Report of ACEJMC Evaluation

Undergraduate program
2021–2022

Name of Institution: **Texas State University**

Name and Title of Chief Executive Officer: **Denise Trauth**

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

Name and Title of Administrator: **Judy Oskam**

Date of 2021-2022 Accrediting Visit: **Jan. 30-Feb. 2, 2022**

Date of the previous accrediting visit: **2014**

Recommendation of the previous site visit team: **Re-accreditation**

Previous decision of the Accrediting Council: **Re-accreditation**

Recommendation by 2021-2022 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair
Name and Title: **Peter Bhatia**
Organization/School: **Editor, Detroit Free Press**

Signature

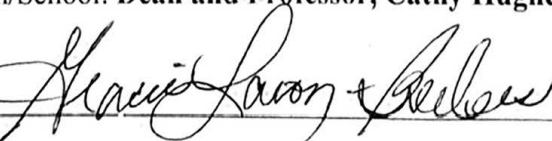**Team Member**
Name and Title: **Heidi de Laubenfels**
Organization/School: **Arcus Pace communications, Seattle**

Signature

Team Member
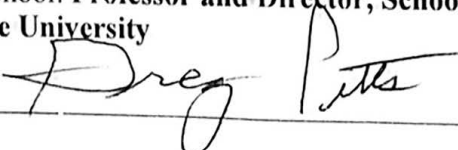Name and Title: **Gracie Lawson-Borders**
Organization/School: **Dean and Professor, Cathy Hughes School of Communications, Howard University**

Signature

Team Member
Name and Title: **Greg Pitts**
Organization/School: **Professor and Director, School of Journalism and Strategic Media, Middle Tennessee State University**
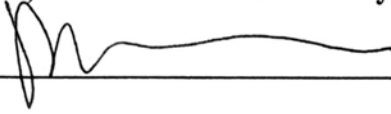
Signature

Team Member
Name and Title: **Jessica Pucci**
Organization/School: **Senior Associate Dean, Walter Cronkite School of Journalism and Mass Ciommunication, Arizona State University**

Signature _____

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

 All on site_____

Name of Institution: Texas State University

Name of Unit: School of Journalism and Mass Communication

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
_X_ Southern Association of Colleges and School Commission on Colleges
___ Western Association of Schools and Colleges

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

___ Private
_X_ Public
___ Other (specify)

2. 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.

Texas State University receives degree-granting authority through the Texas Higher Education Coordinating Board (THECB) and the Texas State University System (TSUS), two boards empowered by the State of Texas. This narrative provides evidence of compliance by highlighting statutes recorded in the Texas Education Code that grant authority to the THECB and the TSUS and describing Texas State's relationship with the THECB and the TSUS.

Governance in the State of Texas is vested in the hands of an elected state house of representatives, state senate, and governor. Approved statutes related to education are compiled in the Texas Education Code. Chapter 61, Section 61.051, of the Texas Education Code indicates that the THECB is "the highest authority in the state in matters of public higher education and is charged with the duty to take an active part in promoting quality education in the various regions of the state." The section also defines the THECB's responsibility for authorizing "the initiation, consolidation, or elimination of degree or certificate programs" providing that "No new department, school, degree program, or certificate program may be added at any public institution of higher education except with specific prior approval of the board"

3. 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 full accrediting visit; if there was a revisit, give the date of the last full visit and the date of the revisit: November 16-19, 2014.

When was the unit or sequences within the unit first accredited by ACEJMC? 2003

4. Insert here the unit's mission statement. Statement should give date of adoption and/or last revision.

The mission of the School of Journalism and Mass Communication is to pursue excellence. Our programs strive to cultivate strong professional, research, theoretical, critical, and ethical skills in a diverse and engaging environment that prepares students to be socially responsible media professionals, scholars, and citizens. *Last revised in 2008. Reviewed annually*.

5. What are the type and length of terms?

Number of weeks in a semester: 16
 Number of weeks in a quarter: N/A
Number of weeks in summer sessions: 5 (most common) and 8 & 10 weeks
Number of weeks in Intersessions: N/A

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

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

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

Degree programs
    B.S., Advertising
    B.S., Digital Media Innovation (established in 2016)
    B.S., Electronic Media
    B.S., Journalism
    B.S., Public Relations
    B.A., Mass Communication

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

120 semester hours

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

Students may earn a maximum of six semester credit hours for all internship experiences.

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

Name of Sequence or Specialty	Person in Charge
Advertising	Jenny Buschhorn
Digital Media Innovation	Jon Zmikly
Electronic Media	Tim England
Mass Communication	David Nolan
Journalism	Kym Fox
Public Relations	Jennifer Scharlach

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

Fall 2021 -- 26,527 full-time undergraduate students.
Fall 2020 -- 26,536 full-time undergraduate students.

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

Name of Sequence or Specialty	Undergraduate majors in Fall 2021
B.S., Advertising	357
B.S., Digital Media Innovation	226
B.S., Electronic Media	275
B.S., Journalism	150
B.S., Public Relations	430
B.A., Mass Communication	118

Pre-majors

Pre-Advertising	132
Pre-Digital Media Innovation	65
Pre-Electronic Media	85
Pre-Journalism	60
Pre-Public Relations	114
Pre-Mass Communication	57
Total Undergraduate	2,069

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 the list as needed for spring 2023 visits.

Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Fall 2021

Course	Course Title	Section	Enrollment	Method
MC 1313	Media Writing	7	20	On-campus
MC 1313	Media Writing	9	20	On-campus
MC 1313	Media Writing	11	19	On-campus
MC 1313	Media Writing	28	20	On-campus
MC 1313	Media Writing	29	18	On-campus

MC 1313	Media Writing	30	20	On-campus
MC 3306	Writing for Electronic Media	1	19	On-campus
MC 3306	Writing for Electronic Media	2	19	On-campus
MC 3306	Writing for Electronic Media	3	18	On-campus
MC 3311	Video Production	L01	14	On-campus
MC 3311	Video Production	L02	14	On-campus
MC 3311	Video Production	L03	15	On-campus
MC 3312	Television News	L01	14	On-campus
MC 3312	Television News	L02	13	On-campus
MC 3312	Television News	L03	13	On-campus
MC 3312	Television News	L04	12	On-campus
MC 3313	Foundations of PR Writing	2	19	On-campus
MC 3313	Foundations of PR Writing	6	20	On-campus
MC 3321	News Writing and Reporting 1	1	17	On-campus
MC 3321	News Writing and Reporting 1	3	18	On-campus
MC 3390	Media Design	2	19	On-campus
MC 3390	Media Design	3	19	On-campus
MC 3390	Media Design	4	20	On-campus
MC 3390	Media Design	5	20	On-campus
MC 3390	Media Design	6	19	On-campus
MC 3390	Media Design	7	19	On-campus
MC 4313	Advanced Writing for PR	2	13	On-campus
MC 4313	Advanced Writing for PR	4	12	On-campus
MC 4313	Advanced Writing for PR	5	10	On-campus
MC 4313	Advanced Writing for PR	12	16	On-campus
MC 4315	Web Design & Publishing	10	18	On-campus
MC 4315	Web Design & Publishing	11	18	On-campus
MC 4323	Multimedia Journalism	3	17	On-campus
MC 4324	Visual Storytelling	1	18	On-campus

Course	Course Title	Section	Enrollment	Method
MC 4324	Visual Storytelling	3	18	On-campus
MC 4324	Visual Storytelling	4	18	On-campus
MC 4324	Visual Storytelling	8	19	On-campus
MC 4325	Coding and Data Skills for Comm.	2	11	On-campus
MC 4337	Data Journalism	1	17	On-campus
MC 4343	Immersive Storytelling	1	18	On-campus

Note: Online meets 100% online. Online (Hybrid) meets online one class period a week and on campus one class period a week.

Course	Course Title	Section	Enrollment	Method
MC 1313	Media Writing	82	19	Online
MC 3313	Foundations of PR Writing	4	20	Online
MC 3390	Media Design	1	20	Online
MC 4315	Web Design & Publishing	6	18	Online
MC 4315	Web Design & Publishing	8	19	Online
MC 1313	Media Writing	81	20	Online
MC 1313	Media Writing	83	19	Online
MC 3306	Writing for Electronic Media	80	19	Online
MC 3313	Foundations of PR Writing	5	19	Online
MC 3383	Editing and Managing Content	4	18	Online
MC 3383	Editing and Managing Content	5	20	Online
MC 4304	Advertising Portfolio	1	10	Online
MC 4313	Advanced Writing for PR	3	15	Online
MC 4313	Advanced Writing for PR	11	15	Online
MC 1313	Media Writing	6	20	Online (Hybrid)
MC 3383	Editing and Managing Content	2	20	Online (Hybrid)
MC 4312	Photojournalism	1	18	Online (Hybrid)
MC 4312	Photojournalism	2	18	Online (Hybrid)
MC 4312	Photojournalism	3	18	Online (Hybrid)
MC 4313	Advanced Writing for PR	6	11	Online (Hybrid)
MC 4315	Web Design & Publishing	1	18	Online (Hybrid)
MC 4315	Web Design & Publishing	12	9	Online (Hybrid)
MC 4323	Multimedia Journalism	1	18	Online (Hybrid)
MC 4323	Multimedia Journalism	4	15	Online (Hybrid)
MC 4323	Multimedia Journalism	5	20	Online (Hybrid)
MC 4325	Coding and Data Skills for Comm.	1	12	Online (Hybrid)
MC 4337	Data Journalism	2	19	Online (Hybrid)
MC 4338	Advanced Ad Copy and Layout	1	17	Online (Hybrid)
MC 4338	Advanced Ad Copy and Layout	2	19	Online (Hybrid)
MC 4357	Sports as News	1	18	Online (Hybrid)

