Report of ACEJMC Evaluation

Undergraduate program
2021–2022

Name of Institution: San Diego State University

Name and Title of Chief Executive Officer: Adela de la Torre, President

Name of Unit: School of Journalism and Media Studies

Name and Title of Administrator: Temple Northup, Director

Date of 2021-2022 Accrediting Visit: February 6-9, 2022

Date of the previous accrediting visit: February 8-11, 2015

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

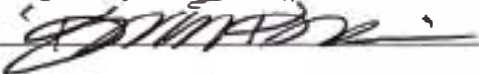Recommendation by 2021-2022 Visiting Team: **Reaccreditation**

Prepared and submitted by:

Team Chair
Name and Title: Brad Rawlins, Director
Organization/School; School of Media & Journalism, Arkansas State University
Signature _____

Team Chair
Name and Title: Joanna Hernandez, Director of Inclusion and Diversity
Organization/School: College of Journalism & Communication, University of Florida
Signature _____

Team Chair
Name and Title: Joel Kaplan, Associate Dean for Graduate Programs
Organization/School: S.I. Newhouse School of Public Communication, Syracuse University
Signature _____

Team Chair
Name and Title: Janet Rose, Professor of Practice and Director, The Agency
Organization/School: William Allen White School of Journalism & Mass Communication, University of Kansas
Signature ___Janet Rose (BLR)_____

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

On site: ___Brad Rawlins, Joanna Hernandez, Joel Kaplan _____

Virtually: ___Janet Rose_____

Part I: General Information

Name of Institution: **San Diego State University**

Name of Unit: **School of Journalism and Media Studies**

Year of Visit: **2022**

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
__X_ Western Association of Schools and Colleges

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

___ Private
_X__ Public
___ Other (specify)

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

Assurance that San Diego State University has legal authorization to provide education beyond the secondary level in California may be found in the State of California Education Code, Sections 66010.1-66010.8.

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

X   Yes
___ No
If yes, give the date of the last accrediting visit: *February 8-11, 2015*

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

2009 (initial site visit Feb 15-18, 2009); The Department of Journalism was previously accredited but because of budget reductions in the 1990s, the department agreed to merge with two other units to form a School of Communication. relinquishing in the process its ACEJMC accreditation.

In 2007, various faculty from the School of Communication decided to form their own unit, and renew the AEJMC accreditation. The School of Journalism & Media Studies at San Diego State University began operations as a new academic unit on July 1, 2007.

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

Vision Statement: The School of Journalism & Media Studies envisions a global society where citizens are engaged in their communities; where media professionals are ethical and committed to diversity and

inclusivity, and embrace technology to serve the public good; and where people from all backgrounds think critically about the media. (Revised March 12 and adopted April 9, 2014)

Mission Statement: To prepare students for the society we envision for tomorrow, while modeling today the values of community engagement, ethical professionalism, diversity in a global world, critical reflection, and technology in service of the public good. (Revised March 12 and adopted April 9, 2014)

7. What are the type and length of terms?

Semesters of __16___ weeks
Quarters of _____ weeks
Summer sessions of _6 and 13____ weeks
Intersessions of _____ weeks

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

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

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

As of Spring 2022, the degrees are:
- ●Bachelor of Arts, Journalism
- ●Bachelor of Arts, Journalism, Emphasis in Advertising
- ●Bachelor of Arts, Journalism, Emphasis in Public Relations
- ●Bachelor of Arts, Journalism, Emphasis in Media Studies

Effective Fall 2022, we anticipate the degrees to be:
- ●Bachelor of Arts in Journalism
- ●Bachelor of Arts in Public Relations
- ●Bachelor of Arts in Advertising
- ●Bachelor of Arts in Media Studies

In the last accreditation process, the Emphasis in Media Studies was not included for review. We are seeking to have this emphasis/major accredited this cycle.

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

120 semester hours for the bachelor's degree

11. Give the number of credit hours students may earn for internship experience.

(Specify semester-hour or quarter-hour credit.)

Up to 3 semester hours of internship credit

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

Journalism   Amy Schmitz Weiss
Advertising   Yang Feng
Public Relations   Hongmei Shen
Media Studies   Nathian Rodriguez

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

Fall 2021:
30,103 (undergraduate)
4,739 (graduate)

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):

Fall 2021:

Name of Sequence or Specialty	Undergraduate Majors
Journalism	191
Public Relations	114
Advertising	76
Media Studies	148
Total	529

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.)

List the Skills Courses for Fall 2021 & Spring 2022

For Fall 2021

JMS 220 Section 1	Writing for Mass Media	18
JMS 220 Section 2	Writing for Mass Media	18
JMS 220 Section 3	Writing for Mass Media	18
JMS 310W Section 1	Media Writing & Reporting	20
JMS 310W Section 2	Media Writing & Reporting	18
JMS 310W Section 3	Media Writing & Reporting	19
JMS 312W	Media Writing for Scientists	18
JMS 415	Radio in the Digital Era	11
JMS 418 Section 1	Social Media and Community Leadership	19
JMS 418 Section 2	Social Media and Community Leadership	19
JMS 418 Section 3	Social Media and Community Leadership	10
JMS 420 Section 1	Public Affairs News Reporting	13
JMS 420 Section 2	Public Affairs News Reporting	20
JMS 428 Section 1	Digital & Social Media Analytics	19

JMS 428 Section 2	Digital & Social Media Analytics	18
JMS 430 Section 1	Digital Journalism	17
JMS 430 Section 2	Digital Journalism	14
JMS 435	Photojournalism	20
JMS 445	Television News Reporting & Producing	12
JMS 481 Section 1	PR Media & Messaging	10
JMS 481 Section 2	PR Media & Messaging	13
JMS 550 Section 1	Multimedia News Lab	9
JMS 562	Advertising Creative	19
JMS 581 Section 1	Applied Research in PR	12
JMS 581 Section 2	Applied Research in PR	11

Spring 2022 (as of 1/27/2022)

JMS 220 Section 1	Writing for Mass Media	18
JMS 220 Section 2	Writing for Mass Media	8
JMS 220 Section 3	Writing for Mass Media	7
JMS 220 Section 4	Writing for Mass Media	11
JMS 310W Section 1	Media Writing & Reporting	16
JMS 310W Section 2	Media Writing & Reporting	14
JMS 310W Section 3	Media Writing & Reporting	16
JMS 310W Section 4	Media Writing & Reporting	8
JMS 312W	Media Writing for Scientists	12
JMS 418 Section 1	Social Media and Community Leadership	20
JMS 418 Section 2	Social Media and Community Leadership	20
JMS 418 Section 3	Social Media and Community Leadership	17
JMS 420	Public Affairs News Reporting	20
JMS 428 Section 1	Digital & Social Media Analytics	20
JMS 428 Section 2	Digital & Social Media Analytics	20
JMS 430	Digital Journalism	20
JMS 435 Section 1	Photojournalism	20
JMS 435 Section 2	Photojournalism	20
JMS 445	Television News Reporting & Producing	17
JMS 481	PR Media & Messaging	12
JMS 525	News and Social Media	20
JMS 550 Section 1	Multimedia News Lab	20
JMS 550 Section 2	Multimedia News Lab	14
JMS 562	Advertising Creative	14
JMS 581	Applied Research in PR	14

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

$2,232,411.26

Give percentage increase or decrease in three years:

Three years ago budget: $2,157,989.60
Increase in $74,421.66

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

$1,645,501.32 (full time and part time)

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.

