

# Report of ACEJMC Evaluation

## Undergraduate program 2021-2022

Name of Institution: **Universidad Anáhuac**

Name and Title of Chief Executive Officer: **Dr. Cipriano Sánchez, University President**

Name of Unit: **School of Communication, Anahuac University**

Name and Title of Administrator: **Carlos Cienfuegos Alvarado, Dean of the School of Communication**

Date of 2021-2022 Accrediting Visit: **October 17-20, 2021**

Date of the previous accrediting visit: **October 26-29, 2014**

Recommendation of the previous site visit team: **Accreditation**

Previous decision of the Accrediting Council: **Accreditation**

Recommendation by 2021-2022 Visiting Team: **Reaccreditation**

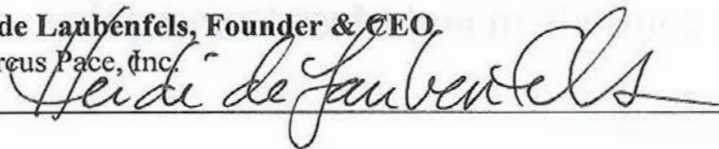
*Prepared and submitted by:*

### Team Chair

Name and Title: **Heidi de Laubenfels, Founder & CEO**

Organization/School: **Arcus Pace, Inc.**

Signature \_\_\_\_\_

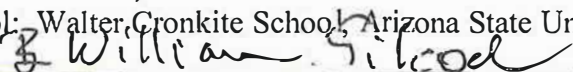


### Team Member

Name and Title: **Bill Silcock, Professor Emeritus**

Organization/School: **Walter Cronkite School, Arizona State University**

Signature \_\_\_\_\_

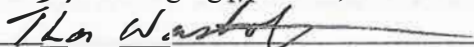


### Team Member

Name and Title: **Thor Wasbotten, Professor**

Organization/School: **Managing Director, Markkula Center for Applied Ethics, Santa Clara University**

Signature \_\_\_\_\_



Please indicate if team members participated on site or virtually only:

On site: \_\_\_\_\_ **Heidi, Bill and Thor were all on site** \_\_\_\_\_

Virtually: \_\_\_\_\_

**Part 1 General Information**

**Name of Institution:** Anahuac University

**Name of Unit:** School of Communication, B. A. in Communication

**Year of Visit:** 2021

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

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and School Commission on Colleges
- Western Association of Schools and Colleges

*If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:*

The Anahuac University has been accredited by:

**1.FIMPES:** Anahuac University has been accredited for excellence since 2006; in spring 2018 the accreditation was renewed by the Federation of Mexican Particular Higher Education Institution (FIMPES) for campus North and campus South.

**2.ANUIES:** Anahuac University was incorporated into the National Association of Universities and Institutions of Higher Education (ANUIES) in 2006.

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

- Private
- Public
- Other (specify)

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

The Mexican Ministry of Education (SEP) authorized Anahuac University to perform its educational activities as specified in the Official Letter (RVOE) **as follows:**

Curriculum	North	South
2016	DGAIR/DIPES/SR/00941/17 RVOE 02-2232-16	Oficio DGAIR/DIPES/SR/00940/17 RVOE 02-2231-16
2020	DGAIR/DIPES/SR/DC/4428/2020 RVOE SR-01-00060-20	DGAIR/DIPES/SR/DC/5080/ 2020 RVOE SR-01-00228-20

In addition to a Presidential Decree published in the Federation's Official Journey on November 26, 1982.

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

Yes

No

If yes, give the date of the last accrediting visit: 26-29 October 2014

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

The first accreditation visit was on October 2014, and was accredited on May 2015.

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

ADOPTED JULY 20, 2012, LAST REVISION DECEMBER, 2016.

The School of Communication offers professional programs for students with a call to service and social transformation. They are prepared to be responsible and attentive to constant technological innovation and to create text, audiovisual and oral messages for the print press, television, cinema, radio, digital production, and advertising and marketing, which inspire people to solve social problems that have a direct impact on Mexican and world society.

They are educated by means of teaching, research, and contact with the professional world, so that in a committed, analytical, purposeful and ethnical manner, they can be in a position to identify the main social needs and offer integral media solutions for solving them.

The program develops in the students the competencies and theoretical, administrative and technological command of the subject matter that will allow them to position communication at the neurological and strategic heart of public, private and third sector institutions and organizations in an attempt to promote from within profound and positive changes in the economic, political, social and cultural realms of Mexico.

The faculty (1) encourages students to commit to the search for truth, the defense of freedom, and community service and to carry out their professional practices at the highest level; (2) urges them to participate in continuing education throughout their lifetime; and (3) works to achieve national and international leadership in teaching, research, association and production in communication and to enrich the training of students in communication.

The School's educational model helps students to be exemplars of ethical behavior that pursues honesty, justice, solidarity, and the search for the common good, global citizenship, and respect for the rights, liberties and dignity of mankind.

Our teaching of science and research communication has as its source of inspiration the humanities, as well as the social and behavioral sciences, in an effort to foster in the students majoring in the communication sciences a critical, purposeful and socially responsible vision of the media and communication processes.

**Our mission is to ensure that Anahuac University communication expert is a leader with high international standards in professional formation and ethics, with and profoundly social commitment and convinced of the power of communication to develop a harmonious social atmosphere and to improve the quality of people's lives. (See Appendix 0.I)**

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

Semesters of 15 weeks

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

Four-year program leading to Bachelor degree

Graduate work leading to Master's degree

Graduate work leading to Ph.D. degree

**9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. \*Indicate online degrees.**

Bachelor of Arts in Communication

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

2016 Academic Plan: 360 semester credit hours (64 courses, 5.625 average credit hours per course)

2020-2025 Academic Plan: 369 semester credit hours

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

2016 Academic Plan: 18 semester hour credits

2020-2025 Academic Plan: 12 semester hour credits

**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
Management of Media Companies	Allende Marquez
Journalism and Digital Communication	Laura King
Film and Audiovisual Production	Alicia Hernández
Advertising and Business Communication	Elisa Ramos

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

Year	Number of undergraduate full-time students enrolled at Anahuac University
2015-2016	12785
2016-2017	13088
2017-2018	15328
2019-2020	13448
2020-2021	12549
2021-2022	13995

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

	January-June 2021 Undergraduate majors	August- December 2021 Undergraduate majors
Management of Media Companies	58	49
Journalism and Digital Communication	31	28
Film and Audiovisual Production	44	48
Advertising and Business Communication	114	99
Sequence not declared	50	109
Core Courses	183	89
<b>Total</b>	<b>480</b>	<b>422</b>

**15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Submit two semesters with the self-study, and update as needed when the site team arrives on site. 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.)**

CRN	Curriculum	Course	Professor Name	Enrolled
13205	2016	Human factor management	Magaña Martínez Gerardo Antonio	6
13206	2016	Human factor management	Magaña Martínez Gerardo Antonio	6
13207	2016	Human factor management	Magaña Martínez Gerardo Antonio	2
20770	2016	Human factor management	Magaña Martínez Gerardo Antonio	4
14364	2016	3D Animation	Muñohierro Cruz Luis Alejandro	13
10970	2016	Background on the development of the audiovisual industry	Fernández Rodríguez Macedo Adriana	26
20835	2016	Cinema club	Koricancic Velebita	19
20836	2016	Cinema club	Hernandez Barba Alicia Helena	21
20944	2016	European cinema	Koricancic Velebita	10
20943	2016	Mexican cinema	Jiménez Orozco Guiomar	9
14190	2016	American cinema	Chernovetzky Holtz Jose	11
10978	2016	Cinematography	Martinez Merling Rogelio	14
14153	2016	Coverage of sporting events	Davalos Mc Nally Mercedes	14
20823	2016	Coverage of sporting events	Davalos Mc Nally Mercedes	8
11038	2016	Marketing of digital content	Monroy González Luis Alberto	14
10986	2016	Marketing and distribution at festivals	Herrera Villanueva Gerardo Roberto	14
11093	2016	Transmedia marketing	Castillo Madera Alejandra	23
20813	2016	Transmedia marketing	Castillo Madera Alejandra	3
11103	2016	Consumer behavior and trends	Rábago Rojas María Cristina	31
20799	2016	Consumer behavior and trends	Solís Arana Aída	9

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13216	2016	Organizational communication	Sanchez Uribe Clemente	4
20760	2016	Organizational communication	Lorenzo Valdés Francisco Manuel	3
14780	2016	Visual communication and digital image	Rocafort Hernandez Jorge	2
14781	2016	Visual communication and digital image	Zepeda Pontigo Yarely	1
14782	2016	Visual communication and digital image	Serrano Casasola Brenda Rocio de la Luz	2
14783	2016	Visual communication and digital image	Greene Gondi Gerardo Matias	1
15526	2016	Visual communication and digital image	Perez Perez Carlos Alejandro	0
15528	2016	Visual communication and digital image	Zepeda Pontigo Yarely	3
20747	2016	Visual communication and digital image	Zepeda Pontigo Yarely	3
20994	2016	Visual communication and digital image	Garcia Echegollen Arlette Yolanda	1
13647	2016	e-business strategy assessment	Durán Pineda Abel Eduardo	30
13646	2016	e-business development	Camacho Madrigal Omar Eduardo	30
11104	2016	Strategic marketing management	Bejos Aguilar Luis Antonio	32
20798	2016	Strategic marketing management	González Rivero Luis Arturo	12
10992	2016	Soundtrack design	Franco Medina Mora Andrés	12
11052	2016	Transmedia information companies	Hidalgo Toledo Jorge Alberto	14
11082	2016	Broadcasting sound stages	Hernandez Sierra Miguel Angel	4
14189	2016	Scenography and setting	Rodríguez Herrera Raúl Ángel Valentín	8
10990	2016	Aesthetics and performing arts	Rodríguez Herrera Raúl Ángel Valentín	17
11105	2016	Transmedia communication strategies	González Rivero Luis Arturo	17
11109	2016	Social and business marketing strategies	Bejos Aguilar Luis Antonio	29
20811	2016	Social and business marketing strategies	Cortes Garcia Blanca Estela	13
11101	2016	Negotiation and sales strategies	Garbajosa Fernandez Maria Fernanda	35
11102	2016	Negotiation and sales strategies	Garbajosa Fernandez Maria Fernanda	35
20809	2016	Negotiation and sales strategies	Duran Mena Cecilia	12
11119	2016	Ethics of communication and entertainment	Arrieta Gutiérrez Sara Bertha	20
11120	2016	Ethics of communication and entertainment	Arroyo Cuevas Alejandra Patricia	25
11121	2016	Ethics of communication and entertainment	Arroyo Cuevas Alejandra Patricia	13
20816	2016	Ethics of communication and entertainment	Lorenzo Valdés Francisco Manuel	11
21444	2016	Ethics of communication and entertainment	Arroyo Cuevas Alejandra Patricia	21
15523	2016	Evolution of communication and entertainment thinking	Trejo Maya Francisco	1
15524	2016	Evolution of communication and entertainment thinking	Trejo Maya Francisco	1
21483	2016	Evolution of communication and entertainment thinking	Padilla Monroy Juan Carlos	3
10977	2016	Scriptwriting	Jaimes Miranda María De la Luz	24
11084	2016	Transmedia scriptwriting	Jaimes Miranda María De la Luz	17
20800	2016	Transmedia scriptwriting	Jiménez Orozco Guiomar	7
11042	2016	Journalistic tools applied to the organization	Martínez Beltrán Víctor Manuel	24
20814	2016	Journalistic tools applied to the organization	Bonola Maravilla Ivan	4