Spring 2021

Course	Course Title	Section	Enrollment	Method
MC 1313	Media Writing	252	20	On-campus
MC 1313	Media Writing	254	19	On-campus
MC 1313	Media Writing	258	19	On-campus
MC 1313	Media Writing	265	19	On-campus
MC 1313	Media Writing	267	18	On-campus
MC 1313	Media Writing	272	18	On-campus
MC 3306	Writing for Electronic Media	255	18	On-campus
MC 3312	Television News	L01	12	On-campus
MC 3312	Television News	L02	10	On-campus
MC 3312	Television News	L03	13	On-campus
MC 3312	Television News	L04	15	On-campus
MC 3312	Television News	L05	13	On-campus
MC 3313	Foundations of PR Writing	251	20	On-campus
MC 3313	Foundations of PR Writing	252	19	On-campus
MC 3313	Foundations of PR Writing	253	20	On-campus
MC 3390	Media Design	253	19	On-campus
MC 3390	Media Design	256	17	On-campus
MC 3390	Media Design	257	17	On-campus
MC 3390	Media Design	261	19	On-campus
MC 4312	Photojournalism	251	18	On-campus
MC 4312	Photojournalism	252	18	On-campus
MC 4312	Photojournalism	253	19	On-campus
MC 4313	Advanced Writing for PR	262	18	On-campus
MC 4313	Advanced Writing for PR	263	19	On-campus
MC 4315	Web Design & Publishing	252	19	On-campus
MC 4315	Web Design & Publishing	254	17	On-campus
MC 4315	Web Design & Publishing	255	19	On-campus
MC 4324	Visual Storytelling	251	19	On-campus
MC 4324	Visual Storytelling	252	19	On-campus
MC 4324	Visual Storytelling	254	20	On-campus
MC 4324	Visual Storytelling	255	19	On-campus
MC 4325	Coding and Data Skills for Comm.	251	13	On-campus
MC 4336G	Virtual Reality and 360 Video	251	20	On-campus
MC 4337	Data Journalism	251	15	On-campus
MC 4357	Sports as News	251	19	On-campus

Course	Course Title	Section	Enrollment	Method
MC 1313	Media Writing	256	20	Online
MC 1313	Media Writing	268	20	Online
MC 1313	Media Writing	271	19	Online
MC 1313	Media Writing	273	19	Online
MC 3306	Writing for Electronic Media	251	19	Online
MC 3306	Writing for Electronic Media	253	18	Online
MC 3306	Writing for Electronic Media	254	19	Online
MC 3312	Television News	L01	12	Online
MC 3312	Television News	L02	10	Online

MC 3312 Television News	L03	13	Online
MC 3312 Television News	L04	15	Online
MC 3312 Television News	L05	13	Online
MC 3313 Foundations of PR Writing	254	20	Online
MC 3313 Foundations of PR Writing	255	20	Online
MC 3321 News Writing and Reporting 1	252	18	Online
MC 3321 News Writing and Reporting 1	254	17	Online
MC 3383 Editing and Managing Content	254	19	Online
MC 3383 Editing and Managing Content	261	19	Online
MC 3383 Editing and Managing Content	262	18	Online
MC 3390 Media Design	251	18	Online
MC 3390 Media Design	252	19	Online
MC 3390 Media Design	260	20	Online
MC 4304 Advertising Portfolio	251	14	Online
MC 4313 Advanced Writing for PR	255	19	Online
MC 4313 Advanced Writing for PR	258	19	Online
MC 4313 Advanced Writing for PR	259	19	Online
MC 4313 Advanced Writing for PR	261	20	Online
MC 4313 Advanced Writing for PR	264	19	Online
MC 4315 Web Design & Publishing	256	16	Online
MC 4315 Web Design & Publishing	257	18	Online
MC 4315 Web Design & Publishing	258	19	Online
MC 4323 Multimedia Journalism	254	18	Online
MC 4323 Multimedia Journalism	255	18	Online
MC 4323 Multimedia Journalism	256	17	Online
MC 4323 Multimedia Journalism	257	19	Online
MC 4324 Visual Storytelling	253	20	Online
MC 4324 Visual Storytelling	256	20	Online
MC 4324 Visual Storytelling	257	18	Online
MC 4325 Coding and Data Skills for Comm. 252		19	Online
MC 4337 Data Journalism	252	16	Online
MC 4338 Advanced Ad Copy and Layout	251	15	Online
MC 4338 Advanced Ad Copy and Layout	252	14	Online

Total expenditures planned by the unit for the 2021–2022 academic year: $3,471,852.00.
Give percentage increase or decrease in three years:

FY 2020: no change from FY 2019

FY 2021: 10% decrease. The 10% decrease was because of the pandemic and became a permanent budget cut. In April 2021, the University extracted 50% of all Maintenance and Operating accounts from all units.

FY 2022: 9.5% increase from FY 21, but less than FY 2020. It should be noted that the majority of the unit's Electronic Course Fee revenue was diverted to backfill faculty salaries because of the pandemic.

Amount expected to be spent this year on full-time faculty salaries: $1,307,798.00.

16. 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.

Robert Bajackson	Senior Lecturer
Terry Bertling	Senior Lecturer
Nandini Bhalla	Assistant Professor
Dale Blasingame	Assistant Professor of Practice
Harry Bowers*	Senior Lecturer
Gene Brenek	Lecturer
Jenny Buschhorn	Associate Professor of Practice
Daniel Carter	Assistant Professor
Eraldo Chiecchi	Associate Professor of Practice
Clay Craig	Associate Professor
Michael Devlin	Associate Professor
Michele Dickens	Lecturer
Tim England	Associate Professor
Laurie Fluker*	Associate Professor
Allison Forbes	Assistant Professor
Kym Fox	Professor of Practice
Tom Grimes	Professor
Michel Haigh	Professor
Vanessa Higgins	Associate Professor
Amber Hinsley	Assistant Professor
Jessica James	Senior Lecturer
Kelly Kaufhold	Associate Professor
Chuck Kaufman*	Senior Lecturer
Youjeong Kim	Associate Professor
Laura Krantz*	Senior Lecturer
Gilbert Martinez	Senior Lecturer
Alexander Muk	Associate Professor
Prisca Ngando	Assistant Professor
David Nolan	Professor of Practice
Judy Oskam*	Professor
Debra Price	Senior Lecturer
Sandhya Rao	Professor
Cindy Royal	Professor
Jennifer Scharlach	Assistant Professor of Practice
Daniel Schumacher*	Senior Lecturer
Dan Seed	Assistant Professor of Practice
Sara Shields	Lecturer
Denise Trauth*	Professor
Paul Villagran	Assistant Professor of Practice
Jon Zmikly	Senior Lecturer

*Bowers, Kaufman, Krantz, Oskam, Schumacher and Trauth are listed as full-time faculty because they have full-time appointments, but they serve additional roles at the university. Bowers serves as the associate director and senior undergraduate academic advisor and teaches only quarter time.

Kaufman is the Internship, Scholarship and Career Development Coordinator and teaches only quarter time. Oskam serves as the director and teaches only quarter time.

Krantz is the director of student publications (adviser for the student newspaper) and Schumacher is the general manager of KTSW 89.9-FM, the student radio station – both are listed as one-quarter faculty. Fluker serves as an associate dean in the College of Fine Arts and Communication and teaches halftime in the fall semesters and quarter-time in the spring semesters. Trauth is the university president and does not teach.

Full time temporary*: N/A

17. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list names of part-time faculty teaching spring 2022. (If your school has its accreditation visit in spring 2023, also provide the spring 2023 adjunct list in the updated information.)

Fall 2021

75% FTE

Bruce Gaultney	Lecturer
Rodolfo Gonzalez	Lecturer of Practice
Courtney Lyons-Garcia	Lecturer (temporary)

25%-50% FTE

Kathryn Arnold	Lecturer
Abbigail Gray	Lecturer
Salwa Khan	Lecturer
Lindy Kosmitis	Lecturer (Full-time English, part-time SJMC)
Mariella Krause	Lecturer
Brent Ladd	Lecturer
Anna Mazurek	Lecturer
Alannah Morales	Lecturer
Lorna Stafford	Lecturer
Rafael Vela	Lecturer
Susan Weill	Associate Professor (modified retirement)

Spring 2022

75% FTE

Bruce Gaultney	Lecturer
Rodolfo Gonzalez	Lecturer of Practice
Courtney Lyons-Garcia	Lecturer (temporary)

25%-50% FTE (As of 12/6/21. A couple of per-course are still TBD)

Kathryn Arnold	Lecturer
Abbigail Gray	Lecturer
Lindy Kosmitis	Lecturer (Full-time English, part-time SJMC)
Mariella Krause	Lecturer
Brent Ladd	Lecturer
Anna Mazurek	Lecturer
Bryan Miller	Lecturer
Lorna Stafford	Lecturer
Susan Weill	Associate Professor (modified retirement)

19. **Schools on the semester system:**

For each of the last two academic years, please give the total number of graduates.

	Total Graduates
2020-2021 academic year	654
2019-2020 academic year	570

PART II — Standard 1: Mission, Governance and Administration

Texas State University was founded in 1899 as a teacher's college. Today, with 38,000 students and a growing place in Texas higher education, it aspires to become an R1 research institution. It serves as the major institution in the Texas State system, which also includes Sul Ross University, Lamar University and Sam Houston State University.

Its several names over time illustrate its evolution. It opened its doors in 1903 as Southwest Texas State Normal School. Subsequently, it became:

- 1918: Southwest Texas State Normal College
- 1923: Southwest Texas State Teachers College
- 1959: Southwest Texas State College
- 1969: Southwest Texas State University
- 2003: Texas State University-San Marcos
- 2013: Texas State University

Its most famous alum – Lyndon Baines Johnson, class of '30 – is credited with having helped nudge the university to offer its first journalism courses.

Quoting from the self-study:

As the story goes, Johnson took advantage of his friendship with university President Cecil Eugene Evans and convinced the university to offer the first journalism classes through the department of English. Whether instigated by Johnson or not, those early courses taught by employees of the university printing and publicity operations led eventually to a Department of Journalism, established in 1948.

LBJ was summer editor of the University Star, the student paper (which is still published today and dates to 1911) in summer of 1928 and 1929, a fact noted on a plaque of University Star editors displayed in the school.

The university proudly takes note that Texas State is the only university in Texas to have a president of the United States as an alum. (The Bushes went to the Ivy League.)

The current director of the School of Journalism and Mass Communication has served since 2012 and is in her third term. The school resides in Old Main, a magnificent Victorian building situated on top of Chautauqua Hill, a high point in the up-and-down campus on the edge of the Texas Hill Country in San Marcos, between Austin and San Antonio.

The school is the largest academic unit within the College of Fine Arts and Communication, also home to the School of Art and Design, the School of Music and the departments of Theatre and Dance, and Communication Studies.

Texas State is a majority minority university. In 2020, the university was 43% Latino. The school is also majority minority and has about 2,000 majors and pre-majors in its programs and offers bachelor's degrees in Advertising, Digital Media Innovation, Electronic Media, Journalism, Public Relations, and

Mass Communication. As is commonplace these days, Advertising and Public Relations have the largest enrollments. The school has a professional master's program (not up for review) and aspires to start a Ph.D. program.

