaper Association.

Overall Evaluation (Undergraduate Program):   COMPLIANCE

Overall Evaluation (Graduate 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 the Council.

• Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?

Former Department Head Mary Arnold collected and analyzed the assessment data included in the self-study before her retirement in 2017. Since then, Interim Department Head Lyle Olson has coordinated assessment. Two faculty members, Roxanne Lucchesi and Rocky Dailey, are participating in SDSU's Assessment Academy in 2017-18, and are likely to be active in future unit-level assessment.

• How has the unit verified that core and required courses cover all 12 of ACEJMC's professional values and competencies?

Faculty mapped core and required courses against learning outcomes to ensure that all competencies and values are addressed. The undergraduate assessment plan notes that a review of the core curriculum was the first step in the assessment plan's revision in 2016.

• How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?

The second step of the new plan was a syllabus review, assuring that each defined learning outcomes (including the 12 values and competencies). This review noted whether a particular course provided awareness/introduction, understanding, or application/mastery of a listed learning outcome.

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

• What direct measures of assessment does the unit use, where in the curriculum and when?

- **Assessment test:** Pre-test in MCOM 210: Basic Newswriting, usually taken in the sophomore year; post-test in final week of capstone courses, taken by seniors. (This online test includes questions about grammar and usage, core classes common to all majors and questions specific to the student's major.) Average scores are compared for students in the same cohort.
- **Professional panel assessment:** A panel of two professionals and faculty members assesses student projects in capstone courses, using a scale designed by faculty. The assessment addresses strengths and weaknesses of the project. Faculty members are from other universities or from a different specialty in the department.
- **Quality Matters Rubric** (for online courses only). The only undergraduate course required for a major offered online is MCOM 220-L: Introduction to Digital Media Lab. This peer review of online courses is administered by SDSU's Instructional Design Services office at three-year intervals or when the course instructor changes.

• What indirect measures does it use, where and when?

- **Student surveys (first-year and senior students)**
  - Assessing the Ethical Climate, addressing student attitudes towards cheating and professional misconduct.
  - Diversity Plan assessment, asking about the effectiveness of the diversity plan, administered to first-year students in 2011-12 and 2012-13 and to seniors in 2015-16 and 2016-17.
- **Senior exit survey**, addressing the 12 ACEJMC values and competencies. It also asks about internships, advising and study abroad experiences.
- **Internship reports,** using evaluations that match ACEJMC values and competencies.
- **Alumni survey,** administered three years after graduation, last done in 2014-15, with responses from 43 graduates.

• Are these measures effective for assessing ACEJMC's professional values and competencies?

The multiple indirect measures produced an abundance of data, perhaps too much information to be effectively analyzed by a small faculty in the midst of transition to a new school. Even so, the measures taken between 2011 and 2017 show a commitment to assessment that is reflected in degree requirements, course design and instructional strategies.

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

• How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?

The department faculty, particularly those teaching core and required courses, reviewed results of direct and indirect measures. The observations of internship supervisors and the professional panels for capstone courses appear to be most influential in addressing curricular weaknesses.

• What specific values and competencies had graduating classes not mastered satisfactorily? A composite chart of three indirect measures (graduates, alumni and internship supervisors) showed students scored highest on their ability to present images and use tools and technologies, and lowest on basic numerical skills. Graduating seniors in 2011, 2013 and 2017, assessing the degree to which their courses prepared them in each of the 12 areas, scored numerical skills as the lowest.

Synthesizing the results, the self-study observes: "Graduating seniors have mastered the department's learning objectives at an appropriate level, and a few [unspecified] changes need to be made to the curriculum to address concerns brought forward by the assessment." Further analysis of assessment by the professional panels showed these weaknesses: broadcast story organization, domestic diversity, incorporating words, numbers and images, data analysis.

• How does the unit decide how to address these areas of concern and what actions did it take to do so?

The faculty addressed these deficiencies by requiring additional courses for all JMC degrees, effective in the fall of 2017:

- MCOM 270: Data Analysis in Communication
- MCOM 331/331L: Video Production and Lab
- A&S 111: Introduction to Global Citizenship and Diversity

In addition, capstone courses in all three majors – advertising, journalism and public relations – include additional experiential learning in response to results of the alumni survey.

• How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?

The 2016 assessment plan includes a schedule for assessing the cohort of sophomores that entered the major (by enrolling in MCOM 210: Basic Newswriting) in the fall of 2017. The plan envisions entry-level measures being taken in Year 1 (2017-18) and repeated in capstone courses in Year 3 (2019-20). The plan anticipates analyzing results, identifying weaknesses and developing strategies to address those weaknesses in 2021.

• Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?

Yes, given the constraints posed by turnover in unit leadership and faculty, the department has done a commendable job of adapting its curriculum to changing needs of contemporary media organizations while maintaining a strong emphasis on fundamental values and skills. The Assessment section of the self-study was thorough and detailed, showing ways in which identified shortcomings had been addressed, though it did not connect all remedies to specific assessment measures.

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

The alumni survey, administered three years after graduation, asks respondents to assess five aspects of their educational experience on a five-point scale. It includes open-ended questions about strengths, weaknesses and suggestions for improvement. Last administered in 2015, it is due to be sent to 2014-2015 graduates in the summer of 2018.

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

The Assessment section of the self-study reports that 11 professionals reviewed capstone projects in 2014 and 2017. Since 2012, 234 professionals supervised students in 320 internships.