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13427	2016	Public and corporate image	Cortes Garcia Blanca Estela	11
20778	2016	Public and corporate image	Olvera Espinosa David	4
13218	2016	Laboratory of journalistic languages and electronic digital media	King Lozano Laura Elena	1
20763	2016	Laboratory of journalistic languages and electronic digital media	King Lozano Laura Elena	2
13217	2016	Auditory informative production laboratory	King Lozano Laura Elena	5
14193	2016	Auditory informative production laboratory	King Lozano Laura Elena	4
20762	2016	Auditory informative production laboratory	Malpica González Victor	9
21233	2016	Auditory informative production laboratory	King Lozano Laura Elena	3
13198	2016	Digital television production laboratory	Keller Kewes Helen	11
13199	2016	Digital television production laboratory	Carredano Torre Juan Carlos	11
15672	2016	Digital television production laboratory	Corona Martínez Arturo	4
15673	2016	Digital television production laboratory	Keller Kewes Helen	1
20771	2016	Digital television production laboratory	Palomino Ortiz Adrian	6
21234	2016	Digital television production laboratory	Márquez Ortiz Allende Sendic Sendic Antonio	9
13885	2016	Film and audiovisual production laboratory	Cortes Moreno Jose Eduardo	20
13886	2016	Film and audiovisual production laboratory	Bustos Gorozpe Fernando	26
20779	2016	Film and audiovisual production laboratory	Reyes Moctezuma Francisco Javier	17
10999	2016	Laboratory of information art	Bonola Maravilla Ivan	20
11002	2016	Laboratory of information art	Bonola Maravilla Ivan	18
11003	2016	Laboratory of information art	Sommano Rojas Concepción	12
20804	2016	Laboratory of information art	Camarillo Jimenez Israel	13
11068	2016	Digital communication and hypermedia laboratory	Muñohierro Cruz Luis Alejandro	20
11072	2016	Digital communication and hypermedia laboratory	Camarillo Jimenez Israel	21
11075	2016	Digital communication and hypermedia laboratory	Muñohierro Cruz Luis Alejandro	20
11077	2016	Digital communication and hypermedia laboratory	Camarillo Jimenez Israel	20
11081	2016	Digital communication and hypermedia laboratory	Muñohierro Cruz Luis Alejandro	19
20795	2016	Digital communication and hypermedia laboratory	Muñoz Vazquez Mauricio	18
21517	2016	Digital communication and hypermedia laboratory	Muñoz Vazquez Mauricio	14
15288	2016	Creativity and innovation laboratory	Sanchez Uribe Clemente	3
11019	2016	Web digital publications editing lab	Camarillo Jimenez Israel	17
11021	2016	Web digital publications editing lab	Camarillo Jimenez Israel	20
11023	2016	Web digital publications editing lab	Martínez Beltrán Víctor Manuel	16

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20803	2016	Web digital publications editing lab	Camarillo Jimenez Israel	15
14784	2016	Digital photography and lighting laboratory	Valtierra Francisco Olímpico Market	1
14785	2016	Digital photography and lighting laboratory	Ramírez Alvarado Luis Felipe	0
14786	2016	Digital photography and lighting laboratory	Greene Gondi Gerardo Matias	1
14787	2016	Digital photography and lighting laboratory	Valtierra Francisco Olímpico Market	1
13200	2016	Digital post-prod lab	Greene Gondi Gerardo Matias	20
20761	2016	Digital post-prod lab	Bonola Maravilla Ivan	7
10936	2016	Globalized common legislation	Chino Hernandez Gabriel	11
10950	2016	Legislation and globalization of communication	Chino Hernandez Gabriel	15
20806	2016	Legislation and globalization of communication	Hernandez Barba Alicia Helena	11
11026	2016	Voice-over and conduction	Olivares Sandoval Edgar Ramon	15
20801	2016	Voice-over and conduction	Guzmán Castellanos Margarita	9
11113	2016	Macrotrends in advertising management	González Rivero Luis Arturo	20
11110	2016	Marketing and digital commerce	Robledo Cervantes Javier Ignacio	34
20810	2016	Marketing and digital commerce	Robledo Cervantes Javier Ignacio	13
13202	2016	Integrated marketing	Del Castillo Lince Erika	2
13203	2016	Integrated marketing	Ramos Canales Elisa Del Socorro	2
13204	2016	Integrated marketing	Merino Cedeño Alma Angela	4
20772	2016	Integrated marketing	Ramos Canales Elisa Del Socorro	3
13648	2016	Fashion Marketing	Gonzalez Avila Fatima Jaret	39
14151	2016	Sports marketing	Balseca González Francisco Javier	13
13212	2016	Research methods in social sciences	Portas Ruiz Eduardo	1
13213	2016	Research methods in social sciences	Ramirez Beltran Rafael Tonatiuh	0
21543	2016	Research methods in social sciences	Lopez Novelo Roberto Alejandro	2
12764	2016	Qualitative and ethnographic researchmethods	Garfias Frías José Ángel	16
12765	2016	Qualitative and ethnographic researchmethods	Rosas González Maribel Corina	22
15684	2016	Qualitative and ethnographic researchmethods	Garfias Frías José Ángel	17
21937	2016	Qualitative and ethnographic researchmethods	Lopez Fernandez Rosa	1
13209	2016	Quantitative research methods	Flores Torres José Luis	3
13210	2016	Quantitative research methods	Arroyo Cuevas Alejandra Patricia	13
13211	2016	Quantitative research methods	Aguila Rivera María Teresa	1
20764	2016	Quantitative research methods	Lopez Novelo Roberto Alejandro	4
13779	2016	Digital modeling	Fernández Limón Jose Luis	19
10980	2016	Audiovisual editing	Franco Medina Mora Andrés	9
20822	2016	Narration and sports reporting	Trejo Garay Francisco Javier Victor	6
11028	2016	Sports journalism	Romay Pinal Nicolas	12
11032	2016	Digital journalism and new media	Barona Gendrop Silvia Ana	3
14146	2016	Digital journalism and public opinion	Hidalgo Toledo Jorge Alberto	16
14148	2016	Digital journalism and public opinion	Portas Ruiz Eduardo	18
20777	2016	Digital journalism and public opinion	García Robín Graciela Esperanza	10



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11034	2016	Political journalism	Santa Cruz Jorge Luis	2
13649	2016	Planning and digital creativity	Merino Cedeño Alma Angela	30
11114	2016	Media planning and investment	Reza Perez Viridiana	23
13780	2016	Digital post-production	Greene Gondi Gerardo Matias	12
10982	2016	Practicum I: Film Directing and Audiovisual Production Laboratory I	Jiménez Orozco Guiomar	7
11086	2016	Practicum I: Transmedia Business Management Laboratory I	Palomino Ortiz Adrian	6
20808	2016	Practicum I: Transmedia Business Management Laboratory I	Márquez Ortiz Allende Sendic Sendic Antonio	2
11107	2016	Practicum I: Creative and Strategic Thinking in Advertising Laboratory	Reza Perez Viridiana	9
11108	2016	Practicum I: Creative and Strategic Thinking in Advertising Laboratory	From Sampedro Rosas Claudia	5
20807	2016	Practicum I: Creative and Strategic Thinking in Advertising Laboratory	Albin Lopez Mariana	3
11035	2016	Practicum I: Transmedia Business Management Laboratory I	Corona Martínez Arturo	7
10991	2016	Practicum II: Transmedia Business Management Laboratory II	Hernandez Barba Alicia Helena	14
11111	2016	Practicum II: Advertising and Marketing Management Laboratory	Reza Perez Viridiana	12
11112	2016	Practicum II: Advertising and Marketing Management Laboratory	Arevalo Martinez Rebeca Illiana	11
20812	2016	Practicum II: Advertising and Marketing Management Laboratory	Ramirez Beltran Rafael Tonatiah	6
11094	2016	Practicum II: Transmedia Business Management Laboratory II	Góngora Cuevas Genny Elizabeth	20
11046	2016	Practicum II: lb dir em pmul II	Hiarmes Rassy William	8
10993	2016	Practicum III: communication entrepreneurship	Hernandez Barba Alicia Helena	9
11058	2016	Practicum III: communication entrepreneurship	Hiarmes Rassy William	14
11115	2016	Practicum III: communication Entrepreneurship	Ramos Canales Elisa Del Socorro	12
11116	2016	Practicum III: communication Entrepreneurship	Ramos Canales Elisa Del Socorro	9
11157	2016	Practicum III: communication entrepreneurship	Portas Ruiz Eduardo	8
20817	2016	Practicum III: communication entrepreneurship	Córdova Bua Diana	12
21755	2016	Practicum III: communication entrepreneurship	Portas Ruiz Eduardo	4
11097	2016	Budgeting and financial analysis	Sanchez Calderon Eduardo	24
11098	2016	Budgeting and financial analysis	Sanchez Calderon Eduardo	33
20797	2016	Budgeting and financial analysis	Martínez Fernández Julieta María Luisa	21
11096	2016	Advanced transmedia production	Palomino Ortiz Adrian	8
20819	2016	Advanced transmedia production	Muñoz Vazquez Mauricio	4
10997	2016	Film and audiovisual production	Cortes Moreno Jose Eduardo	9
11088	2016	Production of audiovisual content	Palomino Ortiz Adrian	15
13418	2016	Advertising and strategic branding	Arellano Vázquez José Antonio	33

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20780	2016	Advertising and strategic branding	Guzmán Castellanos Margarita	11
11099	2016	Public relations	Montaño Navarro Javier	24
11100	2016	Public relations	Montaño Navarro Javier	21
20805	2016	Public relations	Montaño Navarro Javier	18
11106	2016	Market intelligence system	Cordero Cardenas Carlos Clemente	14
11063	2016	Global information system	Martinez Nemecio Andromeda	7
13037	2016	EGEL preparation workshop	Vilalta Perdomo Cristina María	23
13038	2016	EGEL preparation workshop	Reza Perez Viridiana	23
20834	2016	EGEL preparation workshop	Portas Ruiz Eduardo	25
20837	2016	Interpersonal Relations Workshop	Mota Rodríguez Arturo	24
11030	2016	Trends and outlook for entertainment, culture and entertainment	Villanueva Fernández Israel Enrique	8
20766	2016	Communication and entertainment traditions in Europe	Portas Ruiz Eduardo	15
20767	2016	Communication and entertainment traditions in Europe	Lincoln Strange Reséndiz Isabel	14
11989	2016	Communication and entertainment traditions in Ibero-America	Del Castillo Vega Myrna Araceli	26
11990	2016	Communication and entertainment traditions in Ibero-America	Del Castillo Vega Myrna Araceli	17
20776	2016	Communication and entertainment traditions in Ibero-America	Arroyo Cuevas Alejandra Patricia	10
21443	2016	Communication and entertainment traditions in Ibero-America	García Robín Graciela Esperanza	16
13214	2016	Communication and Entertainment Traditions in North America	Keller Kewes Helen	2
13215	2016	Communication and Entertainment Traditions in North America	Corona Ayala Miguel Angel	3
21232	2016	Communication and Entertainment Traditions in North America	Rodriguez Lopez Rosa Ofelia	2
21446	2016	Communication and Entertainment Traditions in North America	Rivas Cándano Claudia	2
15492	All	Television and film propaedeutic	Aimeri Coqui Alberto Paolo	19
15493	All	Television and film propaedeutic	Ruiz Sanchez Ernesto Miguel	17
15494	All	Television and film propaedeutic	Aimeri Coqui Alberto Paolo	11
15495	All	Television and film propaedeutic	Aimeri Coqui Alberto Paolo	10
15496	All	Radio propaedeutic	Castañeda Magaña Juan Carlos	18
15497	All	Radio propaedeutic	Castañeda Magaña Juan Carlos	16
15498	All	Radio propaedeutic	Ruiz Sanchez Ernesto Miguel	18
15499	All	Radio propaedeutic	Castañeda Magaña Juan Carlos	6
13055	2025	Strategic communication of products and services	Merino Cedeño Alma Angela	6
13056	2025	Strategic communication of products and services	Del Castillo Lince Erika	28
13057	2025	Strategic communication of products and services	Ramos Canales Elisa Del Socorro	27
20741	2025	Strategic communication of products and services	Ramos Canales Elisa Del Socorro	14