Since 2005, Texas State also has offered bachelor's and graduate-level courses in Round Rock, Texas, at the Texas State Round Rock campus north of Austin.

The pandemic has roiled life at Texas State and the school, as it has everywhere. Students and faculty were returning to campus after a two-week online start to the semester as the site team was on campus. It was a joyful noise heard in the halls as faculty and students returned.

In general, the school has survived the pandemic well, showing its skill with virtual education. It escaped budget cuts thanks to planned retirements, a voluntary separation program, and the redirection of Electronic Course Fee reserves to faculty salaries (a move required by the university). Previously, those fees went to equipment, lab upgrades and other academic purposes, such as faculty travel. The school was able to hire four new faculty in the current academic year.

While this is a well-led, well-executed program, it, like all programs, is stressed by the impact of the pandemic.

Current concerns include:

- COVID-caused increases in teaching load for research and tenure-track faculty. Most are now on 3-3.
- Enrollment growth and its impact on faculty and availability of classes.
- The school has far exceeded the capacity of its small support staff. As a result, administrative work is being pushed onto the leadership and faculty that detracts from the larger academic mission of the school and the university.

A telling quote from the faculty/staff member who supervises the student radio operations: "It feels like I have to prioritize my administrative work over student interaction; it has to get done either way, so either I'm away from the students, or I prioritize the student time, then I'm paying for it at the end of the day (when he has to catch up with administrative work). And I wish I had more time for my own training so that I could actually teach students better." The administration approved the hiring of a new lecturer to assist with the student radio station, starting fall 2022.

- Budget concerns caused by the ECF change, although the provost said no hires made with those funds are in peril.

The school offered its own assessment of strengths and weaknesses in the self-study:

Strengths
Because our unit was already a campus leader in online and hybrid teaching, our faculty were well positioned to move all courses online when the pandemic hit. Faculty used innovative approaches to successfully meet learning outcomes.

The pandemic tested our students, faculty, staff, and administrators both personally and professionally. Despite challenges, our faculty and staff performed heroically to keep students engaged and enrolled. In addition to classes, faculty organized online student events, virtual graduation ceremonies and online networking opportunities.

Strong program coordinators take an active role in advancing curriculum and attracting part-time faculty with professional industry expertise.

Like the university, our unit values diversity, equity, and inclusion. Since the last reaccreditation visit, we have increased the number of diverse tenure track candidate offers and faculty hires. A recent strategic search resulted in a diverse associate professor of practice hire.

Since our last reaccreditation visit, five faculty were converted from lecturer lines to assistant professor of practice rank.

In Fall 2019, the scope of the SJMC advisory board was amended to focus on fundraising and development activities. Financial support for the unit has increased. The $1 million Mary Rose Brown Endowed Scholarship started awarding scholarships in 2017-2018. Since 2015, planned estate SJMC gifts have increased by $940,000. Endowed Scholarship Distributions: FY17 $65,156, FY20 $102,572 (approx.).

More academic space was created with the development of the Media Innovation Lab in 2016. Space changes included a teaching computer lab, an open lab for students, student lounge and faculty office. In addition, a news lab was created in Old Main 314 for students in the Electronic Media program. A creative work space (New Idea Lab) was created for Ad/PR students.

Weaknesses
Space challenges. We recognize that while our building may be inadequate to alone house all of our programs, courses, labs, offices and initiatives, our university has been generous with resources for equipment and technology, space, and program support. We have been resourceful in our design and utilization of courses, classrooms and labs.

Electronic Course Fee funding. Since the pandemic, the university now requires that our electronic course fees are allocated for faculty salaries. This leaves no funding for strategic initiatives.

Increasing the number of full-time faculty would provide more stability for our program.

The upcoming strategic planning cycle, scheduled for Fall 2022, will allow faculty the chance to collaborate on the vision and direction for the school. This will be an important opportunity for faculty to come together and agree on the vision for the unit moving forward.

How do other schools and departments with affiliated university student newspapers balance the mission of the academic unit and an independent student-run news operation? In the history of our program, The University Star has never been an academic lab newspaper but is considered part of the School of Journalism and Mass Communication.

This site-team report is based on the new eight standards adopted by the Accrediting Council to take effect in the 2022-23 academic year. Texas State's School of Journalism and Mass Communication served as a trial run for the new standards.

Unit performance with regard to indicators:

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

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

The Mission Statement is prominently displayed on the school's web site:
The mission of the School of Journalism and Mass Communication is to pursue excellence. Our programs strive to cultivate strong professional, research, theoretical, critical and ethical skills in a diverse and engaging environment that prepares students to be socially responsible media professionals, scholars and citizens.

The strategic plan does not appear to be on the site, but plays a prominent role for the school itself and as a part of the college.

The strategic plan is an aspirational document that seeks to push the school forward on the campus and in its effectiveness preparing students. COVID has limited some of the full potential of the plan and a new strategic planning cycle will begin soon, offering the school an opportunity to seize on current situations and opportunities. The plan is largely in the hands of the director, whose effectiveness in getting things done for the school is well-documented.

Summary of its key components, using the plan's language with comments from the site team in italics):

1. Enhance and expand the graduate program education in the School of Journalism and Mass Communication. In addition to our outstanding master's program that has a thesis track, we plan to increase enrollment by providing innovative professionally oriented graduate courses and programs. The School of Journalism and Mass Communication, with courses and support as appropriate from other academic units in the college and the university, is exploring market demand for a Ph.D. in Media Innovation & Education. *(Because of the pandemic, the university put all Ph.D. program proposals on hold. Efforts for a collaborative effort with Communication Studies have thus far been unsuccessful.)*

2. Enhance the undergraduate teaching and learning experience for students and faculty. Faculty will advance our professionally focused curriculum while implementing fiscally responsible control measures to effectively manage our large enrollment. Implementing measures requiring students to reach full major status earlier would benefit the unit and our students. *(This has occurred with new admission standards – lower GPA for admittance and suspension of grammar requirement in part to facilitate student progress to a degree.)*

3. As recommended in our 2008 and 2014 ACEJMC site visit reports, we continue to improve and expand instructional, research, lab, studio, faculty, graduate student, student media and student organization space. To accommodate high enrollment in the School of Journalism and Mass

Communication and meet industry standards, faculty request that a single dedicated space for the entire School be included on the Texas State University Master Plan. During this cycle, we are requesting: the completion of the KTSW move to Trinity by renovating the former 3rd floor KTSW studio space and relocating the broadcast computer lab to the renovated studio space; and audio editing bay and repurpose Old Main 322, 324 and 326 into graduate student office space; the renovation of Old Main room 234 into a flexible, modern classroom, etc. *(Extensive renovation has provided more space for student media operations, a Media Innovation Lab, a TV news lab, a New Idea Lab (Ad/PR creative space) and computer labs.)*

4. Continue to build and support a collaborative research culture in the School of Journalism and Mass Communication by providing resources for faculty and students. Meet or exceed College and University Professional Association for Human Resource (CUPA) listed salary for all faculty. Funding is needed for the maintenance and operation of the Media Innovation Lab and development of additional lab space focusing on entrepreneurial and experimental application of media practice and research (augmented/virtual reality, simulation, game development, strategic communication, visual cognition, eye tracking). *(Progress made, but a work in progress.)*

5. Increase visibility and support for the School of Journalism and Mass Communication and work towards a future College of Media & Communication. In coordination with the dean of Fine Arts and Communication and the Office of Development, continue to advance advisory council and alumni engagement to name the School, fund signature programs and endowed chairs, naming the Media Innovation Lab & a Center for Student Media, increase student scholarships and expand partnership opportunities with industry. *(Success on scholarships thanks to generous gifts. Alumni engagement and donations have increased.)*

The school is also part of the college's separate strategic plan, with some overlapping goals.

(b) 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.

Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

The director, now in her third four-year term, has strong support from central administration, her boss (the college's dean), colleagues around campus, in the alumni community and from her faculty. She gets credit as a problem-solver, innovator, for her future vision, and dedication to students and the professions the school serves. She lobbies her dean and the provost's office with passion for resources for her school. Her school is known for its collaborative and can-do spirit, which flows from the director.

She is relentlessly creative with the school's funds, as in the use of the ECF funds to buy equipment and fund faculty travel (now ended). She is known for finding fiscal workarounds.

As one person put it: "(Her) first answer is never 'no.' She's very resourceful. She will find the funding."

Words that came up to describe the director and associate director included: helpful, accessible, approachable, responsive. Willing to provide (faculty) with autonomy. The associate director is a longtime member of the faculty and is an administrator, adviser and lecturer. Faculty and students know he can fix any problem.

Even one faculty member who is generally critical of the director concedes: "I've never seen a unit manager as effective at internal personal relationships. She is a delight to be around."

From outside the school:

"Her energy is infectious … which sets it apart from other programs."

"She is one of the finest people at the university. She keeps us on our toes in a positive way."

The director is the vice chair of the university Council of Chairs and Directors, and "is (seen as) an exceptional leader on campus. New chairs turn to her for advice. Her influence on the university is evident."

A recent faculty hire told this story: She had a difficult move during the pandemic. Her moving company didn't arrive for more than a month, so she was living with only what she had been able to pack into her car. The director caught wind of this and took the initiative to get personally involved and resolve the situation. The faculty member was deeply moved that someone as busy as the director would spend time making calls and figuring out where her furniture was. She said her fellow faculty members also lent her furniture and pooled their resources to buy her gift cards. She was floored.

An element of continuing tension for the school is its relationship with the University Star, the student newspaper once edited by LBJ and now published once a week. The paper is independent of the school but a school faculty member serves three-quarter time as its adviser. A highly controversial (to put in mildly) column that attacked whites – "Your DNA is an Abomination" -- appeared in the paper in November 2017 and set off a firestorm of protest. The director returned more than 100 calls and emails of protests. It attracted the attention of right-wing media. The school accurately notes that the students decide the content for the paper and, of course, have the same First Amendment rights as anyone or any publication. But the paper is linked to the school through the adviser and the natural assumption of connection. At most programs, the paper is either completely separated from the school or is within the school as a lab course. The director has been hesitant to change the relationship, one way or another, despite the wrenching experience.

(c) The unit annually updates its data on the ACEJMC searchable database website.

The school has work to do here. The most recent report shows the school at about 50% completed.

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

It is linked to from the school's home page.

On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

15

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

These are in place as is a robust committee structure that engages faculty in important matters such as curriculum and personnel. The faculty meets monthly.

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

There is an established university procedure for administrator selection for inside and outside candidates. The dean evaluates the director annually and does a "summative review" with faculty consultation every four years that can lead to the director continuing for another four-year term. The associate director and program coordinators are evaluated annually as faculty members.