Professional master's program: Master of Mass Communication

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

Although the online Master of Mass Communication (MMC) degree began in 2014 (replacing a previous online MS degree), the department did not adopt a strategic plan for its professional master's program until November 2017. The strategic plan does not address specific learning outcomes or objectives for the MMC; however, the SDSU Graduate Catalog lists the 12 undergraduate values and competencies. The 2014 MMC assessment plan also lists this outcome specific to professional master's degrees accredited by ACEJMC: "contribute to knowledge appropriate to the communications professions in which they work."

The Graduate Catalog includes this description of the degree:

> *While it has theoretical underpinnings, the primary purpose is to enhance knowledge and skills for application in professional practice. Fifty percent or more of the courses must be skills-based. This degree targets mid-career professionals in journalism and mass communication and builds on students' current levels of experience and skills making them more marketable. The Master of Mass Communication prepares students for the increasingly competitive workforce and changing disciplines in mass communications.*

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

The MMC assessment plan (adopted Fall 2014) lists these assessment measures:

- Direct: Professional panel assessment of students' final projects (every third year), quality assurance rubric (required for all online courses), graduate committee assessment (after each candidate's defense).
- Indirect: Student opinion survey, student exit survey.

In addition, the department faculty reviews the curriculum of all courses, the transcripts of all graduates and retention and graduation rates.

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

The Assessment section of the self-study reports the results of the professional panel assessments in 2014 and 2017, including recommendations from panelists for better editing and proofreading, more complex data analysis, and inclusion of more numbers, words and images in student projects. In response, the faculty revised course content, assigned a new instructor and emphasized the need for careful editing and proofreading.

The results of the student exit survey presented suggestions for improving instruction and course delivery, as well as a request for additional electives. In the self-study, the department described how it plans to address these shortcomings in the future.

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

In its current configuration, the MMC is only four years old; the first graduates (in May 2016) are just two years beyond completion of the degree. The department does not yet have a schedule to survey graduates of the program; however, the site team participated in a focus group with two MMC graduates and two current students scheduled to finish in May 2018. They expressed a high degree of satisfaction with the required courses and electives; all considered the program rigorous and helpful to their careers.

e) The unit includes members of journalism and mass communication professions in its assessment process.
The professional panel assessment is conducted after students complete their projects. Starting in fall 2017, a professional is included on each graduate committee for the oral presentation and defense of the project. The MMC assessment plan calls for evaluating the cohort that began in 2017-18 with an exit survey and a professional panel assessment in 2019-20.

Overall evaluation (undergraduate program): COMPLIANCE

Overall evaluation (professional master's program): COMPLIANCE

**PART III: Summary by site visit team
of the undergraduate program**
(A separate summary is required of the professional master's program)

1) Summarize the strengths and weaknesses of the unit.

    <u>**Strengths:**</u>

- Historically stable and respected department leadership

- Collegial and collaborative community

- Highly accessible and engaged faculty (committed to student learning and success)

- Emphasis on innovation

- Significant increase in research productivity

- Commitment to diversity in student recruitment, curriculum and service outreach

    <u>**Weaknesses:**</u>

- Faculty turnover, leading to heavy service burden on junior faculty

- Inconsistency in the quality of undergraduate student advising

- Declining undergraduate enrollment

- Tight budget and limited ability to raise private funds

- Broadcast/TV News program somewhat lackluster and dated

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

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards). Not applicable.

4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed. Not applicable.

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that recommendation. Not applicable

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

Non Compliance: In the previous site team report, the unit was found to be in non-compliance on Standard 9: Assessment. The team noted that the unit had an excellent assessment plan, but had not yet implemented direct measures of student learning. Since then, the unit has been aggressively involved in assessment, conducting and measuring student outcomes through multiple direct and indirect measures.

Weaknesses:

- *Insufficient attention to communication about internships* — Students were very positive about their internship experiences and said the department and faculty communicate constantly inform them about internship opportunities and provide help with placement.

- *Insufficient advertising faculty to support growth of the major* — This is still an issue, although the interim dean has indicated he will approve three new faculty hires. The interim department head says one of those will be an advertising faculty member.

- *Need for entire faculty to embrace research mission of the university* — Recent tenure-track hires have contributed to increased productivity; the department has directed discretionary funds for travel to research conferences

- *Insufficient data from reporting for assessment* — The unit has collected a great deal of data through both direct and indirect measures since the last accreditation.

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 written and organized. While the unit has used assessment results to improve the program, its self-study did not always make clear which findings applied to specific curricular changes.

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

1) Summarize the strengths and weaknesses of the unit.

<u>**Strengths:**</u>

- Talented and qualified graduate faculty and dedicated program administrators

- Effective productivity in scholarship and creative activity

- Effective and innovative use of distance learning

- Engaged and enthusiastic students who appreciate the professional-orientation and flexibility of the program.

<u>**Weaknesses:**</u>

- A lack of programmatic focus, vision and identity

- An inadequate strategic plan

- Too few faculty involved in teaching and advising in the graduate program

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

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards). Not applicable.

4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed. Not applicable.

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that recommendation. Not applicable

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

The department has added seven new courses to strengthen the professionalism of the program, including Cross-Platform Storytelling and Cross-Platform Campaigns. It is also actively engaged in assessment, applying both direct and indirect measures to measure learning outcomes.

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 written and organized. Graduate program information was somewhat hard to find, including the current list of courses.