List the Full Time Faculty for Fall 2021

Current Tenured/Tenure Track FacultyYear Hired
Arceneaux, Ronald "Noah"2007
Cueva Chacon, Lourdes2020
Feng, Yang2016
Mueller, Barbara1987
Nee, Rebecca2006
Northup, Temple2020
Peebles, Alanna*2021
Rodriguez, Nathian2016
Schmitz Weiss, Amy2008
Shen, Hongmei2009
Smith, Damariye*2021
Sweetser, Kathleen2014
Thelen, Patrick2019
Zhong, Mei1999

On Sabbatical Fall 2021
　　Santana, Arthur2015
*Joint hire with the School of Communication

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.)

Spring 2021
Cicalo, Lara
Coddon, David
Frazee, Rebecca
Goretti, Nadia
Koenig, Roman
Kruming, Martin
Lee, Jayla
Littlefield, Dana
McCormick, Jerry
Metz-Fratoni, Jenny
Mokalis, Alexa
Peattie, Peggy
Pecsi-Guerrero, Elizabeth
Ritter, Christie

Fall 2021

Brambila, Isaac
Cicalo, Lara
Coddon, David
Frazee, Rebecca
Goretti, Nadia
Koenig, Roman
Kruming, Martin
Lee, Jayla
Littlefield, Dana
McCormick, Jerry
Metz-Fratoni, Jenny
Mokalis, Alexa
Peattie, Peggy
Pecsi-Guerrero, Elizabeth
Remund, David
Ritter, Christie
Trotter, Jim

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.

The School of Journalism & Media Studies has institutionalized this 72-unit rule by making it part of the graduation requirements for students. In following the accreditation rules, our curriculum does not allow JMS majors to count more than 48 JMS units toward the 120 required to graduate. Therefore, every student in the School is required to take at least 72 hours outside the unit in order to receive a diploma from San Diego State University.

Any student desiring to take more than 48 JMS units will have to take additional units outside the School in order to meet the 120-unit requirement. Students are informed of this rule, and any student who is having trouble meeting the requirement at the time of graduation would be referred to the School's advising coordinator by the campus graduation evaluator.

Academic Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	**Number in Compliance**	**Percent**
2020-2021	170	170	100.0%
2019-2020	135	135	100.0%

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).

The Department of Journalism at SDSU was established in 1950 and offered instruction in advertising, journalism and public relations. The department has fluctuated in its accreditation status over the years: initial accreditation from 1971-1978 and again from 1985-1997 until budget reductions in the late 1990s led the unit to merge with two other units to form a School of Communication and relinquish its accredited standing. In 2007, the unit decoupled itself from the School of Communication, and the School of Journalism and Media Studies was established, adding an emphasis in media studies. In 2009, the School received accreditation and was reaccredited in 2015.

SDSU is part of the 23-campus California State University System and is the third-largest education institution in California, with 34,512 students in the fall of 2021, which is up about 3% from its enrollment in 2014. The university attracts students primarily from the region, and more than 50 percent of the graduates each year remain in San Diego to take advantage of the opportunities in the eighth largest city and 28th largest media market in the country. SDSU ranks as one of the most diverse campuses in the country and has been designated as a Hispanic-Serving Institution.

JMS is one of 10 academic units within the College of Professional Studies and Fine Arts (PSFA), the largest of seven academic colleges at SDSU. The School of Journalism and Media Studies is the fourth-largest program in the college. At the time of the site visit, the school enrolled 529 undergraduates, a 17% drop from the 641 reported in 2015. Journalism is the emphasis with the most students (191), followed by Media Studies (148), Public Relations (114) and Advertising (76).

The unit developed vision and mission statements in 2014 that continue to guide its strategic plan with five overarching values: (1) engage with the community; (2) communicate ethically and professionally; (3) understand diversity in a global world; (4) think and reflect critically about the media; and (5) embrace technology to serve the public good.

The current strategic plan was drafted during a faculty retreat in August 2021 that included input from faculty. After several conversations and revisions, it was finalized in November 2021.   Entitled "Tradition in Evolution," the plan outlines goals, strategies and tactics with timelines for the next five years. It provides detailed and ambitious plans focused on six areas: curriculum, success beyond the classroom, equity and inclusion, creating a strong community, global partnerships, and improved facilities.

At the time of the visit, the unit had updated its information in the ACEJMC searchable database.

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

The unit's policies and procedures for faculty governance are spelled out in its governance document, in accordance with policies approved by the Board of Trustees of the California State University system, with policies approved by the University Senate of San Diego State University, and with contractual

requirements between the California State University and the California Faculty Association. The document outlines roles and responsibilities for faculty and administration in the unit and descriptions of standing committees that include undergraduate, graduate, personnel and peer review, DEI and student affairs. All tenure-track or tenured faculty are voting members in the shared governance decisions.

The school met nine times during the 2020-2021 AY and reported multiple meetings for the standing committees. The faculty also serve on several college and university level shared governance committees.

Faculty were effusive about the collaborative, inclusive and supportive culture of the school.

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.

There have been a couple of administrative changes since the last accreditation visit. During the 2014-2015 year, the school had an interim director who became the permanent director. This director also served as the acting dean of the college in 2018 before she left to become dean at another institution in 2019. A long-time tenured faculty member served as the interim director from fall 2018 until the summer of 2020, when the current director was hired after a national search. The current director was hired in the middle of the first year of COVID-19 and in the midst of remote teaching, pivoting and high levels of uncertainty.

The current director quickly overcame the barriers that the pandemic presented to his school and was quickly embraced by the faculty. He is described by faculty as someone with a positive vision for the school who partners with faculty to identify needs and goals and demonstrates innovative thinking. Descriptors such as "calm," "invested," "energetic," "creative," "transparent", "candid" and "inclusive" were mentioned by several faculty members. His energy to move the school forward with innovative ideas that help shepherd the school into the next generation have helped bring alumni back to the table. He was praised by his peers across campus for being collaborative and encouraging innovation. The dean also credited the director with bringing energy, innovation and collaboration to the school.

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

The faculty policy guidelines articulate administrative searches but only from the level of dean and above. The dean of the College of Professional Studies and Fine Arts (PSFA) used the university policy for selecting new probationary faculty (which provides guidelines on hiring tenured faculty) and created a committee of six that included the director and faculty member from the School of Communication, a faculty member from LDT program and three faculty members from the unit. A national search was conducted following the guidelines for reaching the broadest and most diverse pool of candidates.

In the spring of the second year of service, all directors undergo a performance review. This includes a self-study by the director, plus input gathered from faculty and staff. The dean evaluates the information and gives feedback to the director, noting strengths and areas for improvement. Following this, the directors undergo a similar review every three years. Given that the director is starting his second academic year, he has not gone through this review. However, the school initiated annual internal reviews in the spring of 2020. A tenured faculty member conducts a survey among faculty and shares the data, which does not identify respondents, with the director.

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

The school does not have specific policies in its governance document regarding student, staff and faculty grievances. The university has a Student Ombudsman office that outlines procedures students should take regarding concerns related to faculty and academic performance. The unit incorporates these into its practice as well, first asking the student to resolve the conflict with the faculty member, then, if not resolved, to bring it to the emphasis coordinator. The school director would work to resolve concerns at the next level. If that is unsuccessful, the next step is to the associate dean of student affairs in the college. Students may also meet with the Student Ombudsman to help resolve their concerns.

The director reports that faculty and staff are very collegial and there haven't been concerns raised during his time, but he has annual interviews and an open-door policy to learn about concerns that need to be addressed. Formal grievances would follow the provisions and procedures of the Collective Bargaining Agreement.