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

There are internal and university procedures for dealing with student, faculty and staff grievances.

SUMMARY:

The school is strong in so many ways, and leadership has made a huge difference in creating an atmosphere and commitment to getting students ready for success in the professional world. The director is a personable, determined, relentless advocate for the school's work. COVID has inevitably slowed things down over the last two years, but she has still found ways to make four new faculty hires. The faculty itself has adapted well to online teaching. The students (many of whom work jobs to support their education and drive some distance to get to campus) appear resilient. The school and campus literally reopened as the site team arrived, creating the energy of a university campus that so many have missed. The school faces some challenges going forward, most notably the loss of Electronic Class Fees that the director has used creatively for the benefit of faculty and students. While the administration says the loss of the funds and its redirection to salaries pose no threat to staffing, the angst in the school and need for better explanation and post-COVID strategy going forward is necessary. It is hard to avoid a feeling of the school being punished for its creativity. The provost told the site team a new tranche of such funds would be coming to the school this spring once revenues are calculated. In addition, the school is woefully understaffed in its support staff. Fixes need to occur immediately to relieve administrators and faculty from time-consuming work that distracts them from their mission.

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

Indicator language that normally would be deleted by the site team in preparing its report was left in on Standard 1 since this is the first use of the rewritten standard.

PART II — Standard 2: Curriculum and Instruction

Number of hours/units required for graduation: 120 hours

Number of hours/units required for major degree: 40 hours (BS degrees), 33 (BA degree).

Core Courses for All Students in Program (9 credits earned)

1) MC 1301-Introduction to Mass Communication
2) MC 4301-Media Law and Ethics
3) MC 4381-Fundamentals of Digital and Online Media

Advertising Degree/Emphasis (18 credit hours)
1. MC 3367-Advertising
2. MC 4317-Account Planning
3. MC 4333-Creative Thinking & Advertising Concepting
4. MC 3372-Advertising Media Planning
5. MC 4307-Advertising Campaigns
6. MC 4338-Advanced Advertising Copy and Layout or MC 4339-Advanced Strategic Planning or MC 4340-Media Analytics and Strategy

Elective courses that must be taken within the program (13 hours)
1. 12 hours of MC electives or *Concentration and 3 hours of MC electives.
2. 1 hour media performance: MC 1100A-1100R or MC 2111-Media Practicum or MC 4130-Internship

Required outside of the accredited unit
1. Core Curriculum-42 hours
2. Bachelor of Science requirements-9 hours
3. Minor-18 hours
4. Open Electives-11 hours

Digital Media Innovation Degree/Emphasis (18 credit hours)
1. MC 1313-Media Writing or MC 3313-Foundations of Public Relations Writing
2. MC 4315-Web Design Publishing
3. MC 4326-Advanced Social Media and Analytics
4. 6 hours from: MC 1100D-Digital Entrepreneurship or MC 1100E-Digital Media Tools and Skills or MC 1100F-Digital Media Innovation Concepts or MC 1100G-Coding Workshop or MC 1100K-Social Media Analytics Platforms or MC 1100L-Park Storytelling or MC 1100M-Drone Bootcamp or MC 1100P-Data Journalism or MC 3390-Media Design or MC 4323-Multimedia Journalism or MC 4324-Visual Storytelling or MC 4325-Coding and Data Skills for Communicators or MC 4327-Mobile Media and Development or MC 4336B-Documentaries or MC 4336E-Code Camp I or MC 4336F Code Camp II or MC 4337-Data Journalism or MC 4382Y-Mobile Storytelling in the Outdoors or MC 4343-Immersive Storytelling.
5. MC 4328-Digital Media Innovation Capstone

Elective courses that must be taken within the program (13 hours)
1. 12 hours of MC electives or *Concentration and 3 hours of MC electives
2. 1 hour media performance: MC 1100A-1100R or MC 2111-Media Practicum or MC 4130-Internship.

Required outside of the accredited unit
1. Core Curriculum-42 hours
2. Bachelor of Science requirements-9 hours
3. Minor-18 hours
4. Open Electives-11 hours

Electronic Media Degree/Emphasis (18 credit hours)
1. MC 1313-Media Writing
2. MC 3306-Writing for the Electronic Media
3. MC 3311-Video Production or MC 4324-Visual Storytelling
4. MC 3312-Television News
5. MC 3394-Management of Electronic Media
6. MC 3307-Audio Production or MC 3375-Electronic Media as Entertainment or MC 4357-Sports as News

Elective courses that must be taken within the program (13 hours)
1. 12 hours of MC electives or *Concentration and 3 hours of MC electives
2. 1 hour media performance: MC 1100A-1100R or MC 2111-Media Practicum or MC 4130-Internship

Required outside of the accredited unit
1. Core Curriculum-42 hours
2. Bachelor of Science requirements-9 hours
3. Minor-18 hours
4. Open Electives-11 hours

Journalism Degree/Emphasis (18 credit hours)
1. MC 1313-Media Writing
2. MC 3321-News Writing and Reporting I
3. MC 3383-Editing and Managing Content
4. MC 4323-Multimedia Journalism
5. MC 4337-Data Journalism
6. MC 4386-Journalism Project

Elective courses that must be taken within the program (13 hours)
1. 12 hours of MC electives or *Concentration and 3 hours of MC electives.
2. 1 hour media performance: MC 1100A-1100R or MC 2111-Media Practicum or MC 4130-Internship

Required outside of the accredited unit
1. Core Curriculum-42 hours
2. Bachelor of Science requirements-9 hours
3. Minor-18 hours
4. Open Electives-11 hours

Public Relations Degree/Emphasis (18 credit hours)
1. MC 3343-Introduction to Public Relations
2. MC 3313-Foundations of Public Relations Writing
3. MC 3314-Social Media for Strategic Communication
4. MC 3360-Public Relations Research
5. MC 4313-Advanced Writing for Public Relations
6. MC 4320-Public Relations Campaigns

Elective courses that must be taken within the program (13 hours)
1. 12 hours of MC electives or *Concentration and 3 hours of MC electives.
2. 1 hour media performance: MC 1100A-1100R or MC 2111-Media Practicum or MC 4130-Internship

Required outside of the accredited unit
1. Core Curriculum-42 hours
2. Bachelor of Science requirements-9 hours
3. Minor-18 hours
4. Open Electives-11 hours

Mass Communication Degree/Emphasis (24 credit hours)
1. MC 1313-Media Writing
2. MC 3355-Mass Media and Society
3. MC 3360-Public Relations Research
4. MC 3383-Editing and Managing Content
5. MC 4305-Theories of Mass Communication
6. MC 4335-Mass Communication Project/Research Capstone
7. 3 hours from: MC 3311-Video Production or MC 3319-Visual Communication or MC 3390-Media
    Design or MC 4304-Advertising Portfolio or MC 4309-Visual Literacy: Film or MC 4312-
    Photojournalism or MC 4315-Web Design and Publishing.
8. MC advanced elective

Required outside of the accredited unit
1. Core Curriculum-42 hours
2. Bachelor of Arts requirements-20 hours
3. Minor-18 hours
4) Open Electives-7 hours
*Concentration options for students entering Texas State effective Fall 2021: Sports Media.
    Concentration options for students in the program and declared prior to Fall 2021: Digital Media
    Innovation, Multimedia Production and Sports Media

Unit performance with regard to indicators:

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

Texas State offers a rigorous and nicely developed series of majors in six Bachelor of Science areas: Advertising, Digital Media Innovation, Electronic Media, Journalism, Public Relations and Sports Media (effective Fall 2021). One Bachelor of Arts in Mass Communication is offered through the Round Rock campus; it is less professionally focused but includes a mix of professional and conceptual classes. The BS majors require 40 hours; the BA 33 hours. The unit in September 2020 followed ACEJMC's decision to eliminate the 72 hours required from outside the major. The school has addressed the need for a contemporary curriculum by adding, changing or deleting more than 30 courses since the last reaccreditation.

Students complete a university core curriculum that requires 42 credit hours, and this curriculum addresses the spirit of the liberal arts and sciences education. Student minors in liberal arts are not required, but an extensive list of liberal arts/social science minors is included in the self-study. Minors at Texas State require 18 hours. Students are required to complete nine additional hours from outside

the school, and they have 11 hours of open electives that can be used for within the school or outside the school classes.

The school has identified classes within the unit that contribute to a liberal arts and social sciences perspective, including: Introduction to Mass Communication*, Mass Media and Society, Media Law and Ethics*, History of Mass Media, International Advertising, Women and Minorities in the Media, International Communication, Latinas/Latinos in the Media, Fundamentals of Digital and Online Media,* Media in Asia and Southeast Asia.

*Required core classes

(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 values and competencies listed by the Council.

The unit provides a balance of theoretical/conceptual and professional skills courses. Students complete a three-course core composed of theoretical or conceptual courses: Introduction to Mass Communication, Media Law and Ethics and Fundamentals of Digital and Online Media. Course descriptions reflect that the classes are not professionally focused. With the majors, 18 hours of classes are skills-focused, but many of these courses include conceptual topics or discussions to address ACEJMC Values and Competencies as well as professional skills. Students also complete 12 hours of electives within the program, either professional or conceptual classes, and at least one hour of internship or practicum experience.

Some faculty noted concerns with student writing quality. Students no longer complete a core media writing course; each major directs students to a writing course specific to their major.

Five of the six majors require a fixed curriculum of professionally focused classes typical of programs in the disciplines. The Digital Media Innovation major requires 12 hours; students then select six more hours from a block of 19 classes to select among.

Course delivery in the asynchronous, hybrid format is an area of concern. Some PR faculty questioned the fit of the hybrid format (especially for capstone classes) and desired more input in the course-scheduling process.

"The university is going in the wrong direction on this," one person said. They added while it might seem more efficient, it isn't -- and the students' work isn't on par with what students were producing in a non-hybrid situation.

In planning for fall 2022, the concern has been addressed with the PR program coordinator and all hybrid PR campaigns sections will follow the same format as advertising campaigns. The Advertising faculty appreciate the hybrid/synchronous capstone course as it allows faculty to work on zoom with various campaigns teams on the non-on campus days. Both advertising campaigns and PR Campaigns will be taught in the two-meeting-per-week format.