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13058	2025	Corporate communication and human talent	Magaña Martínez Gerardo Antonio	25
13059	2025	Corporate communication and human talent	Magaña Martínez Gerardo Antonio	10
13060	2025	Corporate communication and human talent	Magaña Martínez Gerardo Antonio	26
20740	2025	Corporate communication and human talent	Magaña Martínez Gerardo Antonio	16
12796	2025	Oral and written communication and Creativity	Sánchez Núñez María de la Paz	21
12798	2025	Oral and written communication andcreativity	Sánchez Núñez María de la Paz	33
20727	2025	Oral and written communication andcreativity	Bejos Aguilar Luis Antonio	24
10838	2025	Visual communication and digital culture	Perez Perez Carlos Alejandro	19
10839	2025	Visual communication and digital culture	Serrano Casasola Brenda Rocio de la Luz	21
10840	2025	Visual communication and digital culture	Serrano Casasola Brenda Rocio de la Luz	14
10841	2025	Visual communication and digital culture	Rocafort Hernandez Jorge	13
10842	2025	Visual communication and digital culture	Zepeda Pontigo Yarely	19
10843	2025	Visual communication and digital culture	Zepeda Pontigo Yarely	9
12812	2025	Visual communication and digital culture	Greene Gondi Gerardo Matias	19
20730	2025	Visual communication and digital culture	Zepeda Pontigo Yarely	14
20995	2025	Visual communication and digital culture	Garcia Echegollen Arlette Yolanda	18
21754	2025	Visual communication and digital culture	Perez Perez Carlos Alejandro	12
12815	2025	Organizational communication	Sanchez Uribe Clemente	20
20736	2025	Organizational communication	Lorenzo Valdés Francisco Manuel	7
12799	2025	Creativi advertising innovation	Solís Arana Aída	25
12800	2025	Creativi advertising innovation	Robledo Cervantes Javier Ignacio	21
13043	2025	Creativi advertising innovation	Bejos Aguilar Luis Antonio	11
20732	2025	Creativi advertising innovation	Robledo Cervantes Javier Ignacio	21
11980	2025	Fundamentals of communication and entertainment research	Ramirez Beltran Rafael Tonatiah	10
11991	2025	Fundamentals of communication and entertainment research	Portas Ruiz Eduardo	26
21496	2025	Fundamentals of communication and entertainment research	Lopez Novelo Roberto Alejandro	25
12788	2025	Introduction to communication	Vilalta Perdomo Cristina María	22
12789	2025	Introduction to communication	Trejo Maya Francisco	16
13045	2025	Introduction to communication	Trejo Maya Francisco	17
20731	2025	Introduction to communication	Padilla Monroy Juan Carlos	24
15669	2025	Qualitative research in communication and entertainment	Garfias Frías José Ángel	15
15675	2025	Qualitative research in communication and entertainment	Garfias Frías José Ángel	15
15677	2025	Qualitative research in communication and entertainment	Rosas González Maribel Corina	11
21509	2025	Qualitative research in communication and entertainment	Lopez Fernandez Rosa	20
11981	2025	Qualitative research in communication and entertainment	Aguila Rivera María Teresa	17

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11982	2025	Qualitative research in communication and entertainment	Arroyo Cuevas Alejandra Patricia	11
11983	2025	Qualitative research in communication and entertainment	Flores Torres José Luis	26
20745	2025	Qualitative research in communication and entertainment	Lopez Novelo Roberto Alejandro	16
13049	2025	Audiovisual platforms laboratory	Keller Kewes Helen	19
13050	2025	Audiovisual platforms laboratory	Corona Martínez Arturo	9
15663	2025	Audiovisual platforms laboratory	Carredano Torre Juan Carlos	8
15664	2025	Audiovisual platforms laboratory	Keller Kewes Helen	6
20746	2025	Audiovisual platforms laboratory	Palomino Ortiz Adrian	8
21230	2025	Audiovisual platforms laboratory	Márquez Ortiz Allende Sendic Sendic Antonio	5
10844	2025	Digital photography laboratory	Valtierra Francisco Olímpico Market	19
10845	2025	Digital photography laboratory	Greene Gondi Gerardo Matias	10
10846	2025	Digital photography laboratory	Valtierra Francisco Olímpico Market	18
12813	2025	Digital photography laboratory	Ramírez Alvarado Luis Felipe	19
20735	2025	Digital photography laboratory	Márquez Ortiz Allende Sendic Sendic Antonio	14
21227	2025	Digital photography laboratory	Ramírez Alvarado Luis Felipe	9
12807	2025	Audio production laboratory	King Lozano Laura Elena	12
14145	2025	Audio production laboratory	King Lozano Laura Elena	11
20738	2025	Audio production laboratory	Malpica González Victor	1
21229	2025	Audio production laboratory	King Lozano Laura Elena	5
12814	2025	Literary narration	Padilla Monroy Juan Carlos	20
20737	2025	Literary narration	Sanz Suarez Raul	9
13051	2025	Transmedia narratives	Márquez Ortiz Allende Sendic Sendic Antonio	14
13052	2025	Transmedia narratives	Jiménez Orozco Guiomar	15
13053	2025	Transmedia narratives	Muñoz Vazquez Mauricio	10
13054	2025	Transmedia narratives	Muñoz Vazquez Mauricio	20
20742	2025	Transmedia narratives	Muñoz Vazquez Mauricio	15
12811	2025	Journalism	King Lozano Laura Elena	17
20733	2025	Journalism	King Lozano Laura Elena	19
20743	2025	European perspectives on communication and entertainment	Rábago Rojas María Cristina	59
20744	2025	European perspectives on communication and entertainment	Negrete Pantoja Tania Itzel	58
11988	2025	North American perspectives on communication and entertainment.	Corona Ayala Miguel Angel	25
11992	2025	North American perspectives on communication and entertainment.	Keller Kewes Helen	18
21228	2025	North American perspectives on communication and entertainment.	Rodriguez Lopez Rosa Ofelia	7
21445	2025	North American perspectives on communication and entertainment.	Rivas Cándano Claudia	14
12791	2025	Social psychology and persuasion	Fernandez Juarez Pablo	23
12793	2025	Social psychology and persuasion	Fernandez Juarez Pablo	11

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13046	2025	Social psychology and persuasion	Fernandez Juarez Pablo	22
20728	2025	Social psychology and persuasion	Jimenez Cortes Nayeli	27
13673	2004	Radio and journalistic project management	Hidalgo Toledo Jorge Alberto	1
13674	2004	Informative journalism	Barona Gendrop Silvia Ana	1
21952	2010	Senior management of integral communication for organizations	Sanchez Uribe Clemente	1
20839	2010	Cinema club	Koricancic Velebita	2
20840	2010	Cinema club	Hernandez Barba Alicia Helena	2
16334	2010	Consumer behavior and trends	Rábago Rojas María Cristina	1
15521	2010	Currents and traditions of communication inIbero-America	Del Castillo Vega Myrna Araceli	1
15522	2010	Currents and traditions of communication inIbero-America	Del Castillo Vega Myrna Araceli	0
20826	2010	Currents and traditions of communication inIbero-America	Arroyo Cuevas Alejandra Patricia	1
14802	2010	Management and production of integratedadvertising campaigns	González Rivero Luis Arturo	1
14800	2010	Integral management and media investment	Reza Perez Viridiana	1
20827	2010	Information art direction	Camarillo Jimenez Israel	1
14801	2010	Strategic management of integral Communication	Bejos Aguilar Luis Antonio	0
21849	2010	Strategic management of integral communication	González Rivero Luis Arturo	1
14803	2010	Political and social marketing strategies	Bejos Aguilar Luis Antonio	1
13428	2010	Professional ethics	Arroyo Cuevas Alejandra Patricia	0
13429	2010	Professional ethics	Arroyo Cuevas Alejandra Patricia	1
13430	2010	Professional ethics	Arrieta Gutiérrez Sara Bertha	1
21544	2010	Professional ethics	Arroyo Cuevas Alejandra Patricia	3
20824	2010	Globalization and legalization in advertisingand corporate communication	Hernandez Barba Alicia Helena	1
14368	2010	Global leadership skills	Montaño Navarro Javier	4
14808	2010	Quantitative research methods	Arroyo Cuevas Alejandra Patricia	1
15519	2010	Qualitative and ethnographic researchmethods	Garfias Frías José Ángel	0
15520	2010	Qualitative and ethnographic researchmethods	Rosas González Maribel Corina	0
15671	2010	Qualitative and ethnographic researchmethods	Garfias Frías José Ángel	0
14794	2010	Public opinion and image	Cortes Garcia Blanca Estela	0
16276	2010	Digital post-production	Greene Gondi Gerardo Matias	1
20829	2010	Prac 2:Laboratory of creative thinking inadvertising	Lopez Novelo Roberto Alejandro	1
14791	2010	Prac 3:Communication and new mediacompanies management laboratory II	Portas Ruiz Eduardo	1
13419	2010	Prac 3:Advertising and Marketing Management Laboratory II	From Sampedro Rosas Claudia	0
13420	2010	Prac 3:Advertising and Marketing Management Laboratory II	From Sampedro Rosas Claudia	0

20832	2010	Practic 3:Lab dir en publicid	Sanz Suarez Raul	2
15525	2010	Production of hypermedia resources	Muñohierro Cruz Luis Alejandro	0
20828	2010	Advertising, marketing and e-commerce	Castillo Madera Alejandra	3
20833	2010	Strategic public relations for the organization	Montaño Navarro Javier	1
16333	2010	Marketing information systems	Cordero Cardenas Carlos Clemente	1
21951	2010	Media solutions to social needs	Sanchez Uribe Clemente	1

**16. Total expenditures planned by the unit for the 2021–2022 academic year:**

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

August - July 2021	
Full-time Faculty salaries	\$1,486,312.06 USD
Part-time Faculty salaries	\$1,150,000.00 USD
Administrative Staff Salaries	\$344,144.76 USD
Operations	\$2,695,000.00 USD
<b>Percentage Increase 2018-2022</b>	<b>24%</b>

Give percentage increase or decrease in three years:

Years	Percentage increase/decrease
<b>2021 vs 2020</b>	0%
<b>2021 vs 2019</b>	16%
<b>2021 vs 2018</b>	24%

**17. List name and rank of all full-time faculty in the accredited unit in fall 2021. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc**

	Name	Banner profile	Rank	Campus
1	Cristina María Vilalta Perdomo	Program Coordinator	Coordinator of the B.A. in Communication, North Campus	North
2	Luis Felipe Ramírez Alvarado	Program Coordinator	Coordinator of the B.A. in Communication, South Campus	South
3	Clemente Sánchez Uribe	Area Coordinator	Coordinator of communication theories (fundamentals)	Both
4	Alicia Helena Hernández Barba	Area Coordinator	Coordinator of Film and Audiovisual Industries	Both

5	Laura Elena King Lozano	Area Coordinator	Coordinator of Journalism and Information Industries, Radio Broadcasting Industries	Both
6	Allende Sendic Marquez Ortiz	Area Coordinator	Coordinator of Digital Media, Transmedia, Television Broadcasting Industries	Both
7	Elisa del Socorro Ramos Canales	Area Coordinator	Coordinator of Advertising and Business Communication	Both
8	Juan Carlos Padilla Monroy	Area Coordinator	Coordinator of Social Science	Both
9	Alejandro Lopez Novelo	Area Coordinator	Coordinator of Communication Research Subjects	Both
10	Rebeca Iliana Arévalo Martínez	Researcher	Head of the Center for Applied Communication Research / Coordinator of the Doctorate in Communication Research/ Professor & Researcher/	Both
11	Rogelio Del Prado Flores	Researcher	Professor & Researcher	Both
12	Rafael Tonatihu Ramirez Beltrán	Researcher	Professor & Researcher	Both
13	Isabel Lincoln Strange Reséndiz	Researcher	Professor & Researcher	Both
14	Jorge Alberto Hidalgo Toledo	Researcher	Coordinator of Graduates Programs / Coordinator of the Doctorate in Communication and Strategic Marketing / Professor & Researcher	Both
15	Adriana Fernández Rodríguez Macedo	Program Coordinator	Coordinator of the Master's degree in Development and Management of the Entertainment Industry	North