SUMMARY:

A hard-working team of faculty are led by an energetic and visionary leader who has achieved a number of accomplishments in a short period of time and amid the challenges of the COVID-19 pandemic. The director's calm demeanor while addressing several key areas of improvement has helped build a sense of community that was in jeopardy after the abrupt uprooting of the school from its previous home (see Standard 7). Faculty and students have access to current technology and equipment that keep the programs up to professional standards.

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

PART II — Standard 2: Curriculum and Instruction

Unit performance regarding 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.

All Advertising, Journalism, Media Studies and Public Relations emphases at SDSU complete at least 72 units of coursework outside the major. Students must also meet the liberal arts and sciences general education requirements of 120 units for graduation. Degrees offered in the school for the current accreditation period (2015-2021 include a Bachelor of Arts (BA) in Journalism, BA in Journalism with an Emphasis in Public Relations, BA in Journalism with Emphasis in Advertising, and BA in Journalism with an Emphasis in Media Studies. The school reports 100 percent compliance for both the 2019-2020 (135 graduates) and 2020-2021 (170 graduates) academic years.

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

The school emphasizes both theoretical and professional skills course. It also provides courses that build curriculum tiers to blend both theoretical and applied or skills courses.

All students complete a school-wide core curriculum including Introduction to Contemporary Media (JMS 200), Social Media in the Digital Age (JMS 210), Writing for the Mass Media (JMS 220), and Media Law & Ethics (JMS 494). Students then take four JMS electives. Students complete either a minor of 18-24 credits, or four "auxiliary" courses outside of JMS to meet ACEJMC criteria. Students, faculty and advising note that completing an 18–24-hour minor requirement creates a barrier to graduation for some students, specifically for transfer students.   .

Journalism: JMS uses the competencies identified by ACEJMC as its Degree Learning Outcomes for all disciplines. The Journalism Coordinator along with relevant instructors identify areas of knowledge or skills covered by respective classes to ensure all students have adequate instruction covering journalism, from introduction to the opportunity to demonstrate mastery. Students learn specific skills, such as photojournalism, TV news reporting or deeply explore specific topics, with a continued emphasis on ethical principles, and a respect for diversity and inclusion. Students attested to receiving adequate hands-on learning in addition theory.

The **Public Relations** curriculum leans more toward professional skills courses, but theories and principles are introduced in the first course students take in this emphasis, Principles of Public Relations. Students report that these concepts are reinforced in the skills courses. Students learn how to apply the principles and theories in the beginning class by creating strategic plans for clients. Client projects are used in every class within the PR curriculum. Students also report, and this is confirmed in course syllabi, that communication strategies are evaluated according to principles of diversity and inclusion, and they frequently take on clients that represent diverse groups in the region such as the Black Business Bureau and San Diego Pride. Ethics, which is recommended for reinforced learning by the Commission on Public Relations Education, is also taught across the PR curriculum.

Advertising: The Advertising sequence moves through three semesters of coursework following completion of the JMS core curriculum. Courses move from Principles of Advertising (JMS 460), Advertising Strategy and Social Media (JMS 462), Advertising Research (JMS 560, Advertising Creative (JMS 562), to a final campaigns capstone course (JMS 565).   Students in the capstone can fulfill the requirement in one of three ways including: 1) Completing a case study; 2) Working with a selected local client; or, 3) Collaborating with SDSU's SAGE Project, a program within SDSU's Center for Regional Sustainability.

Advertising is the smallest in terms of number of majors of the four current emphases with 76 majors as of the 2020-2021 academic year. There are four advertising faculty members including two tenured professors, one of whom is in phased early retirement (in her first hear of a 5-year phased retirement at this writing), and two lecturers, one of whom also serves as the JMS advisor. Advertising students, while complimentary about course offerings and some faculty, express frustration with recent online course offerings due the pandemic, also limited faculty availability and hands-on interaction.

Media Studies: In previous visits the school chose not to accredit the Media Studies emphasis because it was an academic program. However, since the last visit, the school has infused several digital and social media skills classes into the specialization.

The current Media Studies specialization (which is expected to become a Media Studies B.A. next year) has six core courses: Digital Media Principles and Design; Principles of Media Studies; Research Methods in Mediated Communication; Media Technology and Society; Creative Uses of Emerging Media (capstone); and a choice between Social Media Community Leadership or Digital and Social Media Analytics. In addition, all students in the Media Studies track must take four other courses at JMS as well as Principles of Economics. The four JMS courses are: Introduction to Contemporary Media; Social Media in the Digital Age; Writing for Mass Media; and Media, Law and Ethics. A sixth requirement is passing the Writing Placement Assessment or completing an approved upper division writing course. Finally, students in the track are required to take four upper-level electives: either JMS courses or Learning Design and Technology courses.

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

The school offers updated curriculum and course offerings to meet student and industry needs for digital, technology, multimedia and emerging media skills. An engaged and productive faculty is an asset to the school's commitment to ongoing coursework and curriculum innovation. At the university level, new courses now have a streamlined path into the curriculum and the university catalog since SDSU adopted a new curriculum and approval process enabling a one academic year turn-around for new course approval and catalog listing.

Examples of new courses added since the previous ACEJMC accreditation include Social Media and Community Leadership (2016) (JMS 418), Digital and Social Media Analytics (fall 2016) (JMS 428), Writing for Spanish Language (fall 2016) (JMS 434), Media, Technology and Society (fall 2016) (JMS 472), News and Social Media (fall 2018) (JMS 525), Media Entrepreneurship and Intrapreneurship (Fall 2019) (JMS 515), Selena and LatinX Media (fall 2021) (JMS453), and several new courses beginning in fall 2022 including Border Reporting (fall 2022) (JMS 555) and Intersectional Representation in the Media (fall 2022) (JMS 250). The expansion of Media Studies facilitates a renewed focus on digital and emerging media at both the theoretical and skills levels. Examples include Digital media Principles and Design (JMS 315) and Creative Uses of Emerging Media (JMS 492).

Of note, and with an anticipated launch in fall 2023, the school plans to offer four BA degrees, one in each area of emphasis instead of the BA in Journalism with focus area options in Public Relations, Advertising, and Media Studies. Another update of relevance to the school, admissions and curriculum is the adoption of a new writing assessment test, the English Grammar Usage Mechanics Punctuation Program (EGUMPP) to replace the school's previous Grammar-Spelling-Punctuation (GSP) test. The new system both trains and evaluates language skills.

Journalism: The school maintains a group of core classes, prerequisites and a general focus that remains stable enough that university-level approval to changes in the curriculum are not necessary. This means that instructors are free to incorporate discussions and practice of latest technologies (social media, virtual reality, big data analysis, etc.) within an already approved and required framework for the curriculum. For example, in JMS 550 Multimedia Journalism (a capstone course), the instructor introduced iPads to his section of the course in spring 2016 and has been using them ever since as the primary tool the students use during the semester to tell their stories. Another course, JMS 315, at first was revamped from a focus on the practices of copy editing and design in print publications to "Digital Copy Editing and Design" and in 2015 became "Digital Media Principles and Design." This course now teaches fundamental aspects of multimedia design and has been required for all students in both the Journalism and Media Studies sequences since that year. JMS 415 Radio in the Digital Era, approved in fall 2018, spends a significant amount of attention on podcasting. JMS 525 News and Social Media, also approved in fall 2018, focuses on the use of social media for news producers.