There is concern among PR and Advertising faculty about inadequate teaching resources due to the size and growth of their programs. A consistent refrain was: We have more students than any other school in the college, and yet we're piecemealing the teaching. Some people view the approach as filling holes with one-time adjuncts, or with people whose expertise might not be a perfect fit (teaching Academic Research when the class should really be more about PR/Market Research, for example). All were careful to say the school is doing fine by students and making it work, but it's less than optimal and threatens to burn faculty out.

"PR is always stretched," one faculty member said. "We could be stronger."

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

Students report their classes are demanding and rigorous. Campus administrators praised the unit's pivot to remote instruction when the pandemic arrived. The unit has been recognized for development of online (asynchronous) and hybrid (synchronous) classes, including before the pandemic. All courses have standard learning objectives and expectations. Regardless of instructional format, learning outcomes are identical across all sections of the same course. The syllabi for each section of the same course clearly note the standard learning objectives.

The school uses assessment during the semester through various tests, assignments, and projects to maintain rigor across multiple sections of the same class. All majors have designated program coordinators who review syllabi for compliance.

The unit reports that curriculum and instruction decisions are based heavily on the feedback received from media professionals during their annual assessment process. Capstone courses are present in all majors and include media professionals in the program assessment process.

Before teaching an online or hybrid course, Texas State University faculty must complete and submit a Best Practices Checklist and established quality measures for electronically delivered courses affirmed by the Online Learning Consortium, Quality Matters, SACS and the Texas Higher Education Coordinating Board. The Office of Distance and Extended Learning provides departmental faculty and the Texas State University community instruction, leadership, and support for all phases of instructional design, development and deployment. Students pay a special course fee for online or hybrid classes that supports instructional development efforts.

School faculty have earned the nationally recognized Online Teaching Certificate from the Online Learning Consortium. The director earned the Advanced Online Teaching Certificate.

Faculty and students noted the challenges of teaching skills classes during remote semesters. Students recognized the efforts expended by faculty to provide engagement in classes. Students are aware that they have simply missed features of the traditional semester. Students, however, are quick to note the many positives of the program including faculty mentoring for specific skill development or to ensure production of portfolio pieces, a strong mix of available elective courses, faculty connecting students with professionals, and hands-on instruction for students. During COVID, the school ensured student access to the Adobe Creative Cloud and software appropriate for advertising, journalism, electronic media and public relations. One broadcast news instructor noted that he eliminated a class textbook to free up funds for students to purchase external mics and tripods to cover news with smartphones. The school now offers a mobile storytelling class.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

The unit engages professionals with faculty and administrators in the annual assessment process. This information is also shared and reviewed with administrators. Professors of practice are key teaching elements in the program. These individuals provide a strong bridge between the program and the professions.

The school's alumni advisory board meets annually with both faculty and administrators.

The annual Mass Communication Week includes panels of media professionals who interact with students, faculty and administrators.

The self-study reports these examples of courses created in part due to interaction/feedback from the professions:

Foundations of Public Relations Writing
Social Media for Strategic Communication
Coding and Data Skills for Communicators
Mobile Media and Development
Mass Communication
Capstone-Data Journalism
Advanced Advertising Copy and Layout
Advanced Strategic Planning
Media Analytics and Strategy
Strategic Professionalism
Immersive Storytelling

Another nine classes were modified based on interaction and feedback from media professionals.

Some students noted that particular faculty are not as technologically fluent, but the students are also quick to point out that newer faculty occupy the tech-mentor role.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site on online, should not exceed 20-1.

The self-study indicated that no professional or skills classes exceeded the 20-seats-per-section limit. This was true for online, hybrid and in-person classes. Faculty confirmed this is the practice but did report occasional pressure to add seats in non-skills classes. Computer labs provide only 20 computers. Students spoke favorably about small enrollments in their professional classes.

(f) 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. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).

The school requires all students to complete at least one hour of course credit for media experience. The school and faculty learn about internship opportunities through their media industry network including in both the Austin and San Antonio areas. Internship locations follow typical patterns: public relations and advertising agencies, broadcast and other electronic media, and print and digital media. Niche media groups and startups are also part of the mix. The school's director has a strong program connection with the Texas Better Business Bureau. The organization's CEO is a graduate of the program. On-campus practicum opportunities are also available. Internships offered throughout the year are posted on the school website.

Students who take internships for course credit are supervised and evaluated both by employers and the school's internship coordinator. The school internship application requires that supervisors explain how students will be supervised on the job. Supervisor interactions may occur daily or multiple times a week. They may culminate in an end-of-week assessment session. Supervision/mentoring is a requirement for the internships. The school rejects some internship experience requests from businesses or start-ups that seem unsuitable.

Internship opportunities during the pandemic were less abundant, but students found remote opportunities.

When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.

The school reports the internship coordinator is available to the student throughout the semester and the midterm report is a formal effort to ensure that the employer is delivering everything that was promised on the application and in the workplace (or remotely). Grades are issued by the supervising internship coordinator, with about half of the grade based on a student's work portfolio. Graded segments include a weekly journal, a midterm report, an organizational profile of the employer, a two-page evaluation by the employer/supervisor, an updated resume from the student and a thank-you note from the student to the internship host.

Students are advised to ensure that portfolios reflect a variety of quality work that will represent their skills and work samples to future employers. In the internship or practicum supervisor's two-page evaluation, supervisors rate aspects of student performances from 1 to 5 and offer written assessments.

Students may take up to six semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Students in the school are required to complete one credit of media performance course work which may be internship, campus practicum or an alternative experiential course. Professional experience for students is highly valued by the faculty but the school is less concerned with the generation of credit hours from internship or practicum and focused more on the quality of the experience for the students.

Whether on campus as practicum or off campus as an internship, students may complete no more than six hours toward their 120 hours needed for graduation.

SUMMARY:

The school offers a rigorous and relevant academic program consisting of 40 credit hours for the BS and 33 hours for the BA. Employers, graduates and students attest to the program's quality. School faculty have actively reviewed their curriculum since the last reaccreditation, including using feedback provided by media professionals to develop new courses and modify existing courses. The university general-education requirements and school core contribute to liberal arts/social science education. Additional classes within the unit also offer social sciences conceptual content.

Faculty expressed concern about depth of teaching resources, particularly in the public relations and advertising programs, the two largest majors in the school. Faculty question the appropriateness of hybrid, asynchronous instructional formats for capstone classes, especially. They worry that student performance may decline under this teaching approach.

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

PART II — Standard 3: Assessment of Learning Outcomes

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.

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The school has evolved and strengthened its approach to assessment since the last reaccreditation, adjusting methods of measurement and more consistently engaging professionals in evaluation of student work. In 2020, the school adjusted learning outcomes articulated in its plan to reflect ACEJMC's 10 values and competencies, newly revised from the previous 12. Current outcome reports for each program in the institution's university-wide assessment system indicate that the plan has been implemented and is up to date.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

The assessment plan is password protected in the university system and not available publicly.

(b) The unit defines the goals for learning that students must achieve, including the professional "Values and Competencies" of the Council. (See Standard 2: Curriculum and Instruction)

The plan for each program spells out desired learning outcomes, which align directly with ACEJMC's 10 values and competencies. These learning outcomes are consistent across all sections of the same course, which was not the case at the time of the last reaccreditation.

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

Each spring, the school's program coordinators produce an outcome report that articulates methods for measuring each desired outcome and reports on results indicated by each method. For years, the primary direct measure for most outcomes were the senior portfolio and an exit exam. Program faculty found the test measurements to be deficient, so in 2020 the unit replaced that approach with a graduating student exit survey – an indirect measure. Other indirect measures still in use include internship supervisor evaluations and information from alumni surveys.

Direct methods include evaluation of a sampling of essays, presentations and other assignments in courses that tie to a given outcome. For example, student work from the Media Law and Ethics course is evaluated to assess proficiency with freedom of expression in the global context, multicultural history in and the role of the media, writing, critical thinking and ethics.

Faculty say they find this system – using student exit surveys and evaluating student coursework – is more timely, is more accurate and provides clearer measures. All faculty are involved in the assessment process.

"Assessment has greatly helped the PR program," one faculty member said, adding that nearly every course has been either revised or created based on insights gleaned from the process.

The outcome report for each program includes an action plan for responding to assessment results.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

Professionals are involved in evaluating student work in all six programs. In PR, for example, the program coordinator maintains a list of people she can tap to review assignments each semester. Media professionals also serve as internship supervisors and assess student interns who work for them. They judge student work in contests such as the American Advertising Federation National Student Competition and the PRSSA's national case study Bateman Competition. And, when professionals serve as adjunct faculty, they bring their work experience to evaluation of student learning and offer ideas for improvement.

The work of distributing, collecting and aggregating results of assessed student work from third parties is important, and it adds administrative overhead for faculty. It could be beneficial for the school to work with the institution on a more automated system that streamlines the process.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop," generally and specifically. Multiple examples of "closing the loop" are evident.

Faculty are required to report annually on the direct and indirect measures they use to assess student learning and how they use those measures to improve teaching and learning in their classes.

Several courses have been developed, at least in part, because of what the unit learned through assessment. New courses include Foundations of Public Relations Writing, Coding and Data Skills for Communicators, Mobile Media and Development, Data Journalism, Media Analytics and Strategy, and Immersive Storytelling. A new course called Social Media for Strategic Communication was created specifically for PR students because the assessment process indicated they needed more exposure to using data analysis and other skills to use social media tactics strategically, as part of a broader program.

Other courses, such as Public Relations Research, Advertising Campaigns, Account Planning, Advanced Public Relations Writing and Journalism Project, have been modified to intensify the focus on ethics and other competencies.

SUMMARY:

The school has made a concerted effort to strengthen its approach to assessment and make it more clear, focused and consistent. As one faculty member put it, the school is successfully balancing consistency across courses with the ability to benefit from each instructor's individuality in the classroom. Faculty are clearly knowledgeable about the assessment process, finding value in it and using what they learn to improve course work. They say assessment helps them improve and adapt on an ongoing basis, and the collaboration it requires strengthens teamwork. The loop is more than closed. It is a wheel in motion.

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

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff 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, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

The unit posts its diversity plan in a prominent, easy-to-find place on its website.

Texas State University is a majority-ethnic minority institution and, since 2011, has been designated a Hispanic Serving Institution (HSI). The school has a written diversity plan originally approved in 2001 and updated three times (most recently in 2021) to include the ACEJMC glossary of diversity terms. That glossary, now part of the plan, defines diversity as "all of the differences that exist within people, with the recognition that some elements of diversity are linked to the disenfranchisement of people."