16	Andrómeda Martínez Nemesio	Program Coordinator	Coordinator of the Master's degree in Strategic Media Management and the Master in Journalism and New Media	Both
17	Francisco Lorenzo Valdés	Professor	Professor	South
18	María Cristina Rábago Rojas	Program Coordinator	Coordinator of Continuing Education Program	North
19	Helen Keller Kewes	Professor	Professor with Internal Communication activities	North
20	Genny Elizabeth Góngora Cuevas	Researcher	Coordinator of Accrediting processes and Internationalization/Professor & Researcher	Both
21	Viridiana Reza Pérez	Professor	Professor with BA promotion and EGEL Follow-up activities	Both
22	Raúl Sanz Suárez	Professor	Professor with South Campus BA Promotion and Internationalization activities	South
23	Myrna Del Castillo Vega	Professor	Professor	North
24	Miguel Ángel Corona Ayala	Professor	Professor	North
25	Raul Santos Morales	Researcher	Professor & Researcher	Both
26	Alina Barón Gómez	Professor	Professor	South
27	Velebita Koricancic	Professor	Professor	South
28	Pablo Fernández Juárez	Professor	Professor with ASUA activities	North
29	Francisco Trejo Maya	Advisor	Advisor and Advising follow-up activities	North



30	Giselle Escalante Castillo	Program Coordinator	Coordinator B.A. in Entertainment Industry Management	North
31	José Luis Lome Serrano	Program Coordinator	Coordinator B.A. in Entertainment Industry Management	South

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list names of part-time faculty teaching spring 2021. (If your school has its accreditation visit in spring 2022, also provide the spring 2022 adjunct list when the team arrives for the visit.)**

Part Time Professors January-June 2021		
1.Acevedo Castañeda Jessica	30.Franco Medina Mora Andrés	75.Muñohierro Cruz Luis Alejandro
2.Aguila Rivera María Teresa	31.Gallardo León Ernesto	76.Muñoz Vazquez Mauricio
3.Albin López Mariana	32.Garbajosa Fernandez Maria Fernanda	77.Olivares Sandoval Edgar Ramon
4.Araiza Escobedo Claudia	33.García Echegollen Arlette Yolanda	78.Olvera Espinosa David
5.Arellano Vázquez José Antonio	34.García Robín Graciela Esperanza	79.Palomino Ortiz Adrián
6.Arrieta Gutiérrez Sara Bertha	35.Garfias Frías José Ángel	80.Perez Esquivel Anwar Octavio
7.Arroyo Cuevas Alejandra Patricia	36.Gómez Morales Delia Guadalupe	81.Pérez Pérez Carlos Alejandro
8.Assaf Medina Gabriela Carolina	37.González Rivero Luis Arturo	82.Portas Ruíz Eduardo
9.Balseca González Francisco Javier	38.Greene Gondi Gerardo Matías	83.Reyes Moctezuma Francisco Javier
10.Barona Gendrop Silvia Ana	39.Guzmán Castellanos Margarita	84.Rivas Cándano Claudia
11.Bejos Aguilar Luis Antonio	40.Guzman Vidales Leonardo	85.Rivas Rodríguez Raquel
12.Bonola Maravilla Ivan	41.Hernandez Sierra Miguel Angel	86.Robledo Cervantes Ignacio
13.Bustos Gorozpe Fernando	42.Herrera Villanueva Gerardo Roberto	87.Robledo Cervantes Javier Ignacio
14.Camacho Madrigal Omar Eduardo	43.Hiarmes Rassy William	88.Rodríguez Herrera Raúl Ángel Valentín
15.Camarillo Jimenez Israel	44.Ibarra Hernandez Carlos Alejandro	89.Rodriguez Lopez Rosa Ofelia
16.Casillas Zamudio Juan	45.Jaimes Miranda María	90.Romay Pinal Nicolas

Carlos	De la Luz	
17.Castillo Madera Alejandra	46.Jiménez Orozco Guiomar	91.Rosas González Maribel Corina
18.Chernovetzky Holtz Jose	47.Jordán Rosiquez Salvador	92.Sánchez Calderón Eduardo
19.Chino Hernandez Gabriel	48.Magaña Martínez Gerardo Antonio	93.Sánchez Hernández Francisco Xavier
20.Cordero Cárdenas Carlos Clemente	49.Malpica González Víctor	94.Sánchez Núñez María de la Paz
21.Córdova Bua Diana	50.Martínez Beltrán Víctor Manuel	95.Sanchez Vicario Maria Dolores
22.Córdova Just Claudia	51.Martínez Cedeño Víctor Hugo	96.Santa Cruz Jorge Luis
23.Corona Martínez Arturo	52.Martínez Fernández Julieta María Luisa	97.Serrano Casasola Brenda Rocío
24.Cortes Garcia Blanca Estela	53.Martinez Merling Rogelio	98.Solís Arana Aída
25.Cortes Moreno Jose Eduardo	54.Mendoza Castillo Rocío	99.Somuano Rojas Concepción
26.De Sampedro Rosas Claudia	55.Mercado Valtierra Francisco Olímpico	100.Trejo Garay Francisco Javier
27.Del Castillo Lince Erika	56.Merino Cedeño Alma Angela	101.Villanueva Fernández Israel Enrique
28.Duran Mena Cecilia	57.Molina Garza David	102.Zepeda Pontigo Yarely
29.Durán Pineda Abel Eduardo	58.Montaña Navarro Javier	103.Zerón Rugerio Luis Alberto
<b>Part Time Professors August-December 2021</b>		
1.Arrieta Gutiérrez Sara Bertha	35.Duran Mena Cecilia	69.Montaña Navarro Javier
2.Martinez Merling Rogelio	36.Durán Pineda Abel Eduardo	70.Muñohierro Cruz Luis Alejandro
3.Rocafort Hernandez Jorge	37.Fernández Limón Jose Luis	71.Muñoz Vazquez Mauricio
4.Aguila Rivera María Teresa	38.Flores Torres José Luis	72.Oceguera Ávila Oscar Daniel
5.Albin López Mariana	39.Franco Medina Mora Andrés	73.Olivares Sandoval Edgar Ramon
6.Araiza Escobedo Claudia	40.Garbajosa Fernandez Maria Fernanda	74.Olvera Espinosa David
7.Arellano Vázquez José Antonio	41.García Echegollen Arlette Yolanda	75.Palomino Ortiz Adrián
8.Arroyo Cuevas Alejandra Patricia	42.García Robín Graciela Esperanza	76.Pérez Pérez Carlos Alejandro
9.Balseca González Francisco Javier	43.Garfias Frías José Ángel	77.Portas Ruiz Eduardo
10.Barona Gendrop Silvia Ana	44.González Rivero Luis Arturo	78.Reyes Moctezuma Francisco Javier
11.Bejos Aguilar Luis Antonio	45.Greene Gondi Gerardo Matías	79.Rivas Cándano Claudia

12. Bonola Maravilla Ivan	46. Guzmán Castellanos Margarita	80. Robledo Cervantes Javier Ignacio
13. Bustos Gorozpe Fernando	47. Hernandez Sierra Miguel Angel	81. Rodríguez Herrera Raúl Ángel Valentín
14. Camacho Madrigal Omar Eduardo	48. Herrera Villanueva Gerardo Roberto	82. Romay Pinal Nicolas
15. Camarillo Jimenez Israel	49. Hiarmes Rassy William	83. Rosas González Maribel Corina
16. Carredano Torre Juan Carlos	50. Jaimes Miranda María De la Luz	84. Sánchez Calderón Eduardo
17. Castillo Madera Alejandra	51. Jiménez Orozco Guiomar	85. Sánchez Núñez María de la Paz
18. Chernovetzky Holtz Jose	52. López Fernandez Rosa	86. Sánchez Vicario María Dolores
19. Chino Hernandez Gabriel	53. Magaña Martínez Gerardo Antonio	87. Santa Cruz Jorge Luis
20. Cordero Cárdenas Carlos Clemente	54. Malpica González Victor	88. Serrano Casasola Brenda Rocío de la Luz
21. Córdova Bua Diana	55. Martínez Beltrán Víctor Manuel	89. Solís Arana Aída
22. Corona Martínez Arturo	56. Martínez Fernández Julieta María Luisa	90. Somuano Rojas Concepción
23. Cortes Garcia Blanca Estela	57. Mendoza Castillo Rocío	91. Trejo Garay Francisco Javier Victor
24. Cortes Moreno Jose Eduardo	58. Mercado Valtierra Francisco Olímpico	92. Villanueva Fernández Israel Enrique
25. Dávalos Mc Nally Mercedes	59. Merino Cedeño Alma Angela	93. Pontigo Zepeda Yarely
26. De Sampedro Rosas Claudia	60. Molina Garza David	
27. Del Castillo Lince Erika	61. Monroy González Luis Alberto	

### 19. Schools on the semester system:

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

Year	Total Graduates	Percent
2020-2021 Academic year	94	100%
2020-2019 Academic year	109	100%

### 20. Schools on the quarter system:

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

Does not apply.

## PART II — Standard 1: Mission, Governance and Administration

### Unit performance with regard to indicators:

**a). The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit. The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).**

Strategy formation is an institutional process, reviewed and updated every four years. The School of Communication participates in strategy formation through the representation of its dean and area coordinators, as well as in inclusive faculty workshops. The current plan cycle covers 2020-2025 and revolves around six themes that embrace academic excellence, integration of values and ethics, digital innovation and transformation, service to Mexico, improvement of infrastructure and resources, and responsible governance. Within that strategic framework, the dean drives an annual list of priorities that aligns with priorities defined by the School faculty and the Provost. The School uses an internal system called [planeacion.redanahuac.mx](http://planeacion.redanahuac.mx) to document and track its own specific objectives, tasks and measures that fit within the strategic framework. In consultation with faculty, area coordinators define goals for their areas and update their progress quarterly.

The school's mission statement makes clear that its focus is to infuse its students with an integrated professional, intellectual, human, social and spiritual foundation that prepares them to seek "freedom, truth, and the welfare of all." The School wants its graduates to lead ethically and "take positive actions in the business world of communications media." Numerous students, faculty members, alumni and employers said this emphasis on leadership, service and humanity sets the School apart from other communications programs and that graduates bear a recognizable persona.

"Communication is a tool to develop societies," one faculty member said. "We have to create professionals. And our students aren't just professionals. They are good people."

At the time of the site visit, the school was having technical difficulties with the ACEJMC database, so its information was not posted on the ACEJMC site. This is a common issue and wasn't a concern.

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

Numerous faculty members affirmed the dean's characterization of his leadership style, which is to include and support faculty while giving them freedom to create, learn and grow. His approach was exactly what the university needed at the time that he stepped into the role in 2016, the Provost said.

Seven area coordinators, reporting directly to the dean, drive day-to-day operations in each subject area. Two academic program coordinators, also reporting to the Dean, lead undergraduate programs on the north and south campuses. The School involves full- and part-time faculty in governance through a variety of meetings, and all area coordinators and full-time professors participate in at least one committee at the institutional or school level. Key areas of committee focus are curriculum, research, special events and internationalization.

Professors expressed satisfaction with their involvement in educational policy.

"I am very glad to work here," one said. "And I think we are doing a good job with the kids. They're not just journalists or media experts. They are good persons."

**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.**

Carlos Cienfuegos stepped into the role of dean in 2016, following a respected predecessor who steered the School of Communication for nearly 22 years. He is part of a council – comprising the five vice presidents and the deans of the 18 schools – that meets monthly with the President of the University. Faculty describe him as caring, supportive and creative in his efforts to secure resources for the School, both through his relationships with university administrators and those with suppliers like Sony.

“Carlos always has time for us,” one faculty member said. “He’s always asking me what else I need or want to do. He’s very encouraging.”

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

When placing a new administrator, university leaders seek nominations of qualified candidates from sector experts. A clearly documented process ensues, with the Provost ultimately making a written offer. After a six-month evaluation period, the Dean’s contract becomes perpetual – subject to satisfactory annual reviews by the Provost.

The Dean is responsible for evaluating School personnel against the annual plan. An annual university-wide survey gives all personnel the opportunity to share their views on the organizational environment and their job satisfaction, as well as their perspective on the Dean.