A review of syllabi and interviews with faculty and students confirm that the curriculum is infused with contemporary practices **in public relations**. Some of this can be found in the JMS core, to include a required course on Social Media and the Digital Age. All projects incorporate social and new media. The traditional PR Writing course is now PR Media and Messaging to reflect the variety of messages produced in the class. The curriculum follows closely the recommendations of the Commission on Public Relations Education and includes a very rigorous and demanding capstone course that produces campaigns for clients. Syllabi include projects that are demanding and current with professional practices. Sample visits to classes revealed interactive learning with students taking the lead on presenting some material and participating in discussions.

Advertising: Syllabi and interviews with faculty show that faculty strive to keep course content relevant and current. Courses incorporate digital media and social media including digital and social media analytics. Advertising can benefit from the digital and emerging media skills course offered in Media Studies. Areas such as advertising analysis and social media analysis benefit from new udpates regarding digital analytic skills.

Media Studies: One of the faculty members involved in this specialization is an Adobe Ambassador who is tasked with being an evangelist of Adobe software throughout JMS. The result is that Media Studies students are being given cutting-edge instruction on digital media and social media. Students are appreciative of that instruction and both students and faculty in the specialization say the title Media Studies does not really indicate how many skills-based courses offered to the students both in the required courses and the electives. Additionally, administrators across campus heap praise on the faculty and students who come out of this sequence for their digital achievements.

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

Skills courses do not exceed 20 students.

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.

While not required, internships within the JMS program receive academic credit and may also be paid, depending on the internship sponsor. Sponsors and the school evaluate JMS internships.

The school expanded its internship program guidelines to enable students to apply for internships earlier in their sequence as juniors and seniors. This change allows students to receive academic credit for up to two internships. The school encourages internships and professional experiences but does not require an internship. Students may take an internship course (JMS 490) as an elective. The class includes a portfolio review by alumni and professionals covering areas such as resume quality, project work, also feedback on an eight-10-minute presentation.

The internship course and portfolio review include a quantitative survey and provide for qualitative feedback. Some faculty report that this and the alumni survey conducted periodically, typically in this accreditation evaluation period approximately in two-year cycles.

Journalism: Internships are not mandatory, although most students who spoke with the site visit team said they want internships to be mandatory. The internship adviser, who also teaches a career-focused class, concurs with the students. Internship recordkeeping is extremely organized. Internship host sites include San Diego Magazine, ABC7, the mayor's office, eastgatevillage.com, the Official Black Magazine, KFMB Tegna CBS 8 and Modern Luxury Media. Company types include digital, nonprofits, marketing, social media, PR, podcasts, philanthropy, TV News and sports news. Students meet with their supervisors during the first two weeks of their internship to draw up an understanding of the work expected and learning objectives. Students at unpaid internship get academic credit for internships. Internship hosts must fill out an application to be approved to take part in the program.

Internships are not required for students **in the Public Relations** emphasis. However, students reported that they are strongly encouraged to do internships. The Glen M. Broom Center for Professional Development in Public Relations and the Public Relations Student Society of America chapter provide additional professional experiences such as bringing in professional speakers, creating shadow experiences and taking on clients for public relations campaigns. The Broom Center selects student fellows, taking special consideration for students of diversity, and provides additional experiences for them, such as the planned trip to New York to visit PR agencies and corporation.

Advertising students are not required to complete an internship. Students report some difficulty in connecting to internships. One student reported securing an internship on his own but then not being eligible for credit since the internship was not associated with the school.

Like students in the other JMS specializations, many students in **the Media Studies** sequence do not partake in internships even though they are encouraged to do so. Students say they wish the school would require internships. Nevertheless, faculty in the sequence to encourage their students to seek professional employment after graduation and have been quite successful in placing their graduates in a variety of media jobs.

SUMMARY:

The school provides required and upper-level courses across four emphases: Journalism, Public Relations, Advertising, and Media Studies. The school and faculty review and update the curriculum frequently to provide relevant, current course content. Core and upper level required courses and electives include theoretical and professional skills content, with skills courses meeting ACEJMC requirements for limited student numbers. Students would like to see internships required

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.

In February 2018, the University Senate approved a resolution requiring all units to create individual diversity plans by fall 2020. Any unit that was found noncompliant would not be able to conduct hiring. The deadline was moved at least twice because of COVID-19. The plan includes: JMS commitment to DEI ("in all that we do"); Assessment of student success (includes examination of underrepresented and domestic minority groups more likely to drop, fail or withdraw); planned curricular changes (revision of changes that have not yet been enacted and re-shaping of current curriculum to include anti-racist and DEI-focused projects); planned strategies and interventions (includes assessment); and accountability. A section of the school's mission and value statement, available online, is devoted to its commitment to diversity, equity and inclusion. The school's faculty adopted its Diversity and Inclusion Planning document in October 2021. SDSU's associate vice president for faculty and staff diversity, who was tasked with reviewing each of the university's 50 plans, told the site visit team, "JMS's plan was one of the better ones" and "exemplary."

b). The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

The school has spent the past few years working diversity and inclusion into its curriculum. Examples include:
- JMS 300 Principles of Journalism added Critical Race Theory
- JMS 420 Public Affairs News Reporting added discussions revolving around social movements and how reporters should cover them
- JMS 481 PR Media and Messaging created a website called PR Values (https://www.prvalues.com/), which is a place where the PR community can engage with relevant content that embraces diversity and inclusivity
- JMS 550 Multimedia News Laboratory added a journalist of color assignment in which students find a professional journalist who is Black, Latinx or Asian and talk with them about issues of social justice and racial equity in the newsroom
- JMS 596 PR Case Studies includes case studies that are specifically about race and equity

Specific courses are globally focused. Examples include:
- JMS 424 Media in Latin America
- JMS 450 Media and Culture
- JMS 453 Selena and Latinx Media
- JMS 454 Media and Brazil
- JMS 574 International Advertising
- JMS 591 Global Technology: Creativity and Innovation in Digital Age

In spring 2021, the school director launched "Beyond JMS" webinar series, bringing in speakers from around the country from diverse backgrounds and experiences. Speakers that semester included:

- Sheetal Patel-Suresh, LinkedIn, "Rock Your LinkedIn Profile 1"
- P. Frank Williams, SDSU alum/Emmy Award winning Producer/Director, "From Mesa to Hollywood"
- Kelly Wilson, Warner Media, "Corporate Social Responsibility: Brands Doing Good"
- Claudio Cabrera, NYT, "Using SEO to Drive Web Traffic"

The school also puts on Career Week Spotlight, in which panels in each discipline are convened for discussion about issues in the industry, including issues of inclusion and diversity.

In addition, Screening Circle, an extra- and co-curricular program, launched in spring 2021. Marketed to students like a book club, movies are shown as a way to take a piece of popular culture and use it as a way to engage with students and hold conversations about difficult topics. For example, HBO's Lovecraft Country was shown over three meetings; more than 300 students watched episodes then discussed themes found within — in particular, themes of race and gender as the show was set in the 1950s.

c). The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

During the 2015 site visit, there were no Black faculty members. Since then, one black male has been hired as full-time faculty in a joint appointment with the Department of Communication. He was part of seven full-time hires since the last accreditation visit, including: three Latinx males, one Latinx female, one Asian female and one white female.

Hiring during the past three academic years break down accordingly:

2018-2019
1 opening
53 applicants
28 females and 24 domestic minorities in applicant pool
No offers made to females or domestic minorities

2019-2020
1 opening
48 applicants
30 females and 22 domestic minorities in applicant pool
No offers made to females or domestic minorities

2020-2021
2 openings
48 applicants
15 females and 9 domestic minorities in hiring pool
Offers made to one female and one domestic minority — both accepted

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.