The school's plan, which is not posted in a prominent place on its website, addresses three primary areas: faculty and staff diversity, student diversity and programmatic diversity goals. Areas of focus include the following:

- Requiring a diversity component be integrated into university programs and plans with accountability measures to assess progress towards diversity goals
- Supporting university strategies that include opportunities for collaboration across divisions, departments, and colleges
- Funding new and existing programs that will attract and retain more diversity in its community by targeting more than one functional group: students, faculty, staff, and administration
- Holding leaders and managers accountable for creating inclusive environments

(b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The school embeds diversity concepts throughout the curriculum, faculty training and preparation, and programmatic programs and policies. For example, the Sports Media course includes modules on gender and sports media, as well as race and sports media. Advertising courses incorporate diversity topics – such as a rebranding exercise for the Washington, D.C., football team – to focus student discussion not just on changing a logo but changing the internal culture of an organization to address issues of diversity and inclusion.

The unit uses course work to help students become culturally proficient communicators. Media Law and Ethics, Introduction to Mass Communication and Fundamentals of Digital and Online Media, core courses required for all majors, incorporate diversity topics. The graphic below shows how diversity content is distributed across required courses.

Standard 4 Grid	MC 1301- Intro to Mass Communication	Writing course appropriate to discipline	MC 4301- Media Law and Ethics	MC 4381– Digital and Online Media	MC Major courses	Unit events, student orgs, activities	Unit Study Abroad/ Study in America
Culturally proficient communication							

Key: lighter cells = students gain awareness and understanding; darker cells: students apply culturally proficient communication

(c) The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

Comments from faculty reflect a strong connection to the program's diversity goals. For example, a recent faculty hire was inspired after attending a university-mandated diversity and inclusion workshop in which attendees were encouraged to share their own experiences with DEI issues. The workshop inspired the faculty member to inject inclusive practices and discussions about diversity into her electronic media writing course.

In 2021, the university initiated Diversity and Inclusion Training for Faculty Searches, a required training for faculty searches. The school's plan lists several publications for placement of position announcements, including Black Issues in Higher Education, Black Perspectives and Hispanic Outlook. Informal networking happens in a variety of professional organizations, including minority-focused groups. In the past year, four hires were added to the faculty, increasing ethnic and racial diversity, as well as academic and professional expertise. Demographics reported in the self-study for the full-time faculty for AY2021-2022 include: (31) white; (4) Asian or Pacific Islander; (8) Hispanic; and (3) African American.

The university's HSI status is itself a tool toward equity and inclusion. One faculty member said she was drawn to Texas State, at least in part, because it is a majority-minority school. "This is very important to me," she said. She also shared she was immediately made to feel like part of the community on campus. She believes this is a place that genuinely welcomes all voices and viewpoints. "People care about *me*, beyond my CV," she said. She does not treat diversity as something separate. "It's me," she said. "It's just part of being human."

(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

The school created the D.D. Hachar Visiting Hispanic Media Professionals Program to assist with recruiting minority high school students and to bring Hispanic professionals to campus to provide targeted programming events throughout the academic year. A component of that program, initiated in fall 2018 to bring a visiting professional (professor) to campus various times during the academic year, had to pause due to the COVID-19 pandemic, and the school hope to restart that effort soon. The unit's annual Mass Communication Week, held each fall, expands on professional growth and networking opportunities for students with returning alumni and featuring Hachar program sessions during the weeklong event.

Also, the Advertising program is closely engaged with the American Advertising Foundation multicultural internship program, in which several SJMC students have participated. They have gone on to careers at major agencies in Austin, New York and California. One faculty member provided an example of a Hispanic student from a small town in Texas who flourished participating in the AAF program and returns regularly as an alumna to share her story and serve as an example of the possibilities for students in advertising.

(e) The unit demonstrates that it has an inclusive climate, 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.

Documents and resources are made available to all on the website and in the main office. A visual sign of inclusive efforts can be found outside offices that feature "Ally of Texas State" rainbow flag stickers that support the LGBTQA+ community. One faculty member said the flag stickers are a good visual indication of the community's inclusiveness. "I feel it is important to make sure students belong," the faculty member said.

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 unit aligns itself well with the university diversity and inclusion efforts. University initiatives include programs to address faculty EEOC, Title IX and other fairness and hiring concerns; an Office of Disability Services; Office of Multicultural Student Affairs; Center for Diversity and Gender Studies; and the annual Common Experience program, to name a few. Support organizations for faculty include The Hispanic Policy Network, the Coalition of Black faculty and staff, and the Alliance at Texas State, a staff and faculty organization that promotes, encourages, and celebrates equity, social acceptance and inclusion.

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

Show numbers of female, male, minority, white and international faculty members, and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the response and listing below to best represent the racial/ethnic/socio economic groups of the area's population.

Academic year: 2020 – 2021 Full-time faculty (Fall 2020)

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	1	2.86%	0	0.0%
White	14	40%	12	34.29%
American Indian/Alaskan Native	0	0.0%	0	0.0%
Asian	1	2.86%	1	2.86%
Hispanic/Latino (any race)	1	2.86%	2	5.71%
Native Hawaiian/other Pacific Islander	0	0.0%	0	0.0%
Two or more races	0	0.0%	0	0.0%
Other race	0	0.0%	2	5.88%
International (any race)	1	2.86%	0	0.0%
Total Full-time	18	51.43%	17	48.57%

source: IR public data (Fall 2020)

Academic year: 2020 – 2021 Part-time/adjunct faculty (Fall 2020)

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	1	7.7%	0	0.0%
White	5	38.5%	3	23.1%
American Indian/Alaskan Native	0	0.0%	0	0.0%
Asian	1	7.7%	0	0.0%
Hispanic/Latino (any race)	0	0.0%	3	23.1%
Native Hawaiian/other Pacific Islander	0	0.0%	0	0.0%
Two or more races	0	0.0%	0	0.0%
Other race	0	0.0%	0	0.0%
International (any race)	0	0.0%	0	0.0%
Total Part-time	7	53.8%	6	46.2%

source: IR public data (Fall 2020)

SUMMARY:

The unit identifies definitive initiatives to thread diversity, equity and inclusion throughout its curriculum and programs, and with faculty, staff and students. Faculty members must go through a rigorous process to have a course designated for multicultural content or multicultural perspective. Faculty also seek to include diverse guest speakers to represent opportunities for students. "I think representation matters," one program leader said. The more diverse speakers and alumni brought to campus, the more students can envision themselves in different roles, the leader said.

The unit uses the honeycomb graphic below to reflect its array of programs that focus on diversity, inclusion and equity.

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

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

As of fall 2021, the unit had 42 full-time faculty and 23 part-time faculty members to serve the six majors in the program. The full-time faculty are responsible for most of the core courses.
Percentage of core and required courses taught by full-time faculty:
2021-22 school year: 86%
2020-21 school year: 84%
2019-20 school year: 83%

Tenure-track and tenured faculty responsibilities are detailed in the school Faculty Workload Policy and the university Policy and Procedure document. All tenure-track faculty are expected to have a record of peer-reviewed scholarly/creative activity. Faculty are provided specification on the types of research and creative work accepted. The unit's program coordinators for the six-degree granting programs supervise and assist faculty with their responsibilities. Full-time faculty generally have a 3-3 teaching load, and non-tenure track (lecturers) have a 4-4 teaching load. However, the unit supports new tenure-track faculty by providing a 2-2 teaching load the first year and a 2-3 load the second year, building up to a 3-3 teaching load. It is notable that this is an effort to assist new faculty to acclimate to the university while developing their teaching, research and service expectations. One faculty member said this type of collaborative atmosphere among faculty "is really our super power" and helps assist faculty in meeting their workload requirements.

In 2013, a new faculty of practice rank was established, which provides a career track for people who join the academy after careers in the professions. The primary role of faculty of practice is to teach; however, they can earn promotion by engaging in scholarship through professional presentations, performances, publications and similar contributions, as well as showing leadership in professional organizations.

During the pandemic, academic budgets were cut 10%. Workloads were set at a mandatory 3-3 teaching load for tenured faculty to meet enrollment needs and the move to virtually teaching. Several faculty expressed concerns about the workload and seek change as they move back to campus during Spring 2022. Faculty shared they were pleased with enrollment growth, but do not want increased teaching loads to impact research/creative works or quality of instruction. The unit's workload document addresses ways to work with faculty to adjust loads.

During the site visit, faculty received news when the university president announced merit-based bonuses to eligible employees based on performance-management and salary-review processes. She said the non-recurring bonuses based on merit will begin in October 2022.

"I hope that this action demonstrates our appreciation for the good work that you are doing every day at Texas State University. The past two years have been some of the most challenging in American history, yet we have remained a strong university community dedicated to our mission and our shared values," the president said.

(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

The unit recruits nationally through a number of major publications and diverse organizations. The expectation is to attract highly qualified and diverse candidates through the search committee process. In 2021, the university initiated a required training program for faculty searches, Diversity and Inclusion Training for Faculty Searches. Examples of success in developing a qualified and diverse faculty include:

- Four faculty were tenured since the last reaccreditation visit; three faculty are expected to seek tenure and promotion in 2022.
- The university supported hiring two senior faculty members with tenure since the last reaccreditation visit.
- The university supported a request to make offers to two top candidates in a search; as a result, two searches resulted in four tenure track-tenured faculty hired.)

Overall, faculty expressed they were pleased with growth over the years in faculty size, diversity and program offerings. One faculty member shared that he specifically targeted and waited for an opportunity to apply and join the unit. Another expressed satisfaction with colleagues, students and the program: "I wouldn't be here if this weren't a great place to work, and a place that genuinely cares about students."

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

Faculty development is expected and supported through workshops and programs in the university's Faculty Development office, as well as external organizations such as Teachapalooza with the Poynter Institute, BEA, AEJMC, PRSA and other professional organizations.

The unit identified an internal signature teaching development program developed in the Media Innovation Lab (MILab). In 2018, the MILab founder received a Knight Foundation grant to create the PhDigital Bootcamp to prepare future and current faculty to lead innovative curriculum. The program trains faculty in the unit and across the country to become digital scholar-educators and lead curriculum innovation.

School leadership used electronic course fees to assist faculty with travel and participation in development opportunities. However, during the pandemic, the funding source was shifted by the university to meet hiring needs.

(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.

The unit's faculty scholarship document illustrates the scholarly and creative accomplishments of faculty.