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

The University has a comprehensive code of ethics and responsibility and encourages all members of the University community to report any violation – without fear of negative consequences for complaints or reports. It has a thorough, documented process to address concerns with “confidentiality and respect for the people involved.”

Within the school, students and faculty members bring their concerns first to the coordinator of their area. If the coordinator is unable to resolve the concerns, the situation is escalated to the Dean. Students also elect their own student representatives to engage with the University and share their point of view.

Taking concerns outside the School is also an option. The email address and phone number of the Director of Human Resources are made available, and written or verbal reports can also be made to the Administrative Committee of the University Code of Ethics and Social Responsibility or the University Council.

**SUMMARY:** The School has a comprehensive, well-organized approach to operational planning that is closely tied to institutional strategy. Its mission statement is both clear and inspiring, and it’s evident that the School’s aspirations are deeply woven into the daily experience of faculty, staff and students. Faculty participate substantively in planning and execution, and they demonstrate a genuine, warm collegiality.

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

## PART II — Standard 2: Curriculum and Instruction

### Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

**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.**

During the two years prior to the site visit, 100 percent of the School's graduates completed 72 or more semester hours outside of journalism and communications.

The School continues to demonstrate a commitment to working with its own curricula to ensure compliance on this standard.

Students enter the University directly into the school of their choice and, typically, take all of their courses for a baccalaureate degree within that school, including courses in general education and the liberal arts and sciences. In 2014, the site team noted how the School negotiated with the University and the School of Humanities to transfer courses of instruction. This allowed the School to meet the ACEJMC accreditation requirement for outside courses.

In 2016, the School implemented a new academic plan. The 2016 Academic Plan requires a student to complete 360 credit hours (most courses are worth 6 credits) to graduate with the B.A. in Communication. The plan identifies courses students are required to take outside of the School of Communication. These courses are worth more than 144 credit hours. The plan is designed to allow students to complete their studies in four years.

The 360 credit hours break down into five areas:

- **Professional Courses:** 144 credits distributed in 29 courses related to the areas of Communication
- **General Studies Courses:** 81 credits distributed in 14 courses that students take in the School of Liberal Arts to complement their education
- **Anahuac Electives:** 21 credits distributed in three workshops and two courses.
- **Professional Electives:** 72 credits distributed in two blocks:
  - **Concentration/Specialization Area:** 60 credits
  - **Professional Electives:** 12 credits
- **Anahuac Courses:** 42 credits distributed in six courses in the area of humanities. These courses transmit to their students the philosophy and values of their university.

The School implemented a new plan in 2020, called the 2020-2025 Academic Plan. Students who enrolled in 2020 no longer choose a specialization. Instead, they major in Communication and then choose a minor, which can be in the School or outside of it. This minor, if taken within the School, allows students to dive deeper into a specific area.

The 2020-2025 Academic Plan also requires at least five courses in English (the 2016 Academic Plan required at least two), at least five online courses (an increase from at least two), a passing score for the national test in Communication (administered by the National Evaluation Center in Mexico), two Practicum courses (internship), and 480 hours of social service (a national requirement).

A few faculty, including those who had been integral parts of previous Academic Plans expressed frustration at their lack of involvement in crafting the 2020-2025 plan. They say the new plan was designed by a few select stakeholders who may not have been able to think through potential issues that may have been identified with the input of more faculty. When asked, School administrators underscored that the new plan is a centrally driven mandate for all schools in the Anahuac network and that they were confident all faculty had been consulted.

**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.**

There are three academic plans (curricula maps) that have been in place during this accreditation cycle: 2010 Academic Plan; 2016 Academic Plan; and the current 2020-2025 Academic Plan. The focus here will be on the 2016 and 2020-2025 plans.

First, an overview of the 2016 Academic Plan:

Students under the 2016 Academic Plan in the School of Communication complete 64 courses for 360 credit hours before they graduate. They also must complete 540 hours of Practicum (internship) and 480 hours of social service volunteering. The breadth of courses they complete ensures that they have an opportunity to both understand multiple aspects of communication and to dive deeper into a particular area that interests them.

Among the core courses for all students in the 2016 program: Advertising and Strategic Branding; Digital Journalism and Public Opinion; Negotiation and Sales Strategies; Public Relations; and, Social Responsibility and Sustainability. In addition, all students must take courses such as Research Methods in Social Sciences, Narrative Anthropology, Content Analysis Methods, and Political, Social and Cultural Panorama of Contemporary Mexico (and a separate course that looks at the Contemporary World).

In its 2016 Academic Plan, the School reduced the number of specializations from seven to four. These are:

- Advertising and Business Communication
- Film and Audiovisual Production
- Management of Media Companies
- Journalism and Digital Communication

Here are overviews of each of the specializations in the 2016 Academic Plan:

**Advertising and Business Communication:** At the time of the site visit, Advertising and Business Communication had an enrollment of 104 students (Fall 2021). Students are required to complete the following courses: Consumer Behavior; Strategic Marketing Management; Transmedia Communication Strategies; Market Intelligence System; Marketing and E-Commerce; Business and Social Marketing

Strategies; Macrotrends of Advertising Management; and, Planning and Investment Media.

**Film and Audiovisual Production:** At the time of the site visit, Film and Audiovisual Production had an enrollment of 49 students (Fall 2021). Students are required to complete the following courses: History and Development of the Audiovisual Industry; Screenwriting; Audiovisual Editing; Cinematography; Marketing, Distribution and Festivals; esthetics and Performing Arts, Film and Audiovisual Production; and, Soundtrack and Music Design.

**Management of Media Companies:** At the time of the site visit, Management of Media Companies had an enrollment of 51 students (Fall 2021). Students are required to complete the following courses: Transmedia Scriptwriting; Location and Conduction; Audiovisual Content Production; Sound Design for Broadcasting; Transmedia Marketing; Journalistic Tools Applied in the Organization; Informative Transmedia Companies; and, Advanced Transmedia Production.

**Journalism and Digital Communication:** At the time of the site visit, Advertising and Business Communication had an enrollment of 28 students (Fall 2021). Students are required to complete the following courses: Sports Journalism; Trends in Specialized, Cultural and Entertainment Journalism; Digital Journalism and New Media; Political Journalism; Marketing of Digital Content; Journalistic Tools Applied in the Organization; Informative Transmedia Organizations; and, World Information System.

Students in all specializations appreciate their education and understand their path toward graduation. They believe their courses help prepare them for jobs. The site team did hear from a few students who suggested that, although they are satisfied with the 2016 Academic Plan, they think some of the courses are repetitive and a bit out of date and believe the new academic plan will result in even stronger outcomes.

In the 2020-2025 Academic Plan, students will now complete 68 courses for 369 credit hours. The specializations have been eliminated and students (at the time of this report, those students were in their first and second years) can take courses in any area of the School that interest them. In addition, the students under this plan must complete at least five courses in English, five online courses, and mandatory preparation courses for the national EGEL exam.

**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.**

With its 30 full-time faculty and 66 part-time faculty (these part-time faculty teach the equivalent of full-time instructors at most U.S. institutions – three courses), the School has continued its commitment to hiring professors with teaching and professional experience.

### **Journalism and Digital Communication:**

Instruction in Journalism and Digital Communication is demanding and current. Students are engaged, both physically in class and online, often in a hybrid model during the pandemic.

**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.)**



The School's student-faculty ratio is 30:1 for theory courses, and 20:1 for skills courses, online courses and blended courses.

**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.**

In the 2016 Academic Plan, all students are required to take a three-course Practicum spread over their final three semesters. School administrators have agreements with more than 40 organizations in Mexico City that provide professional experience. Students are required to work three hours per week in class and 15 hours a week outside of class for 15 weeks during three semesters. Students receive 6 credits during each semester for a total of 18 credit hours. The outside Practicum (internship) portion requires 540 total hours over the three semesters.

A full-time or part-time faculty member teaches the in-class portion of each Practicum. A supervisor at the organization works closely with the same faculty member to evaluate the student for the industry portion.

The curricular changes in 2016 defined objectives for each Practicum:

- Practicum 1: Evaluate assimilation of competencies acquired in core courses
- Practicum 2: Evaluate assimilation of competencies acquired in professional courses in the area of specialization
- Practicum 3: Evaluate assimilation of competencies that prepare students to succeed in the job market

In the 2020-2025 Academic Plan, the number of Practicum courses reduces to two (12 credit hours total). Students were mixed in their feelings about reducing the amount of Practicum experience. They highly value the Practicum approach as part of the "hands-on" learning and professional credibility that being in an internship provides.

An internship evaluation form asks employers to rate students and is consistent with the ACEJMC Professional Values and Competencies. The questions include: Do students know and apply the principles of freedom of expression; know and apply theories to the presentation of ideas, images and information; perform their work in an ethical manner; watch for truthfulness, accuracy, justice and diversity in information; think critically, creatively and independently; write correctly, clearly and consistently for each media and audience; know and use statistical analysis procedures.

Industry supervisors file reports about the students' work, and students write a report at the end of the Practicum. The faculty member gives the student a grade, with input from the employer. Interviews with multiple employers confirmed their impressive involvement in the process.

During the pandemic, students have continued to fulfill the Practicum requirement by working remotely to serve outside internships.

Another requirement that promotes understanding of the world outside the space of the institution is that Mexican students who attend college or its equivalent must, by law, conduct a number of social activities to help communities solve a problem that is in an area related to their major. This results in 480 hours working for a social program, without payment. Students do not enroll in their social service requirement until they have completed 70 percent of their degree credits.

**SUMMARY:** The School has a formal process in place to redesign its programs every five years. This process includes discussions with at least some faculty, students, alumni, community leaders and other stakeholders. The results of those efforts are evident in the 2016 and 2020-2025 Academic Plans. Students gain a lot of breadth in communications and have the opportunity to learn more about specific areas. Employers are satisfied with graduates of the program and repeatedly mention the unique and admirable profile of a graduate of the School and Anahuac University.

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

## PART II — Standard 3: Diversity and Inclusiveness

### Unit performance with regard to indicators:

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

Mexico has a diverse population with its own set of social and economic issues. It does not refer to groups as minorities. The self-study reports the ethnicity and racial composition of Mexico has undergone several modifications at a statistical level to respect “minority and historically segregated groups.” Mexico’s Census of 2020 for the first time considered the term Afromexican and found 2% of the population recognize themselves as Afromexican or Afrodescendent. The self-study reports more than 80 percent of Mexicans are mixed-blood (Spaniards and Indians) and Catholic, speak Spanish and belong to the middle and low socioeconomic classes.

Committed to its Catholic identity, the School of Communication has updated its written plan to reflect its efforts to embrace diversity while maintaining its religious values. The 2010 "Diversity and Inclusion Plan" defines as key components: gender, socio-economic status, and the physical, emotional, and mental challenges of people with disabilities. More than a decade later, the self-study reports inviting faculty and students to join an action plan to build “a diverse culture in every aspect: geographical, racial, cultural, socioeconomic and gender identity.”

The plan reflects The School’s commitment to include professors and students from different backgrounds, especially in terms of gender. Women comprise 50 percent of the full-time faculty and 40 percent of part-time faculty

In terms of LGBTQ issues, one faculty member noted “students come out to me every semester and it is my job to provide a safe space for them. Homophobia is non-negotiable in my classroom.” In a large student session, two male students felt safe enough to share their experiences. One noted “we make our own community, and it feels secure” and the other shared feeling free moving from a high school to Anahuac where “I started feeling I could be myself and that is something important when I am trying to get knowledge.” Recent student assignments included a focus on Mexico City’s gay community and a video project where a student came out to his parents. “A few years ago, we wouldn’t have been able to have students do these assignments,” a faculty member observed.

The School cultivates a special relationship with the large Jewish community living in the neighborhoods surrounding the north campus. Four percent of the students on the north campus are Jewish, and one faculty member identifies with that religion.

**b). The unit’s curriculum fosters an 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.**

The Dean reports the first two courses first-year students take are about identity and are designed to help students navigate the Catholic faith in a global environment. Lecture outlines in a sampling of eight courses indicate diversity was included in the content.