Recruiting is handled entirely at the university level. The university markets toward students in the region, state and around the country, specifically focusing on marginalized communities. JMS's director assists in these efforts by speaking at recruiting events and sending email to all admitted SDSU students interested in majoring in Journalism and Media Studies.

JMS also records the Beyond JMS webinar series and JMS Career Week programming (both described above) to share with every community college in the region as well as high school coordinators of many student organizations. Sharing these events helped in gaining exposure with students who see themselves among the diverse group of speakers. These programs also work as a retention tool, creating spaces where students from marginalized communities feel noticed, welcomed and valued.

Also, JMS is the home of many professional organizations' student chapters, including PRSSA, NABJ, NAHJ and the newly formed AAJA chapter, of which the school's director is the adviser.

Other diversity initiatives that include members from underrepresented groups were launched in 2021, including a Hispanic-Serving Institution-Historically Black Colleges and Universities initiative meant to strengthen ties; the first collaboration was with Hampton University (SDSU is an HSI institution with more than 27% Latinx student population). In this initiatives' first year, the Glen M. Broom Center for Professional Development in Public Relations expanded its annual student fellows program to include students from Hampton University; and COIL (Collaborative Online International Learning), modeled so that JMS would partner with universities around the globe, Zooms-in a guest professor to lecture a class and have students work on a small, collaborative project together. The first COIL university was in India.

The efficacy of these efforts is shown in the charts below: the first, from fall 2019 (the most recent data available), shows 96% of students from underrepresented groups continued after their first year at JMS. By comparison, the university's data from the same year indicates 89.4% continued. In the second chart, a similar pattern exists among transfer students.

Continuation Only After Year 1 By Ethnicity
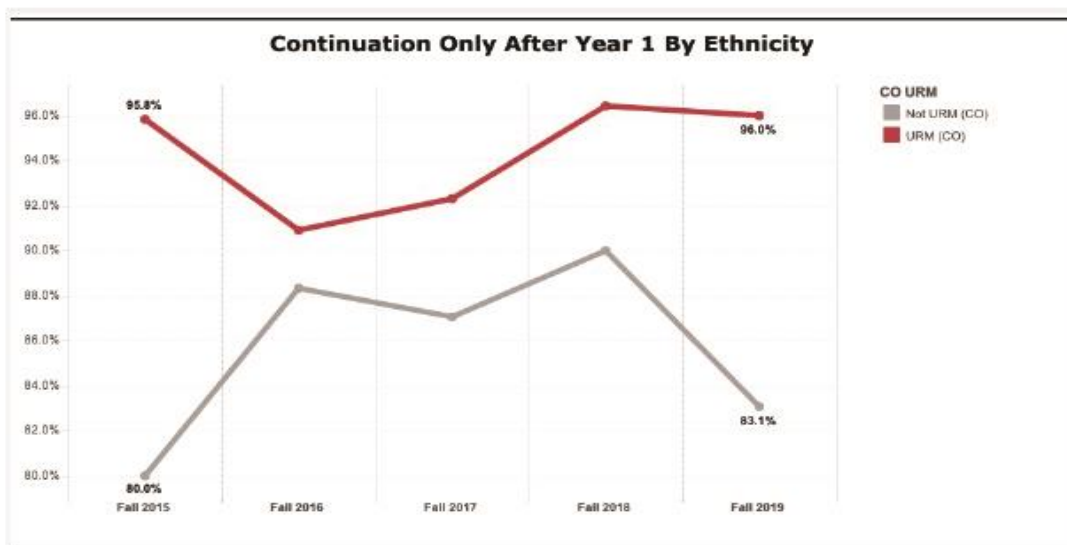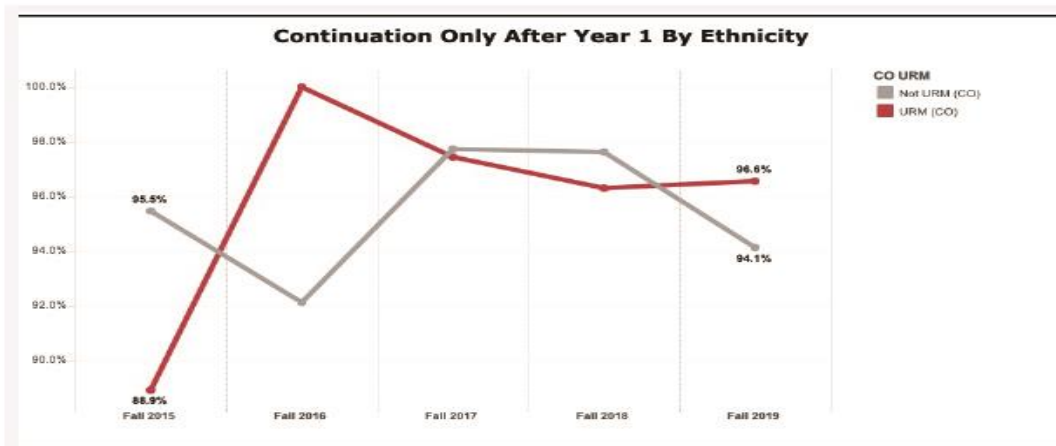
e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity. Accreditation site visit teams 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 school complies with the university's policies on affirmative action, sexual harassment and workplace violence. The university adheres to Title IX. The university has established specific policy statements and complaint resolution procedures for harassment and discrimination. Any member of the university community may report conduct that may constitute sexual harassment, sexual assault or sexual violence. If students, faculty or staff are being subjected to unwelcome sexual advances, requests for sexual favors or subjected to verbal or physical conduct of a sexual nature, they are urged to contact the appropriate authorities. All syllabi include statements about accessibility and other student support services. All new faculty and staff receive training on how to avoid committing harassment and discrimination, and on how to report violations of university policies and the law. Students are informed of their rights and responsibilities, and receive training about filing complaints, policies, and procedures.

SUMMARY:

The unit has a written diversity plan with metrics for achieving an inclusive curriculum, a diverse faculty and student population. The unit's curriculum fosters understanding of issues and perspectives including gender, race, ethnicity and sexual orientation. Faculty has grown more diverse since the 2015 visit, when no faculty member identified as Black. Now there is one full-time shared Black faculty member. Recruiting and retention of overall diverse student populations is a top priority. The university adheres to Title IX and has established specific policy statements and complaint resolution procedures for harassment and discrimination. Any member of the university community may report conduct that may constitute sexual harassment, sexual assault or sexual violence.

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

Table 6. Faculty Populations, Full-time and Part-time

Table 6a: 2020-21 Full-time Faculty

Group	Female	% of Total Faculty	Male	% of Total Faculty
Black/African American	0	0	0	0
White	5	33.33%	3	20%
American Indian/Alaskan native	0	0	0	0
Asian	4	26.67%	0	0
Hispanic/Latino (any race)	1	6.67%	2	13.33%
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Other race	0	0	0	0
International (any race)	0	0	0	0
Total	10	66.66%	5	33.33%

Table 6b: 2020-21, Part-time/Adjunct Faculty

Group	Female	% of Total Faculty	Male	% of Total Faculty
Black/African American	1	4.55%	1	4.55%
White	8	36.36%	7	31.81%
American Indian/Alaskan native	0	0	0	0
Asian	0	0	0	0
Hispanic/Latino (any race)	1	4.55%	2	9.52%
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	1	4.55%	1	4.55%
Other race	0	0	0	0
International (any race)	0	0	0	0
Total	11	60.0	11	100.0

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 School of Journalism and Media Studies follows the overall policies of San Diego State University when it comes to appointing full-time, tenure-track faculty.