Name	Rank	Time Period Faculty had Full-time Status During the Review Period (2015—Present)
Bertling, Terry	Senior Lecturer (2018--)	2018—Present
Blasingame, Dale	Assistant Professor of Practice	2015—Present
Bowers, Harry	Senior Lecturer & Assoc. Director	2015- Present
Buschhorn, Jenny	Associate Professor of Practice (2020)	2015—Present
Carter, Daniel W	Assistant Professor	2017—Present
Craig, Clay M	Associate Professor	2016—Present
Devlin, Michael B	Associate Professor	2016—Present
Fluker, Laurie	Associate Professor	2015—Present
Fox, Kym	Professor of Practice	2015—Present
Grimes, Tom	Professor	2015—Present
Haigh, Michel	Professor	2017—Present
Hengst, Nicole	Lecturer	2017--July 2021
Higgins Joyce Vanessa D	Associate Professor	2015—Present
Hinsley, Amber	Assistant Professor	2020—Present
James, Jessica	Senior Lecturer	2015—Present
Kaufman, Charles O	Senior Lecturer	2015—Present
Kaufhold, Kelly T	Associate Professor	2015—Present
Krantz, Laura	Senior Lecturer	2017—Present
Martinez, Gilbert D	Senior Lecturer	2015—Present
Muk, Alexander Y	Associate Professor	2015—Present
Ngondo, Prisca S	Assistant Professor	2015—Present
Niekamp, Ray	Associate Professor	2015--Retired 8/21
Nolan, David S	Professor of Practice	2015—Present
Oskam, Judy	Professor	2015—Present
Peirce-Burleson, Kate	Professor	2015-2020
Price, Debra M	Lecturer	2018—Present
Rao, Sandhya	Professor	2015—Present
Royal, Cindy	Professor	2015—Present
Scharlach, Jennifer M	Assistant Professor of Practice	2015—Present
Schumacher, Daniel W	Senior Lecturer	2015—Present
Seed, Daniel F	Assistant Professor of Practice	2015—Present
Shields, Sara M	Lecturer	2019—Present
Weill, Susan	Associate Professor (Retired, 2020)	2015—2020
Villagran, Paul	Assistant Professor of Practice	2015—Present
Jon Zmikly	Senior Lecturer	2015—Present

NOTE: Full Professors (Professor=6, Professor of Practice=2); Associate Professor (Associate Professor= 8); Assistant Professor (Assistant Professor=3; Assistant Professor of Practice=5); Other Faculty=10; Total=34. Four in the "other faculty" category are not included as they had no scholarship during the review period.

The school had 38 full-time faculty during the review period with some in place for part of the period due to being new or retired. They include tenure-track and tenured faculty who are expected to carry out research activities. They include faculty of practice who are also expected to conduct some research and creative activities. Faculty in the "other" category include lecturers and senior lecturers who are not expected to engage in scholarly/creative activities. However, many of them do carry out these activities and such faculty are included. Four faculty members in the "other" category did not have any scholarly/creative activities and have not been included in this section. Four new faculty, hired for Fall 2021, are not included in the grid below.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (8)	Associate Professors (8)	Assistant Professors (8)	Other Faculty** (10)	Totals (34)
Awards and Honors	31	5	16	8	2	31
Grants Received Internal	17	5	5	5	6	21
Grants Received External	15	14	9	4	7	34
Scholarly Books, Sole- or Co-authored	2		1	0	0	1
Textbooks, Sole- or Co-authored	4	0	2	0	2	4
Books Edited	2	2	0	0	0	2
Book Chapters	33	10	15	7	2	34
Monographs	1	1	0	0	0	1
Articles in Refereed Journals	72	19	35	29	4	87
Refereed Conference Papers	92	18	59	19	5	97
Invited Academic Papers	15	6	8	1	0	15
Encyclopedia Entries	3	0	3	0	0	3
Book Reviews	7	3	4	0	0	7
Articles in Non-refereed Publications	46	20	1	6	21	48
Juried Creative Works	9	3	2	1	3	9
Non-juried Creative Works	43	1	1	0	46	48
Other (please specify)***	110	50	8	14	38	110

*Co-authored works are counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it is reported as a publication for both authors. **Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category hold teaching appointments without significant scholarship, research or creative requirements.
***Other (please specify)—this category includes invited talks, presentations, and speeches/talks; creative works such as websites, videos, multimedia presentations, and podcasts; and reports

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

Meetings with internal and external stakeholders reflected a high regard for faculty and leadership in the unit. One executive, an alumna in Austin, who often hires interns and graduates, stated, "I couldn't be

more proud of this university and especially this department preparing students." A radio professional expressed working closely with faculty to identify students for opportunities and appreciated the faculty's teaching and preparing craft-ready students. An alum with a software company that works with the school stated the "program manages to stay on the (cutting) edge in terms of trends" and industry developments for students. Internal leadership from the Business School, Provost's Office and other internal units spoke highly of relations with the school faculty and administrative leadership.

Students also applauded the quality of the school's faculty. During the site team's meeting with a group of students from various programs in the unit, they spoke well of their experiences with courses and faculty. "I feel pushed and supported by faculty," a senior student said. Other students shared they were pleased with everything from financial support to internships, networking and equipment use. Students stated faculty challenge them to be their best. When seniors in the group were asked if they felt prepared and ready to move forward, all said yes.

SUMMARY:

The unit has continued to develop a faculty with a range of academic and professional experience to support the six programs. Recent hires are indicators of efforts to support innovation across program from Media Innovation to Advertising and Electronic Media. Faculty development and efforts to diversify faculty will contribute to the unit's continued success.

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

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

(a) The unit defines the goals for learning that students must achieve, including the Professional Values and Competencies of this Council. (See Standard 2. Curriculum and Instruction). And institution ensure that students are aware of graduation requirements.

School leadership works with faculty to define learning outcomes for all courses, informed by curricular need, industry expectations and the Professional Values and Competencies. Multi-section courses have standardized learning outcomes to ensure equity across the learning experience. Faculty share learning outcomes in their course syllabi and strive to ensure students understand why they're important; they note, for example, how the skills earned in one class will support skills in another, and that each course is part of a cohesive curriculum, curated and created with intention.

The institution ensures that students are aware of graduation requirements by requiring an advising appointment upon declaring their major, and through the university's dynamic degree audit tool, which helps students track their academic progress, contact their adviser and more.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

The university mandates one advising appointment when students enter their major (and when students are on academic probation); further advising and career support is optional. Students receive comprehensive academic guidance and career counseling from five primary sources: the College of Fine Arts and Communication advising department, School of Journalism and Mass Communication advisers, a school internship coordinator, a university career services department, and faculty.

College of Fine Arts and Communication advising: Undergraduate advising is coordinated at the college level, with eight academic advisers (and a supervisor) serving about 4,000 students in the college. Students may visit with any adviser. Faculty speak highly of the advising team: Instructors feel that the advisers have a good grasp of programs, tracks and courses, and that they advise students appropriately. One faculty member said, "I've never met a student who didn't know what they needed to graduate."

School of Journalism and Mass Communication advisers: Two school faculty members serve academic (graduate and undergraduate) advising roles. At the undergraduate level, the school's associate director is also a senior academic adviser. (Specifically, his appointment is 50% associate director, 25% teaching, 25% advising.) While he does some direct advising, his advising load consists of resolving matters escalated from the college advising team – student appeals, transfer credit evaluations, unique circumstances – and liaising with that team to keep them informed.

School internship coordinator: A faculty member serves as the school's internship coordinator and in-house career counselor. He seeks out and vets internship opportunities ("There's no fetching coffee or picking up laundry," he said), and posts openings on the school's website on internship boards aligned with each major. It is not mandatory that internships are paid; the internship coordinator estimates that about three-fourths of the internships are unpaid. While students are not required to do an internship, about 40 to 50 students pursue for-credit internships in both fall and spring, while about 100 pursue internships in summer. Kaufman also serves as the de facto liaison to the university's career services unit,

which used to collaborate with the school on a biannual career fair just for journalism and mass communication students. The fair paused after the onset of COVID-19.

University career services: University Career Services, a division of the student affairs department, provides broad career support across the university. The unit offers a Handshake-powered job board, provides resume and cover letter support, coordinates job fairs, and offers a Career Closet from which students and alumni may take up to five items of professional clothing for free.

Faculty: Faculty proactively counsel students on elective selection, professional development opportunities and career choices. Said one faculty member, "No matter how large we get, we tend to be small in the way we deal with our students." Faculty members post office hours on their faculty web pages, and make themselves available for one-on-one discussions; several faculty members noted maintaining advisory relationships with students long past graduation. Two faculty noted that they invite student services representatives and student media organizations into the classroom as a bridge to those resources, rather than expecting students to seek them out on their own; two other faculty members shared that they discuss job posts in class, connecting them to the course learning objectives.

(c) The unit keeps students informed about its policies, activities and requirements.

Students' introduction to school policies and degree requirements is at a new student orientation; students have an initial advising appointment at the school, and continue to receive either mandatory or optional (depending on the student) advising throughout their academic journeys. The school informs students about policies, activities and requirements through several digital channels, including the school website, social media and class announcements. Important details such as drop dates and the student honor code are included in course syllabi. While other social media channels have parent and alumni audiences, the school uses its Instagram account almost exclusively for current students, and finds it to be an effective information distribution channel.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.

The university and school offer robust opportunities for students to gain hands-on experience and engage with each other in student communities. Despite their aforementioned management and oversight challenges, two organizations provide rich student media experiences: The University Star, a weekly print newspaper and digital news outlet, and KTSW 89.9, a radio station, are editorially independent, student-run organizations open to students across campus, regardless of their major. Both outlets allow students to lead themselves, create content and serve the larger university community and public. Likewise, the student-run agency Bobcat Promotions allows students to develop real campaigns for real paying clients outside of class time and collaborate as a student community to flex their learnings in strategic communications. While some students may earn credit, student media participation is purely voluntary; students who held roles in student media called their experience "amazing," "worth it," and invaluable to developing their professional portfolios.

A strong slate of student clubs also allows students to further develop their skills and connections. Student leaders in the school's chapters of SPJ, PRSSA and the Ad Club praised the organizations for providing both camaraderie and professional networking opportunities, and faculty guidance and inspiration is evident; faculty help lead meetings, and in the case of the new Innovation Club, facilitate new technology and facilitate students' use of it. Students also heralded clubs outside of the school – including the Film Club and the water polo team – for further developing their sense of community

within the university.

Faculty also drive additional opportunities for students to gain hands-on experience: One faculty member helps students transform their documentary assignments into content for university media outlets and contest entries; another leads a group of students to the South by Southwest festival to do volunteer social media work. Another faculty member has, through relationship-building with the athletic department, created opportunities for students to produce ESPN's live broadcasts of the university's athletic events. The same faculty member is developing a sports video gaming lab, intended to serve as both a socialization spot in the school and a novel way to generate interest in gaming behavior research. (The university has a renewed interest in undergraduate research opportunities, but the initiative is still in its infancy; current opportunities for undergraduate research are ad hoc.)