The self-study reports the University actively seeks to contribute to the “comprehensive education of positive action leaders and to institutionally promote the development of people and society, inspired by the values of Christian humanism.” Part of this mission is for students to learn the skillsets to have an impact on as many people as possible beyond Mexico City, across the country and internationally. One student who came to the School from a different part of Mexico observed, “I have a lot of friends from other cultures – El Salvador, Ecuador, and Venezuela. I never imagined that I have friends from another country.”

**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.**

Of the twelve faculty positions filled in the school between 2015 and 2021, eight were filled by females. One international faculty member is a woman.

**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.**

Once students begin their School experience faculty have direct involvement in retention through a mentoring process for first-year students. Under-represented groups in this context often include students from lower-economic backgrounds. One faculty member spoke of helping a student navigate a life crisis watching parents go through a divorce. Faculty seem keenly aware of all aspects of the student’s life that could impact their success in college.

**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 self-study notes, “in Mexico there is no figure such as the ‘affirmative action’ that requires or promotes inclusion as there is in the United States.

Strong evidence was seen on both campuses to create a climate of support and growth for students with disabilities. A Dean from across campus noted efforts to offer college classes to students with disabilities whose high school experience provided that opportunity. The School of Communication was one of the first on campus to support disabled students in their programs. Innovative research is being done at the School on the intersection between disabilities, literature, and visual media. A faculty member helped an autistic student find success in their course. Another faculty member recently developed a disability that limited mobility. “I was ashamed,” the faculty member said, fighting back tears. “But my students have been amazing. They stepped in unsolicited to help me navigate campus, the classroom, and the studio.”

**SUMMARY:**

Faculty fully embrace all aspects of diversity helping students navigate their paths within the University environment and course work. The School’s focus on disability issues ranges from innovative research to helping set and maintain important inclusive standards for the entire University.

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

**Full-Time Faculty Diversity (gender and religion)**

	Female	Male	Percentage of full-time faculty
Catholic	14	15	97%
Jewish	1	0	3%
Total number of full-time faculty	15	15	100%

**Part-Time Faculty Diversity (gender and religion)**

	Female	Male	Percentage of part-time faculty
Catholic	24	27	77%
Jewish	0	0	0%
Undeclared/None/Unknown	8	7	23%
Total number of part-time faculty	32	34	100%

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

**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 selection processes for full-time and part-time faculty follow a similar path with additional steps for full-time faculty. The School of Communication defines the desired profile of the candidate and then identifies potential candidates from which it selects three. The candidates are interviewed first by the area coordinator, secondly by the coordinator of the B.A. program, and, in the selection of a full-time faculty member, the Dean of the School. These interviewers then select the most qualified candidate.

From there, the process is different:

For full-time faculty:	For part-time faculty:
<ul style="list-style-type: none"> <li>The Dean and the Director of Human Resources determine the salary, working hours and projects under the candidate’s responsibility</li> </ul>	<ul style="list-style-type: none"> <li>The School sends the candidate’s materials to the Department of Research and Academic Development</li> </ul>
<ul style="list-style-type: none"> <li>The School sends the candidate’s materials to the Department of Research and Academic Development</li> </ul>	<ul style="list-style-type: none"> <li>The candidate is invited to present a master class to three professors for evaluation of teaching abilities</li> </ul>
<ul style="list-style-type: none"> <li>The candidate is invited to present a master class to three professors for evaluation of teaching abilities</li> </ul>	<ul style="list-style-type: none"> <li>After a review of credentials and teaching performance, the Dean and the appropriate coordinator hire the candidate</li> </ul>
<ul style="list-style-type: none"> <li>The University administers a series of psychometric and personality tests</li> </ul>	
<ul style="list-style-type: none"> <li>The Academic Vice-President (AVP) interviews the candidate and then the AVP and the Dean decide whether the candidate should be hired</li> </ul>	

Mexican law requires a six-month probationary period for all full-time hires.

At Anahuac University, all full-time and part-time faculty members are given the title of professor. There are not faculty ranks. The faculty evaluation system for all professors consists of: 1. Evaluation by students; 2. Evaluation by coordinators; and, 3. Assessment of achievement of educational tasks. In addition, full-time faculty members are evaluated on the basis of their academic productivity.

The teaching, scholarship and service of each full-time faculty member is evaluated each year using the Academic Productivity Assessment System. The assessment is based on points awarded to a combination of activities agreed to in the faculty member’s work plan. A professor’s annual rating is a total of points awarded for these agreed-upon activities that are weighted by the proportion of workload dedicated to each activity.

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

Full-time faculty members are responsible for teaching, research, and service activities in the School, while part-time faculty have responsibility only for teaching.

The School and University have made a clear commitment to improve this area since the last accreditation in 2014, when the “need for a larger percentage of full-time faculty” was listed as a weakness.

The School now has 30 full-time faculty members, an impressive increase from the 18 that were present during the last site visit. The School lists 66 part-time faculty in fall 2021. The result is an increase of full-time faculty from 16 percent to 31 percent. Those same faculty are now teaching 29 percent of the courses, an increase from 13.6 percent six years earlier.

Part-time faculty has a different meaning in the Mexican higher education system than at universities in the United States. Many of the University’s part-time faculty teach the equivalent of full-time faculty in the U.S. (three courses a semester). Those who do not have a “40 hours contract” are considered part time. Overall, full-time faculty and part-time faculty (most of whom are teaching three courses a semester) are teaching the majority of the courses.

As noted in the previous site team report, four factors explain the higher percentage of courses taught by part-time faculty (the equivalent of full-time instruction in the U.S.): 1. Mexican universities rely heavily on part-time faculty; 2. The part-time faculty, particularly in Mexico City, continue to work as professionals and bring that expertise to the classroom; 3. Full-time faculty in the School of Communication serve as curriculum coordinators and teach less because of course releases; and, 4. Full-time faculty in the School teach the practicums, which count for them as one course but are the equivalent of teaching five courses for part-time faculty.

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

Nineteen of the 30 full-time faculty have a Ph.D., one is a Ph.D. candidate, and 10 have earned M.A. degrees. Of the 87 part-time faculty, 10 have a Ph.D., two are Ph.D. candidates, 62 have earned M.A. degrees, five are M.A. candidates, and eight hold an undergraduate degree.

The School takes pride in the impressive professional experience that the faculty as a whole bring to the learning environment. Most faculty, particularly the part-time faculty, have more than 25 years of professional experience. This is a result of the institution being located in one of the largest and most media-rich cities in the world.

The increase in full-time faculty has had a positive effect on an already active and productive scholarship agenda. The School provides support for the full-time faculty in terms of release time, financial support and merit salary recognition.

The School expects each full-time professor to take at least one course or seminar in their area per year to keep up to date.

Faculty express satisfaction in the level of support they receive from the School, and particularly, from the University. The Center for Teacher Training and Updating (CEFAD) is a resource that faculty mentioned repeatedly as a valuable part of their experience at Anahuac. CEFAD offers numerous courses and other support that can be customized to fit the specific needs of an individual instructor or a group.

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

Faculty instruction is evaluated regularly through a variety of measures. Student input is important.

All faculty are evaluated by their students at the end of every course each semester and during the summer period. Included in the evaluation are scores that rate course planning, teaching skills and strategy, criteria used for the evaluation of learning, professional and personal skills, and institutional identification. A 70-percent response rate from students is required. Faculty work with area coordinators to receive feedback that is derived from the student evaluations. Coordinators verify that the “evaluation plan” of the course has been completed, which allows the instructor and the course to improve over time.

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

The Provost reported that the School is important to the University and community. He mentioned that the School can and should be different from other communication programs because of the profile and values of the School and University. The School has started a Business and Entertainment program (not part of this accreditation) that demonstrates a strong understanding of working in a space that is growing with demand from employers and inviting to students. It was also noted that the pandemic has accelerated the process of change and that the School may need to be even more strategic to keep pace.

Colleagues from around campus speak highly of the School and the faculty, staff and students who are part of the vitality of the University.

**SUMMARY:** The faculty of the School, both full- and part-time, are some of the most dedicated and collegial that this site team has seen. There were multiple mentions of “family” by both faculty describing each other and students describing the faculty. This is not to imply there are no disagreements nor some discord among some faculty, but as a whole, there is a genuine sense of belonging and a full commitment to their work and to the students.

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



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

### **Unit performance with regard to indicators:**

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

The research culture at the School is robust and growing in a structure with no tenure or faculty rank. The bench strength comes from the Research Center for Applied Communication (CICA by its acronym in Spanish), created 17 years ago and now with 7 full-time research professors recognized in the National System of Researchers (SNI.) Research topics range from sustainability communication to humanizing technology to representation of disabilities across the spectrum of literature and visual media.

The School's research budget for both publications and participation in conferences increased by 41 percent from 2015 to 2021. The Mexican government offers a financial incentive for faculty based on research productivity.

The self-study notes the School assigns postgraduate teaching assistants to faculty to support research.

The research reputation of the School has grown through the creation of a doctoral program in 2015. An impressive 12 dissertations have been directed by faculty in the last six years. Faculty are engaged internationally in global conferences with travel funding supported by the School.

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

At hiring, a contract outlining assignment expectations for new hires is shared and that becomes a benchmark against which a faculty member evaluated yearly. Young faculty shared they had clear expectations of what was expected.

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

While Anahuac has no promotion to rank or tenure, they do spell out faculty workload in an annual review. The School does have a merit system awarding bonuses, and faculty shared they have clear expectations how of to meet expectations of their research output.

#### **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 the mission of the unit and institution.**

As reported in the self-study in the last six years the full-time faculty have published 13 books, 107 book chapters, 17 refereed international journal articles and 9 national, presented 73 international papers and 154 national conference papers, and delivered 73 national posters.

One faculty member moderates a Facebook page that showcases the School's research output. Twice a year the School communicates the results of faculty research via the online "Sintaxis Magazine." Guest scholars and professionals from Mexico, Latin America, Spain, and the United States contribute articles.

Creative activity is valued equally with traditional research. A film scholar reaches public audiences through cinema reviews in a leading Mexico newspaper and produces for global audiences interviews with female film directors.

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

The School inspires students to become involved in research at the undergraduate level. In 2019 a student was among 10 finalists in the annual Scientific Poster Contest sponsored by the University's Research Office.

Research faculty are key to undergraduate student project success during the last semesters of their degree. Faculty help them design research across the spectrum of qualitative, quantitative, and mixed investigations.

**SUMMARY:**

A strong research climate exists in the School through engaging faculty and dedicated students conducting a wide variety of peer-reviewed studies, applied research projects and creative activities.

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

Scholarship, Research, Creative and Professional Activities	Full Time Professors (30)	Part time Professors (66)	Total
Awards and Honors	208	94	302
Grants Received Internal	8	0	8
Grants Received External	7	0	7
Scholarly Books, Sole- or Co-authored	14	13	27
Textbooks, Sole- or Co-authored	0	14	14
Books Edited	13	5	18
Book Chapters	107	9	116
Monographs	2	2	4
Articles in Refereed Journals	71	9	78
Refereed Conference Papers	42	2	44
Invited Academic Papers	41	12	53
Encyclopedia Entries	0	0	0
Book Reviews	22	0	22
Articles in Non-refereed Publications	111	84	195
Juried Creative Works	0	1	1
Non-juried Creative Works	70	28	98
Other (reports)	524	202	726

## PART II — Standard 6: Student Services

### 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.**

Upon entering the program, students are assigned a full-time professor as an adviser. Meetings are mandatory for the first year and then become optional, although several students reported sustaining their connections well past the initial year. One full-time professor coordinates advising for all the students in the School of Communication, and he works with another professor whose psychology degree positions him well to provide support in more personal contexts.

In addition to the adviser, students are assigned a faculty mentor who helps with coursework. This relationship is also mandatory for the first two semesters. Students with special needs – perhaps complex financial or home situations – are also assigned a faculty tutor to provide more personal support.