The department selects a search committee comprising at least three tenure-track faculty members. The director suggests a search chair who then consults with the director about the two remaining search members. All steps in the process must be approved by the university's Office of Employee Relations and Compliance. After three finalists come to campus, a hiring recommendation is made by the search committee, though the dean makes the final decision. The current dean has not overridden the search committee's recommendation.

The hiring of part-time instructors is less rigorous, based on generic job descriptions though the department has a stable group of adjuncts. There are no formal criteria for the selection of adjuncts, who are chosen by the director on an as-needed basis. The director says he runs by his selection of adjuncts to the full-time faculty who teach in the needed area.

Evaluation of tenure-track faculty for tenure and promotion is based on written criteria found in the JMS governance document. Part-time faculty are also reviewed based on that document.

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

Full-time faculty teach more than 60 percent of the core and required courses, down about 10 percent from four years ago though the department expects those numbers to revert to the previous percentages based on two recent joint hires.

The full-time faculty also is primarily responsible for research activity with what it calls a teacher-scholar model. The governance document mentioned above even lists the premier journals favored by the department though faculty members are free to publish in any journal they feel is appropriate.

Service is expected of all full-time faculty with reduced expectations for those on the tenure-track.

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

The department has 16 full-time tenured and tenure track faculty members and two full-time lecturers.

All 16 have Ph.D.s (one has an Ed.D.). The two lecturers have master's degrees.

Some of the full-time faculty also have extensive professional experience though many come from a purely academic background

The department also has 18 part-time faculty, most with advanced degrees and virtually all with extensive professional experience who serve to complement the scholarly backgrounds of the full-time faculty.

Some members of the faculty and the outgoing dean of the college have suggested that the school consider hiring professors of practice to expose students to more professional expertise.

The university supplies substantial faculty development opportunities through its Center for Teaching and Learning, its Instructional Technology Services and its Digital Humanities Center.

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

Following at least one semester of teaching all faculty members are subject to an annual performance review. The review includes a personal statement, student evaluations, syllabi and reports of classroom visits. Tenured faculty go through a post-tenure review every three years.

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

The faculty has tremendous respect across campus. They are described as nationally known scholars who are friendly and great to collaborate with. One campus administrator called them "brilliant and innovative."

SUMMARY:

The JMS full-time faculty teach the majority of the core classes offered by the school. The scholarly oriented faculty is supplemented by a steady group of adjuncts who bring professional credentials into the classroom. The JMS faculty has enormous respect across campus and by its 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.

San Diego State University is classified as high research by the Carnegie Foundation so it sees faculty research as a critical component for tenure and promotion. As a result, the School of Journalism and Media Studies has a written policy as part of its governance document that spells out the importance of faculty scholarship, with an emphasis on external peer review. As part of that review, most of the weight is placed on refereed journal articles, refereed convention papers and refereed book chapters. The school also lists premier journals that are updated periodically based on the consensus of the faculty (the current list includes 16 journals).

The university encourages this activity through a University Grants Program that provides up to $10,000 awards to junior faculty. In recent years, three faculty members have received five of those grants.

In addition, the College of Professional Studies and Fine Arts, of which JMS is a part, has a mentoring policy that matches tenure-track faculty with senior faculty members.

JMS also encourages faculty travel by generally funding attendance to two conferences per year as well as direct research funding.

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

The governance document clearly spells out the expectations for professional growth and scholarly research with publication in peer-reviewed outlets given the greatest weight. Also considered are major participation in grants and contracts that are competitively awarded. The school also considers professional publications but gives it substantially less weight and specifically says publication in popular or trade press is not sufficient to receive promotion or tenure.

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

The school's Personnel and Peer Review committee use a variety of criteria in assessing promotion and tenure decisions with an understanding that such criteria should be broadly related to topics consistent with their teaching responsibilities and allow each faculty member to explain those research connections. Faculty are asked to describe the thematic links among the published articles they submit for review. The PPR committee also conducts post-tenure review of faculty every five years with elevated criteria based on their senior status.

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

School faculty are active in various scholarly activities presenting to a number of conferences including

AEJMC, BEA, ICA, NCA, the American Academy of Advertising and the International Public Relations Research Conference. However, there appears to be a dearth of professional or practitioner activities that would be beneficial to their students. Only one faculty member presented at the Society of Professional Journalists conference, and there doesn't appear to be any other professional presentations.

Since the last accreditation report the faculty has published an impressive 167 articles in refereed journals and 194 refereed conference papers.

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

The JMS faculty is exceptionally collegial and share teaching and research methods among themselves. One senior university administrator said, "The common theme is intellectual curiosity." Students also say that the classroom is a safe place for them to discuss controversial issues.

SUMMARY:

Despite teaching on a 3-3 load, the JMS faculty is extremely productive when it comes to scholarly activity. The focus of faculty research is on scholarly output as opposed to professional work with suggestions to publish in preferred peer-reviewed journals. There are requirements for such research even past tenure because of post-tenure review.

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

Scholarship, Research, Creative and Professional Activities	Total from Unit *	Individuals			
		Full Professors	Associate Professors	Assistant Professors	Other Faculty * *
Awards and Honors	36	12	18	2	4
Grants Received Internal	13	5	6	2	
Grants Received External	6	3	3		
Scholarly Books, Sole- or Co-authored	1	1			
Textbooks, Sole- or Co-authored	7	6	1		
Books Edited	4	2	2		
Book Chapters	31	22	9		
Monographs	2				2
Articles in Refereed Journals	167	84	65	7	11
Refereed Conference Papers	194	77	71	20	25
Invited Academic Papers	4	4			
Encyclopedia Entries	1	1			
Book Reviews	1		1		
Articles in Non-refereed Publications	221	15			206
Non-juried Creative Works					
Other (please specify)					

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.

At the time of the 2015 site visit, JMS had one faculty adviser — the JMS Advising Coordinator who oversaw the JMS Advising Center. The school utilizes Peer Advising — students trained by the coordinator — to help with advising. In addition to being tasked with administrative duties, the coordinator carried a 2/2 teaching load. While this structure remains in place, JMS has since hired a full-time professional adviser.

Students in each discipline can also easily access detailed checklists available outside advisers' offices that inform them on mandatory courses and helps measure their progress toward graduation. The JMS Advising Coordinator works closely with the university graduation advisor to ensure that JMS seniors have a clear and concise understanding of what their remaining requirements are as they near their final semester at SDSU.

Students also are informed about registration/enrollment deadlines and other pertinent details regarding major requirements and curricular changes through a secure, internal website for comprehensive advising dissemination through the university's Canvas system. The "JMS Homeroom" is accessible only to enrolled JMS students and contains all the advising information students need, including checklists and other downloadable documents, links to important webpages and organized answers to frequently asked questions.

Academic advising is not mandatory at SDSU, unless the student is flagged as encountering academic setbacks. The university is piloting a mitigation program, called Mandatory Advising Project, that is described as "intrusive" advising. An example of intrusive advising comes from the university's Bounce Back Retention program (a spring-semester academic-support course designed to help students get off academic probation). Students in the Bounce Back Retention program are required to meet with an academic adviser each semester to ensure they are on track with their coursework and are progressive accordingly. Similarly, first-generation, low-income or at-risk college students receive personalized advising from SDSU's Office of Educational Opportunities and Ethnic Affairs. The plan is to assess "intrusive" advising for positive impact on students. Struggling students are often referred for advising by their instructors.

b). Faculty are available and accessible to students.

Students commented positively and consistently about their professors who made themselves available regardless of time or day of the week.

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

Students are informed about registration/enrollment deadlines and other pertinent details regarding major requirements and curricular changes through emails, flyers and JMS Homeroom.

As stated above, students must be proactive because advising is not a mandatory component of the university or school.

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.

Student media are independent of JMS.

Many journalism students gain portfolio material by reporting for the independent student publication, the Daily Aztec.

There is an independent student-run radio station, KCR, located on campus. Students design their own radio programming and many choose to do sports, news, entertainment and talk radio, in addition to the traditional news format. KCR programming streams live, online.

Several students noted that JMS does not have its own broadcast facilities, and they wish it did. Students use the facilities of the School of Theatre, Television and Film.

The school supports the following student professional organizations:
- Public Relations Student Society of America
- National Association of Black Journalists
- National Association of Hispanic Journalists
- Asian American Journalists Association
- SDSU Advertising Club
- Society of Professional Journalists
- Kappa Tau Alpha

Other extra-curricular activities include:
- Glen M. Broom Center for Professional Development in Public Relations
- Beyond JMS (described in Standard 3)
- Screening Circle (described in Standard 3)
- IRE Week — launched in spring 2020, IRE (Investigative Reporters and Editors) Week provides a week of workshops all related to investigative journalism, of which students might not get a lot of training in during their SDSU careers. COVID-19 interrupted the 2021 and 2022 iterations. The school intends on bringing it back.

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.

JMS makes publicly available information regarding student retention and graduation rates on its website under Public Accountability. It was last updated in August 2021.

SUMMARY:

A professional advising staff provides students with career and academic advising and requirement for graduation. However, advising is not mandatory. Students have access to a secure, internal website for comprehensive advising dissemination through the university's Canvas system. Students also have extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interest. The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success.

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.

The budget is detailed but most of it is dedicated to salaries and benefits leaving limited unrestricted funds for addressing parts of its strategic plan. The plan acknowledges that fundraising is one of the key goals in order to reach the other goals.

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 PSFA dean allocates state funding for unit budgets according to its number of faculty and staff lines, Full-Time Equivalent Students (FTES) and competitive needs. Because the California State University system is unionized, the salary ranges are determined by the California Faculty Association for faculty, UAW for graduate students and California State Employees Association for staff. The school also receives funding from Continuing Education Revenue Funds (CERF) that are usually used to support travel, Equipment Funds generated from the California Lottery and from Non-State Funds such as interest from endowments and income generated from additional revenue streams.

The school reports a 3.3% increase from AY 2017-2018 ($2,157,989) to AY 2020-2021 ($2,232,411). Table 10, which shows a slight decrease in funding over a three-year period does not include the most recently reported budget year. It is remarkable to note that during a period where higher education budgets across the country have been negatively affected by COVID enrollments and state budget cuts, the school actually increased its budget over the last year. While many schools have hiring freezes, JMS is currently conducting a search for a new advertising faculty member.

The dean of PSFA is transparent with the funding formulas and amounts available to each unit in the college. A table that provided a comparison of funding per unit according to FTES indicates that the school receives a fair and equal amount compared to the other units in the college. Additional resources can be allocated any particular year depending on competitive needs.

Discretionary funds controlled by the unit to meet strategic needs are not plentiful and the director has to be selective and creative to meet these needs. The strategic plan was designed to address needs of the school with the understanding that there would be few additional resources.

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

In the spring of 2019, the school was abruptly uprooted from the building that had been its home for decades. During roof repairs, faculty experienced noxious fumes that caused some adverse health issues. The university decided to remove all faculty from the building the week before spring break and classes and office hours were held virtually for the rest of the semester. The building was off limits to faculty, students and staff while repairs were made. Before the end of the semester, the university provided temporary offices on the top floor of the Adams Humanities building. In the following months, the faculty of JMS ultimately decided to move into and remain in the new building and by fall 2019 the school began operating out of its new home.

It shares this space with two other units that were displaced from the previous building. Interviews revealed that some faculty still feel resentment at the way the situation was handled and miss the home that housed the school for so long. Others appreciate the change, as the new building provides offices with windows and some other amenities such as an open courtyard. The previous building was not without its faults, including no windows and aging HVAC and plumbing issues, but it did provide a strong sense of identity with a central office, renovated digital media labs, adequate storage space, and nearby classrooms. The current building does not have a "front office" space and only one classroom, requiring most faculty to teach in other buildings. The computer labs are currently located in a nearby building and the university has promised that the school will keep control of these rooms and that they will be improved in the future to more carefully match the labs in the previous building.

While the current facilities are not ideal, which is recognized by the school director and college dean, most of the faculty have moved past the loss of the old building, embraced the positive qualities of the new home and are focused on how to make it better. The director has secured more offices, storage space and other areas in the building, created a make-do front office in the hall way, and has worked with art students to paint a mural on an interior wall to help identify the space as the home of the school.

The students were not too concerned about the loss of the previous space. Although the group was made up primarily of juniors and seniors, very few remembered the old space. They said that dealing with COVID over the last two years has been more disruptive to a sense of community than has the change in facilities. Efforts by the school to provide virtual experiences, such as the Beyond JMS webinar that features local and national media professionals talking about careers and the Screening Circle showing films that address difficult themes and issues such as social justice and diversity, have positively impacted the students sense of community with the school.

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.

As mentioned above, the school has three classrooms housed in a separate building that it can use as computer labs. The labs are equipped with 15" iMac Pro laptops that students can check out from a nearby storage room. Faculty and students report that most students use their own computers because the university provides them with free access to the Adobe Creative Cloud suite thanks to a university partnership with Adobe. While the labs are not as nicely designed and furnished as their previous labs, the computer equipment is the same and they are able to meet their course objectives.

Faculty are provided with the computers and software they need for their curriculum preparation, scholarship and creative activities.

Students have access to nine Sony 4K PXW-Z90V and 14 Sony 4K FDR-AX33 video cameras, complete with tripods, light kits and microphones. The school also recently purchased 10 Cannon DSLR kits with lens kits, bags and stands. The video equipment is managed by the equipment checkout room operated by the school of Theater, Television & Film (TTF) but it belongs to JMS. The TTF also has a large television studio and control room with switcher, graphics system and sound board, that it makes available to students in broadcast news courses. The studio has a green infinity wall that allows for students to create virtual news sets. The JMS students also have access to the 15 editing bays controlled by TTF for audio and video editing. While the current arrangement is very amicable and JMS benefits from the expertise of the broadcast engineers in TTF, it desires to have a studio space of its own to give more frequent access to students.

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

The San Diego State University Library offers a variety of services and resources specifically designed to assist the SDSU teaching faculty. These resources include teaching support, research support, and collections. The library has a clearly designed website with clear directions to informational blogs and library references.

SUMMARY:

The unit has a stable budget that is equitable to other units in the college. The budget has allowed it to address its most important resource needs, namely maintaining faculty lines and providing equipment to students. While the current facility is not optimal for its strategic plan and vision, the school director and faculty are adjusting and making the best of the situation.

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.

JMS sends out an alumni newsletter three to four times a year. These newsletters contain a message from the school's director, a round-up of news articles related to the school, its faculty and students, and a list of upcoming events. In addition, the school sends out emails to its alums about 10 times per semester. The school also has an active social media presence.

JMS also launched a new advisory board this past fall with its first in-person meeting scheduled for later this semester.

The school says that local alumni routinely speak to classes and are particularly involved in the school's internship program. Last year the school also created an alumni career week as well as a new weekly series called "Beyond JMS Webinar Series" that showcases successful alums.