Central university advising oversees this function across the institution while also offering direct student support. The Brightspace platform includes an app that both students and faculty can use to keep track of academic history, curriculum, schedule, tuition, and other topics related to their university life.

A university welcome event for incoming students takes place at the beginning of each semester to orient students. In addition to what it shares on its website and in its social channels, the School produces charts, posters and pamphlets to explain study plans and coursework, and the university produces an annual Student Services Catalog as a one-stop guide.

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

Students universally applauded faculty responsiveness, especially through the pandemic. They are available via WhatsApp, email, Teams and video conferencing when students are working remotely. Several alumni said they are still in close touch with professors several years after graduating.

One current student said she transferred from another School and felt she had incredible assistance with courses and scholarship logistics. Another said her mentor, in particular, has been very helpful – “with classes and in life.”

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

Students stay current through the School’s social media, email, printed materials, communication in class and also bulletin boards on walls throughout the facilities. Each student’s assigned adviser – one of the School’s full-time professors – also keeps them informed. The Brightspace platform is also a resource. Students consistently said they felt informed.

#### **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.**

One of the School’s strengths is that it focuses on integrating its students and graduates with the community, employment possibilities and a variety of organizations. The strategic plan calls for service to the community, as well as rich social, cultural and spiritual development. Accordingly, students are encouraged to participate in a range of leadership programs, sports, music, theater, visual arts, singing and more.

Several student leadership programs are available. One student spoke highly of his experience with both CREA (Leadership Program in Communication), which offers workshops and activities to help students develop leadership skill and experience, and ASUA (Social Action of the University) another group of student volunteers that takes on community projects such as reforestation and building houses for the poor.

Under faculty supervision, students lead content and production for the monthly “Somos Anahuac” printed newsletter and for Radio Anahuac, which is on the air 24/7 and normally broadcasts 65 programs (only about half that many have persisted through the pandemic, some of them adapting to Instagram and Facebook Live). Students actively report on events and campus life in social media – through course work and informally – and they produce the weekly digital COMA magazine, often in collaboration with professional journalists. Students are also encouraged to enter recognized contests, such as EFFIE awards and the Creative Talents Association’s “A favor de lo Mejor.” The School has agreements with more than 40 communications companies and organizations to provide the professional experience required of students in their three-course practicum and to help place them in jobs after graduation.

The School maintains an online job bank and cultivates alumni relationships to enrich pathways to employment for graduates. Webinars, an annual recruitment fair and professional opportunities shared in social media all draw solid student participation. Students spoke highly of their professors’ relationships with employers and their willingness to make introductions for job opportunities, and even to provide sources for stories.

Scholarships, tutoring and mentoring augment rich opportunities for professional development. About half the School’s students consistently receive scholarship support. In the 2021-2022 academic year, the School is making \$1.8 million available to 610 students on both campuses. That means 50.5 percent of the School’s total students are supported with scholarships, which is in line with the University’s performance.

**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.**

Students provide their thoughts about advising programs in an online survey conducted once each semester. A report on the quantitative and qualitative student responses is produced and sent to the Dean and to the program coordinators for a systematic review. They look for opportunities to improve and adjust as needed. As an example of the kind of change that results, one administrator shared that the one-year mandatory mentor program sprang from analysis of survey results that indicated students needed more hands-on support with the new curriculum.

The University uses Power BI to enable reporting on enrollment, graduation and retention. The Dean and program coordinators analyze the information carefully to identify any unusual or abnormal behaviors. Compared with the national average, the School’s retention is exemplary. Only two in 10 of the School’s students drop out, compared with 8 in 10 nationally in all majors. The most currently available graduation data show 66 percent of students graduate within four years, a number the School’s administrators would like to improve. One factor is the time it takes to prepare for the mandatory national EGEL exam. If students don’t pass, they have to wait another semester or more to graduate.

The School’s retention and graduation data are available on the School website.

**SUMMARY:** Conversations with students make it clear that the School goes to great lengths to provide personal, responsive support for both their academic and their personal development. Faculty genuinely care about students as whole people, and they routinely go the extra mile to help students succeed. It's evident that, as one faculty member put it, "human values are very important to us."

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

## PART II — Standard 7: Resources, Facilities and Equipment

### 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.**

Tuition revenue supplies the vast majority of the University's – and the School of Communication's – funding. At Anahuac, Schools make annual budget requests, and allocations are decided by the University's central administration. The School reports consistent success with its requests, and its budget ties closely to the strategic and operating plans. Those plans have driven considerable improvements in facilities and equipment over the past six years.

**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 previous site team identified the School's overall space as a weakness, noting that faculty said the space needed to be improved to serve a growing student body. In 2016, two Anahuac Universities (Valley of Mexico and Anahuac University Mexico) merged, creating north and south campuses of one integrated University. With this integration, the School occupies a total of 45,370 square feet (4,215 square meters) with classrooms, labs, studios, offices and meeting areas across the two campuses. The south campus space now supplements the School's space in the north with a state-of-the-art TV studio with large video wall, two recently renovated audio-recording studios and a well-equipped multimedia lab.

In addition, the COVID-19 pandemic spurred the University to reconfigure several floors in its library to create additional space for students to study, participate remotely in classes and collaborate on team projects. The library spaces are contemporary, spacious, bright and beautiful.

Faculty, staff and students say they have what they need to achieve their goals, although students expressed disappointment that the opportunity to check out equipment has been suspended due to the pandemic. Exceptions are being made in a few special cases.

Like many universities responding to the pandemic, Anahuac closed its facilities in March of 2020 and initiated an extensive approach to remote work. In June 2021, the University launched a Safe Return plan to enable the gradual resumption of activities on campus. The plan's three pillars of well-being, health, and sanitation govern a program of practices to ensure safety. Measures include increased psychological support, extensive disinfection protocols, mandatory masking, expanded air filtration and physical distancing. The School modified eleven classrooms to integrate robust distance-learning services. In order to enable students to keep a safe distance from one another, many classes continue to operate in a hybrid model, with half of the students in the room and half participating via Zoom.

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

The School takes pride in what it describes as “the best facilities, laboratories and equipment in Latin America.” In the north, it occupies a 23,700-square-foot building that it shares with the Schools of Architecture and Design. Its researchers operate in a separate building on the other side of a verdant, gracious campus in a suburb of Mexico City.

In the south, the School's space is smaller but occupies an even brighter, park-like campus where – as in the north – it shares a building with Architecture and Design.

Recent improvements on the north campus, driven by the strategic plan and professional trends, include camera and furniture upgrades in the 1,000-foot TV studio and a remodeled audio-production area with two additional audio booths for foley and dubbing production. The School also has a new auditorium for cinema and audiovisual undergraduate exams.

Infrastructure improvements on both campuses considerably expanded network speeds and storage capacity, both important for the extensive audio and visual work taking place.

**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.**

In the north campus, the School controls 20 classrooms and shares another 37 with Architecture and Design. Several laboratories, including a radio classroom with booth room, recording studios, an editing classroom and the TV studio, have capacity for 161 students.

The School occupies nine classrooms in the south campus, as well as the TV studio, a radio lab and editing and post-production areas.

Some classrooms on both campuses include an interactive blackboard, video projector, audio line and amplified sound. Across both campuses, 42 computer labs house a total of 924 computers, each with more than 100 software licenses, including: Adobe Suite, SPSS, Rhinoceros, Autodesk and the Microsoft suite. Labs are open 7 am to 10 pm Monday through Friday and usually offer some Saturday hours. Students use them to work on projects when they're not in use by a class.

Coordinators of each academic area, researchers and professors on both campuses each have a personal work area – usually an office – outfitted with a desk, bookcase, phone, personal desktop computer, common printing area and wifi supported by fiber-optic broadband.

Students and faculty consistently said facilities and equipment support their work.

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

The University's general library, on the north campus, offers impressive collaboration and study space in addition to hundreds of thousands of print and digital volumes. Students and faculty have easy access to online databases such as Proquest and EBSCO and to digital replicas of more than 2,000 newspapers from 100 countries in 60 languages via the PressReader tool. One floor of the general library houses a Chinese library with a range of materials in Mandarin, donated by the Chinese government to support learning about Chinese language and culture.

**SUMMARY:**

Despite the challenges of the pandemic – and in some cases, because of it – the School of Communication has managed to dramatically improve its facilities and make numerous investments in equipment to ensure students and faculty have current tools with which to learn and teach. Its funding reflects its status as Anahuac's third-largest school and a centerpiece of the University's four-year strategy. Its detailed budget aligns well with its operating plan.

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

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

### 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.**

An alumni group contributed to the creation of the new 2020-2025 curriculum.

Beyond a robust website in Spanish, with a more general site in English, the School engages alumni, prospective students, and citizens with a full complement of social media channels including Facebook, Twitter, and Instagram. It engages audiences beyond campus through Radio Anahuac which broadcasts a wide variety of programs across Anahuac University and in Mexico City produced by students, faculty, and an alumnus producing a weekly program. COVID forced the station to switch to pre-programmed music, but gradually live elements are coming back.

Twice a year an Alumni Advisory Council comprised of 25 professionals across a wide variety of fields meets with the Dean to offer pertinent observations on how to transfer current industry trends into the student educational experience. Student sessions showed alumni are key to opening doors for internships and future entry-level jobs.

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

The School has 62 agreements with professional associations aimed to "improve professional training...as well as the dissemination of knowledge through the planning, programming, and collaboration." Fourteen of these are led by corporate chairs from companies such as Discovery, Fleishman Hillard, other companies, and various news organizations.

Powered in part by these collaborations, the School offered 87 short courses and certificates (what the School calls diplomas) between 2016-2020 serving 1200 students. Topics in the 11 certificate courses ranged from Emotional Marketing, Branding, and Advertising to Interactive and Digital Marketing. Recently the School launched a Diploma in Neurogastronomy. Workshop topics included LinkedIn, how to master the language of business, and Rolling Stone Magazine's Mexico Director inaugurating an exhibit "The 50 Years of Pop Culture."

Two major awards are presented yearly by the School: one for alumni and the other for other communication leaders. COVID forced the postponement of these awards, but they are anticipated to resume next year. The Dean believes these are yet another opportunity for the students to have more contact with the great leaders in communication.

The School of Communication is promoted as the venue for important forums and events that allow bringing together national and international experts who expose the challenges for new professionals.

**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.**

Full-time faculty served in 22 leadership positions of academic associations including one as president of AMIC (Mexican Associations of Communication Researchers) and another is currently president of



AMPICO (Mexican Associations of Researcher sand Professionals in Organizational Communications.) Part-time faculty participate in more than a dozen research bodies ranging from the socio-cultural history of Mexican Cinema to a member of the editorial board of the International Baseball Federation.

Service to the academy plays a role in each full-time faculty's merit review. The school's travel budget averaged \$25,000 a year, a slight decrease from the \$30,000 in the last self-study.

**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.**

Evidence is seen of the School's commitment to helping students see the link to the present life of Mexican society demonstrating their service-learning goals for students and faculty to be Positive Action Leaders. Service includes donating toys and books to a home for boys called Casa Hogar la Buena Tierra. Projects like this put into practice principles of human Christianity as a fundamental element of the mission of the Anahuac University and operationalized by the School.

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

Thousands of high school students each October come to the school for the OV Anahuac Day. The free two-day event includes career exploration via journalism and advertising workshops while their families learn about financial aid. The self-study reports this highly successful event in 2018 hosted 7,000 pre-university students.

For the past 22 years, more than 5,000 students have competed each January in a national scholarship, organized by the School and sponsored by the university. The Octavio Paz National contest is an oral and written competition (often) judged by alumni.

**SUMMARY:**

Faculty are highly engaged in professional service. The School leverages the alumni to serve the public and, in the process, prepares students to be service minded as they enter global markets.

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

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

### Unit performance with regard to indicators:

*The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another. Please respond to each of these questions in your report on indicators (a), (b) and (c):*

#### **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)?

The University controls assessment programs and works with each unit on assessment through an advisor assigned to the School. This is a different approach than during the last site visit when the School had full control. Within the School, program and area coordinators maintain responsibility for leading assessment efforts. The 2016 assessment plan has evidence of measuring learning outcomes based on ACEJMC and Anahuac University’s values and competencies. The School has created a spreadsheet that aligns both the University’s values and the ACEJMC professional values and competencies so that the assessment measures will comply with each.