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 provides several continuing education activities such as a "How to Cover Race Workshop" in association with the Online News Association and a science writing webinar: "Decolonizing science writing" in association with the San Diego Science Writers Association. The school also has an emphasis on media literacy, including a "Disinfecting Disinformation" webinar series and a media literacy workshop. The school is active in the community and nationally in areas involving journalism, public relations and advertising.

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.

Every full-time member of the JMS faculty is involved in academic associations or service to the industry either as members or in a leadership capacity. Improvement in journalism, public relations, advertising and media studies is a priority for the school, particularly as it relates to each faculty member's research agenda.

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

The school has been very involved in civic engagement through various projects and events. For example, the Glen M. Broom Center for Professional Development in Public Relations created two new databases: the Black Mass Communication Scholar database and the Broom Speakers Bureau, which is in collaboration with a faculty member at Temple University.

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

The school's involvement with scholastic journalism has been sporadic and usually just one-time events as opposed to a consistent relationship. Even their one sustained effort—creating an after-school journalism club at a local middle school—has been put on hold. JMS said it has begun to develop new relationships with area high schools through a new initiative called Ignite Journalism that is designed to bring journalistic education to those local high schools that don't have journalism programs.

SUMMARY:

Professional and public service appears to be part of the school's DNA, and it is involved with several scholarly associations and local and national workshops. The new director is in the process of creating a new alumni advisory board as well as having the school become more involved in local scholastic journalism efforts.

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

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance regarding 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)?

A full-time tenured professor is designated as the assessment coordinator. While the school does not have a formal assessment committee, faculty are involved in reviewing assessment data in a spring meeting.

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

The school maps all core and required courses across five curriculum matrices. Matrices include: 1) school-wide (core curriculum); 2) Journalism; 3) Public Relations; 4) Advertising; and 5) Media Studies. Each matrix lists and maps required courses across the 12 ACEJMC professional values and competencies to correlate learning outcomes with syllabi. In 2018, the school added three reference markers to indicate the specific outcomes expected at each level of the courses: Introduced – I; Developed – D; and, Mastered – M.

The matrices provide useful reference points for course development and teaching, although they are not linked to direct assessment methodology.

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

Faculty are responsible for aligning course learning outcomes in their syllabi with ACEJMC values and competencies. Most of the required courses assessed in the pre- and post-survey administered every semester link to learning outcomes and ACEJMC values and competencies. Some syllabi including electives or courses taught by adjuncts do not include ACEJMC values and competencies and/or learning outcomes

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 administers a pre-test/post-test online each semester as a direct assessment. The test benchmarks student performance on degree learning outcomes before students are admitted to the major, usually enrolled in JMS 200 (Introduction to Contemporary Media) and when students are near graduation in all four different capstone classes, as part of graduation requirements. The test includes questions that assess learnings from the core curriculum and includes five questions specific to each area of emphasis.

The school also uses evaluation of student internship portfolio presentations as a direct assessment measure. Because the school does not require an internship or that students take an internship course, this direct assessment measure does not cover all students.

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

Alumni are surveyed regularly about how well the program prepared them for their careers. Alumni and media professionals in the community also participate in two- to three-person panels to evaluate students' professional skills and competencies, with results shared with the internship coordinator and school leaders. The school uses information on learning perceptions to adjust curriculum and to identify areas of opportunity for increased engagement with alumni.

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

The pre-test/post-test correlates to ACEJMC professional values and competencies and to syllabi in the required courses included in assessment.

The current assessment may not address larger opportunities to hear and understand student experience, concerns or needs beyond specific, granular areas of learning, including values and competencies. While the assessment instruments capture valuable quantitative data on both direct and indirect measures, an over-reliance on quantitative data coupled with weakened efforts to gather and incorporate qualitative feedback could miss findings that could benefit the school, faculty and students, particularly in assessing student skills and competencies.

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 pre-test/post-test uses rigorous statistical analysis to identify under-performing questions and areas. This data is then discussed among the faculty in the emphasis areas to identify ways of improving learning.

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

Due to the lack of a required internship, the assessment coordinator closely worked with the internship coordinator regarding assessment of student professional skills and competencies. "Although our results have consistently shown student excellence in professional skills and competencies, we regularly gather feedback from our student body."
• How does the unit decide how to address these areas of concern and what actions did it take to do so?

The assessment coordinator meets with faculty in the spring to review assessment results and discuss recommended changes to the survey instrument and to brainstorm and address ways in which the learning outcomes, values and competencies can improve. Faculty then use the survey as input to improve course content and to coordinate with learning outcomes.

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

The assessment coordinator provides continuous monitoring of questions for statistical standards of reliability. The faculty review assessment data to discuss ways to improve all aspects of the school's curriculum, advising, teaching and internship offerings.

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

The current assessment program focuses heavily on student tests of knowledge. Due to this focus, the program relies on statistical analysis to identify under-performing questions, with subsequent adjustments to questions to provide increased statistical reliability for the assessment survey. Faculty review assessment results and discover areas where content may need additional emphasis or revisions.

Due to the current assessment program's focus on survey data and quantitative nuances, assessment may lack insight into the quality of some aspects of student learning, particularly in the area of skills and performance.

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

The school conducts an alumni survey about every two years to examine alumni perceptions of their learning experiences, monitor alumni levels of identification and engagement with the school, and identify ways to communicate with and cultivate an engaging alumni community. Information on the perceptions of learnings and skills are valuable to faculty and advisers.

Faculty interviewed report that the alumni surveys are one of the two most helpful assessments to them, the other being the portfolio reviews conducted during the internship class.

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

Professionals and alumni assist in portfolio presentation reviews to assess students' professional skills, knowledge, competencies and overall professional preparedness. Panels of media professionals and alumni evaluate students in the internship course and conduct mock job interviews. Students make eight- to 10-minute presentations, supported by resumes and screen displays of their e-portfolios. Two to three media professionals rate each student presentation using a form that evaluates student learning outcomes with nine questions.

Alumni also serve as professional advisors to student club, can participate as mentors to students and often serve as adjunct professors. Faculty and school leadership gather input from alumni and professionals to provide course development feedback. For example, the Glen M. Broom Center for Professional Development hosts an annual colloquium on timely social and professional issues, an event that enables alumni and media and public relations professionals to gather to discuss issues and share feedback on skills and competencies on industry demand.

The assessment coordinator has been particularly involved with developing assessments for public relations, including involving professional input and feedback.

SUMMARY:

The school competently assesses learning outcomes in according with ACEJMC values and competencies. The school uses a pre-test/post-test administered each semester and administers an alumni survey and portfolio reviews for students enrolled in the internship course.

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

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

1. An energetic, innovative, visionary new leader who listens to and collaborates with faculty to help shepherd it to the next level.

2. Hard working and collegial faculty who are productive scholars as well as good teachers.

3. Innovative initiatives that address important issues in the community such as social justice, underrepresented groups, border towns and bilingual story-telling.

4. Intellectually curious students who actively participate in their learning and demonstrate their abilities across campus.

Weaknesses

1. Facilities that don't adequately meet the current needs or future plans of the school.

2. Full-time faculty members miss out on opportunities for professional and creative work because of the strong focus on scholarly research activities.

3. An overreliance on quantitative data from tests and surveys for assessment of knowledge while missing some opportunities to gather and analyze more qualitative data on skills.

4. Many students graduate without professional experience and suggested they would like professional internships to be required.

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

NA

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

NA

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

NA

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

NA

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

NA

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.

A good narrative, wordy at times, that provided an accurate portrayal of the school and its current situation.