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

The School has to incorporate both the University’s values and the ACEJMC Professional Values and Competencies. They do this by focusing on “generic competencies” (those designed by the University) and “professional competencies” (those designed by the School). In the 2016 Academic Plan, there are five generic competencies: critical and self-critical skills; social and emotional intelligence; mathematical reasoning; general culture; and, commitment to quality. There are 10 professional competencies, all of which can be connected to one or more ACEJMC Professional Values and Competencies. In the 2020-2025 Academic Plan, there are three generic competencies: apply basic research methodologies to obtain information; establish specific lines of thought and action for the solution of simple problems; and, use of information and communication technologies to research, solve problems, produce materials, and transmit information. There are now five professional competencies, which are closely related to ACEJMC’s Professional Values and Competencies.

The School’s written assessment plan has served as a good tool for curricular and programmatic changes. The School maintains spreadsheets that list each course and which value(s) or competency(ies) is included in the learning outcomes as well as how the course is assessed.

There is less evidence, however, to demonstrate the data faculty use to achieve programmatic improvement as opposed to improving individual courses, particularly with the new 2020-2025 Academic Plan.

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

Area coordinators work with each faculty member prior to the beginning of a course to review learning outcomes, structure and content.

A review of syllabi noted learning outcomes that are connected to ACEJMC’s Professional Values and Competencies.

**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?

The School reports that it utilizes at least two direct measures of learning: 1. an external exit exam administered by the National Center of Evaluation for Higher Education; and, 2. a rubric to assess student learning during the Practicum experience, which is required of each student. These instruments are given toward the end of a student's program. The external exit exam is in the final year; the Practicum feedback from employers is in a student's final semester.

In 2014, the site team noted evidence of student learning through a School-administered standardized test that measured understanding of specific communications issues by new students. Those students were tested again two years later. That test is no longer in place, eliminating an opportunity for faculty to make changes to curriculum based on this data.

Instead, area coordinators are working with faculty to assess student learning each semester, per a requirement from the University. Not all courses are formally evaluated each semester, but area coordinators work with faculty who are teaching multiple sections of a course to establish a standardized test or project that measures learning outcomes. Data from the test is then sent to the University and is used by the area coordinator and faculty to make changes.

The Practicum experience still utilizes a rubric to assess a student's project. This rubric is completed by a team of at least three individuals (professor of the class, employer of the internship, and the area coordinator) at the end of the student's project. This is a strength of the program, but it, along with the EGEL national exit exam, offers no direct measures to understand where students start in their education in the School of Communication.

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

The School utilizes at least two indirect measures of learning: 1. a student exit survey conducted by the University; and, 2. student awards. These instruments are measured at various times.

- Are these measures effective for assessing ACEJMC's Professional Values and Competencies?

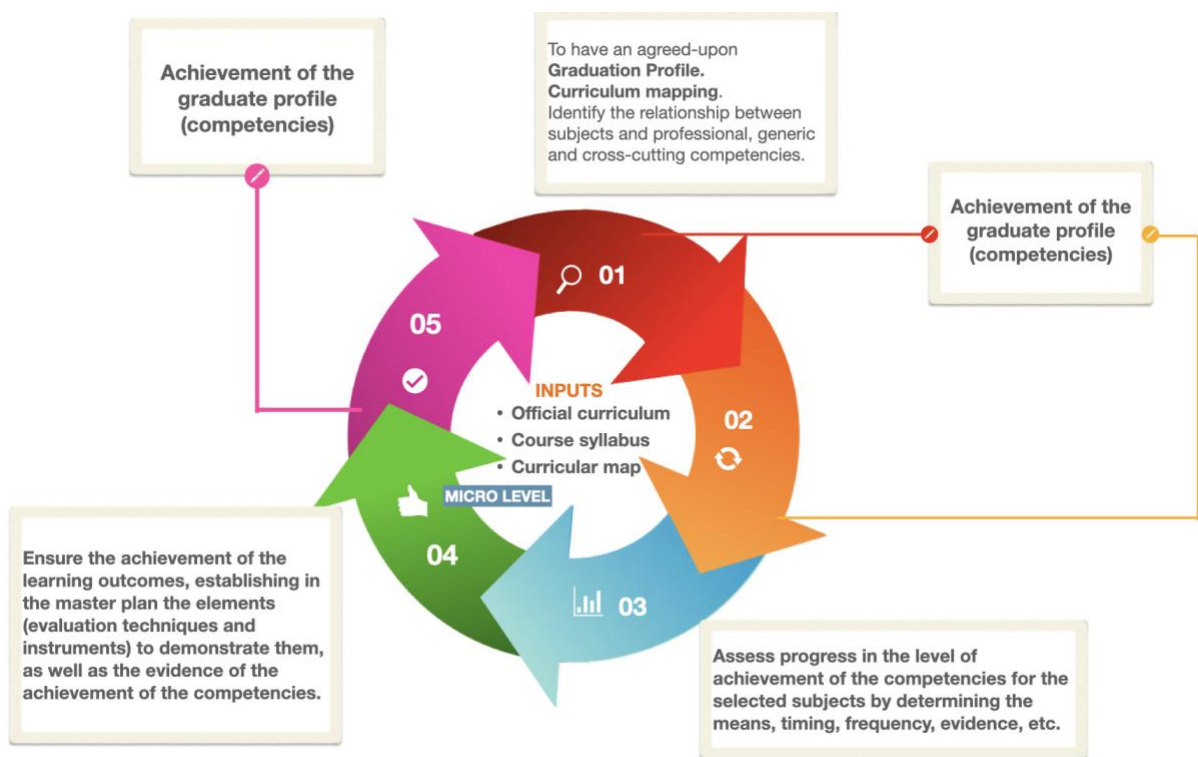
The ACEJMC Professional Values and Competencies live within the five current professional competencies established by the School and have been effective in helping the unit assess its curricula and student learning through its direct and indirect measures. The School created new courses that would help students improve their ability to "think critically, creatively and independently," and to "apply basic numerical and statistical concepts." In addition, the School designed new required courses that would improve students' writing, grammar and spelling skills.

**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 School's assessment plan operates on two levels. One is called the "macro level," where the School wants to identify the "moments in which the achievement of professional and generic competencies demonstrate compliance according to the graduation profile" of the student who is completing their

program. The other is called the “micro level,” where the School verifies the “achievement of learning outcomes from selected courses and how they contribute to the achievement of professional and generic competencies.” As a whole, the assessment loop looks like this:



The School has access to a University-level information system called U-Planner. This system is intended to help programs upload assessment plans and criteria as well as evidence from learning outcomes for all courses. Academic coordinators are then able to review and analyze data to inform curricular decisions. The site team sat with the program coordinators to understand how the U-Planner system helped drive the assessment process.

- What specific values and competencies had graduating classes not mastered satisfactorily?

Rather than directly measuring the ACEJMC values and competencies, the School has been focused on helping its students pass the national exit exam, which tests students’ knowledge in five different areas of communication. Some of those areas align with ACEJMC’s Professional Values and Competencies.

The EGEL exam tests knowledge in the following areas: Advertising; Organizational communication; Research applied to communication; Communication products; and, Journalism. Students must receive a satisfactory score in at least three of the five areas. Under the 2016 Academic Plan, student scores had decreased on this exam. The School used this direct measure to create the 2020-2025 Academic Plan, which included the elimination of specializations and the creation or redesign of more required courses to provide the students more opportunity to prepare for this exam. The 2020-2025 Academic Plan also includes two new courses that will focus on helping students prepare for the test, which is a national requirement to graduate.

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

The School discusses assessment findings during faculty meetings, offers training and coaching sessions, and asks professors and professionals for their expert opinions to decide how to address challenges. Program coordinators (there are two) have regular discussions with area coordinators to review programmatic assessment. Area coordinators (journalism, film, advertising, media management) supervise the way courses are taught and review exams to standardize learning outcomes and measures across sections (faculty report that this is done in a way that does not limit academic freedom).

As mentioned, the School has taken steps to help students improve performance on the national EGEL exit exam. This is important for the School and the University.

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

The new curriculum has not been in place long enough to measure performance on the EGEL exam. The faculty are hopeful the changes to the curricula, the additional support available, and the elimination of specializations will be successful on the exam while also infusing students with the School's own values and ACEJMC's Professional Values and Competencies.

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

The School reports that it began its redesign of its curricula for the 2020-2025 Academic Plan partially based on data gathered by its assessment measures utilized in the 2016 Academic Plan.

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

Of the 66 part-time faculty in the School, most are alumni and currently in the profession. This group is an incredible resource for the School and students as these faculty bring relevant professional expectations to the classroom. These faculty also help guide curricular revisions and help to informally advise students on their path.

The School of Communication has a 25-member Alumni Advisory Council, which includes leaders in major media companies and other communication organizations throughout Mexico City. This group works with the Dean and faculty to provide insights that may be used in curricular and programmatic changes.

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

Many of the alumni mentioned above also are employers who work with students during the Practicum experience. All employers sign an agreement with the School to provide guidance and feedback for the students. This direct measure is used by the School to improve curricula and student advising.

The School consults with alumni and other professionals when developing or assessing its own assessment plan to better understand current trends, future opportunities, and the skills required to enter the workforce.

At the beginning of each semester, the School meets with all part-time faculty to ensure instruction is current.

**SUMMARY:**

The School of Communication defines learning goals that are connected to ACEJMC's Professional Values and Competencies. There is an assessment program in place that has informed programmatic and curricular changes through multiple direct and indirect measures to prepare students for graduation and to enter the workforce or graduate school. Alumni and other professionals are an integral part of the assessment process. With the University now overseeing assessment, it will be important for the School to continue to measure learning – and closing the loop – with ACEJMC's Professional Values and Competencies at the forefront of their effort.

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

### **PART III: Summary by site visit team**

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

##### **Strengths**

- A clear and compelling mission that students, faculty, alumni and others easily and consistently describe – and consider an asset
- Hardworking, collegial and caring faculty and leadership that takes extra steps to support students in their lives, as well as in their studies
- Students, faculty and staff who persevered through COVID without losing ground with a demanding schedule resulting in accomplishments
- A highly productive research faculty with a growing global reputation
- The integrating of students with alumni for employment and community service
- Nearly 1.8 million dollars in scholarships to more than six hundred students on both campuses

##### **Weaknesses**

- An assessment process that has impressive tools but needs more emphasis on closing the loop based on ACEJMC's Professional Values and Competencies.
- Enrollment in the accredited programs in the School is decreasing. More attention may be needed on recruitment and promotion.

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

n/a

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

n/a

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

n/a

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

n/a

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

- **Need for a larger percentage of full-time faculty**

The School has added 12 full-time faculty positions since its initial accreditation. The total percentage of full-time faculty is now 31 percent, compared with 16 percent at the time of the initial accreditation.

- **A space squeeze that threatens expansion of the program**

Two Anahuac campuses merged in 2016, creating one larger University and enabling an expansion of space for the School of Communication in the new south campus.

- **A perception by students that more choices are needed for the practicum experience**

The School has taken steps to forge relationships with more employers and offer a broader range of options.

- **Lack of student news outlets in a nation where hard-news journalism is in jeopardy**

The School hasn't added student news outlets. Its students are actively using social media to publish light news and imagery that covers events on campus. Journalism enrollment is the lowest among the program's sequences. Investigative journalism in Mexico is a dangerous and daunting endeavor, and rather than work to persuade students to enter the field, this School is choosing to foster positive social change through a focus on ethical, values-driven leadership development.

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

The site team very much appreciated the work that went into translating the self-study, in addition to scores of supplementary documents. It was also very helpful that financial figures were translated into dollars. The result was often confusing, however, and perhaps some substance was lost in translation. The team ended up doing considerable sleuthing on site because key items were missing or erroneous in the self-study. Some passages ended in mid-sentence.