The school offers financial support for extracurricular activities to encourage participation: It funds award application and entry fees, travel for students to accept awards, and travel for student leaders to attend student organization events.

(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

The school consistently tracks enrollment, retention and graduation data; leadership shares it among the faculty, publishes it via the school's and university's websites, and solicits its analysis from the schools' curriculum and policy committee. Retention and graduation rates for the school – which consistently outperform those of the university – help leadership uncover hurdles to degree completion and highlight opportunities for investments in student services. Leadership has harnessed retention data to examine the success of student populations, create visual aides for advising to explain program pathways, and optimize summer course offerings to ensure timely degree completion.

SUMMARY:

The school displays a strong commitment to student success, both inside and outside the classroom. Students enjoy cohesive student support services, including multiple advising touch points and a warm faculty who are eager to support their students. Along the way, school leadership uses data to course-correct, and embed the curriculum in professional expectations and values. Extracurricular activities and opportunities for real-world experience are plentiful, engaging and form a critical thread in the fabric of a school with a strong sense of community.

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 self-study provided a detailed view of the unit's budget including budget categories. Budget committees representing the College of Fine Arts and Communication and the university make budget recommendations but in practice, operating budgets change little from year to year. Academic departments across the campus experienced a 10% cut in maintenance and operations budgets during the 2020 – 2021 self-study year.

Budget requests within the school come from faculty to the director who supports a variety of programs and needs through the budget. Faculty participate in budget decisions of the unit regarding major discretionary expenditures through the technology and facilities committee. Faculty and senior university administrators complimented the director for her creative use of funds to support faculty development, research, and travel, as well as funding equipment replacement. One example was budget flexibility to set aside $5,000 of the school's operating budget to support faculty research. Another creative use was a substantial increase in faculty travel through student electronic course fees.

At least two campus factors beyond COVID may impact the school's budget planning. Texas State University is about to enter a strategic planning period for the university and all academic units. The associate provost noted the tendency of the university to support large academic programs but also cited "worry about the size and complexity of large programs." Additionally, the university president is retiring. A search is underway for a new leader. The budget has been strong since the last reaccreditation visit. The unit has added faculty and technology resources but continuing COVID-19 uncertainties and institutional procedures may impact future budgets. Realistically, the school has a strong history of success and the director and faculty occupy a prominent role on the campus.

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

The director makes decisions about developing and managing the annual budget and discusses the budget and expenses with the Personnel Committee (all tenured faculty) and the faculty as a whole during monthly meetings.

All schools and academic units across the country have adjusted to various cuts associated with COVID-19 response. The school has similarly had to make changes, but the necessary resources have been available to allow the unit to operate. School funding appears to be equally strong in comparison to other units across the college and university.

The two primary sources of revenue for the school came from a combination of maintenance and operating budget (M&O), and revenue generated from Electronic Course Fees. Texas State charges a $50 per credit hour Electronic Course Fee paid by students in hybrid or online classes. The school has aggressively added classes to meet course section needs and produce fee resources. ECF funding was created to cover travel, equipment and development costs for the faculty teaching online and hybrid courses. From 2015-2019, the school also used ECF fees to support faculty development through additional faculty travel and to purchase equipment. Beginning in 2019, a higher portion of ECF funds had to be used to fund faculty lines, resulting in cuts in support for other areas. In FY 2020, the school

generated $756,250 in Electronic Course Fee funding for the university and received $347,371.00 as its share. During the self-study year and for the current year, ECF funds are again funding faculty lines but ECF fees were dropped from all classes during COVID required remote semesters. The university has used federal COVID relief dollars to replace these lost fees in the budget.

There is concern among faculty about the school's ability to sustain itself in coming years, especially if university enrollment tightens and ECF funding is no longer available to support non-personnel needs.

In May 2019 management of electronic course fee funding was moved from the Office of Distance and Extended Learning to the Office of the Associate Provost and the budget model for ECF funds changed. This new and evolving model combined with the impact of the pandemic, forced the academic unit to use the majority of the ECF revenue to fund salaries for full-time and part-time faculty teaching online or hybrid courses.

Rather than reduce maintenance and operation budgets by 50%, the Provost moved expenses back to academic units, including expenditures for new faculty moving expenses and visa processing fees. The dean provided some additional funding for moving expenses for four new fall 2021 hires.

(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.

The School of Journalism and Mass Communication is housed in four buildings on the San Marcos campus – Old Main, Lampasas, Trinity, and Academic Services Building North. The school office is in Old Main Room 102, which includes offices for the director, assistant director, internship coordinator, office staff, and conference room. Faculty offices are located on the second and third floors of Old Main and on the second floor of Lampasas. Part-time faculty have an office on the third floor. A graduate assistants office is also located on the third floor of Old Main. Shared office spaces are available at the Round Rock campus for full-time and part-time faculty teaching at that location.

There is concern about the separation of faculty in the unit in so many locations. In particular, PR and advertising faculty are located some distance from their primary teaching locations in Old Main and these are the two largest enrollment programs in the school. As students get to know where faculty are housed, they note the faculty are present, available and caring about student success. As faculty come back from COVID mandated absences, they express a "loss of community" with their colleagues. They are also quick to note this problem existed before COVID because of placement in so many buildings.

Most school classes are offered in classrooms inside (Old Main 106b. 201, 232, 234, and 320) or computer labs (Old Main 212, 238, 314). The limited number of classrooms is one reason for the expansion of offerings through online or hybrid instruction.

Computer labs are up-to-date including one update in Spring 2020 just as classes were moved to remote instruction. Computer labs and classrooms have teacher stations with smart technology including classroom projectors, computers, cables to connect laptops and Zoom cameras. One of the school's larger classrooms, Old Main 320 is scheduled for renovation in the Spring 2022 semester.

Since the last reaccreditation visit, the school has added individual or collaborative spaces for students, including a small lounge with sofas and chairs in Old Main 202, bar height tables and chairs in another location, and a laptop lounge area in Old Main 106. This room includes the school's Media Innovation Lab that opened in 2016. The MILab is a central point for a range of digital media activities. Users can experiment with 360 video, drones, sensors, and other emerging technologies and receive training in a range of digital product management and social media techniques.

The school is establishing a creativity and idea studio for the advertising and public relations programs. The space will include conference space, ideation areas, video inspiration displays and the technology and software to create advertising, public relations and related marketing fields.

No faculty expressed problems with their university-issued computer. All faculty and students have access to Adobe CC software.

A computer lab is dedicated to video and audio editing, and includes an audio booth. News scripts and rundowns are prepared by students enrolled in television news who create the content for Bobcat Update, a cable access newscast. During COVID remote instruction students produced content that aired on a YouTube channel.

Program faculty serve as advisers to student media and work to manage the space and facilities for the newspaper and radio station.

A new television production studio will open in Live Oak Hall in Fall 2022. This space will replace an aged TV production studio located in the library. The school director and dean are working with the university development office to secure about $600,000 to fund the needed studio equipment. The dean reported a bid for the equipment has been prepared, assuring success in getting the equipment.

Space allocation continues to be an area of concern. This prevents having students and faculty in one building and limits the space available for classrooms, labs, and offices. Our equipment room is tightly organized to accommodate the large amount of equipment needed for assignments. This limits our ability to store additional equipment.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty

The school employs a technology coordinator who manages five undergraduate student workers and a graduate assistant to meet the technology support needs of the school. The director and technology coordinator ensure that technology needs of the program are addressed by equipment purchases, managing open computer labs and an equipment room, installing and updating software, reimaging computers, troubleshooting and reporting software and hardware issues for faculty and students, and maintaining contact with the university IT office.

Equipment

The school has two equipment rooms with video cameras, DSLR cameras and other equipment for students and faculty in media project courses. Faculty in the Electronic Media program manage an equipment room with 6 Panasonic AG-HMC150 AVCCAM camcorder kits and tripods. The primary equipment room in Old Main 236A, is managed by the Technology Coordinator and supported by student staff.

Technology available for student check-out includes the following:
- 30 13” MacBook Pro laptop computers
- 20 Panasonic Lumix Dcm-G7 Mirrorless Camera Kits
- One Telephoto lens for Lumix G7 reserved for Photojournalism

- One Macro lens for Lumix G7 reserved for Photojournalism
- 15 Panasonic AG-AC30 Camcorder Kits
- 15 Panasonic AG-HMC150 AVCCAM Camcorder Kits
- 13 Canon Rebel t3i DSLR Camera Kits
- 12 Canon Rebel t6i Cameras
- 22 Canon HF G21 Cameras reserved for graduate students
- 2 Rico Theta 360 Cameras
- 10 Rode Lav Mics
- 12 Rode Video Mic Me
- Zoom F4 field audio recording kit
- 5 Axis Smartphone Gimbals
- 5 Apexel 4 in 1 Cellphone Telephoto Lens Kits
- 3 Azden Wireless Lav Mics
- 4 Bescor Lighting Kits
- 9 Freefly Movi Smartphone

Graduate students no longer use equipment designated for undergraduate students. In the summer of 2019, electronic course fees were used to purchase cameras, tripods, and other equipment exclusively for the graduate program.

In Spring of 2020, the school established a recommended laptop buy program for incoming students, along with purchasing 30 laptops with electronic course fee funding for check-out.

The school anticipates installing another video camera check-out room in the new Live Oak Television studio area. Convenient parking would enable students to more easily access equipment.

Whether computers and software or camera or other recording hardware, the school provides access to technologically appropriate equipment to enhance course instruction.

SUMMARY:

The unit operates with a clear and transparent budget process, though in truth annual budgets change very little from year to year. The school maintains a number of up-to-date computer labs and software to facilitate instruction. Faculty generally indicated their technology needs were being met. The dispersed nature of the school's faculty across multiple building creates a feeling of separateness. The two largest majors, public relations and advertising, appear to be located in the least desirable space. The electronic course fees paid by students in online and hybrid courses have provided significant support to the school but much of the funding has been diverted to paying for faculty lines. The university is entering a strategic planning period for all academic units. And the university president is retiring. The school has a strong history of success and the director and faculty occupy a prominent role on the campus. There is more than enough reason to expect the school to fare well in future budgeting.

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

PART II — Standard 8: Professional and Public Service

Unit performance regarding indicators:

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The school has made a deliberate effort to build connections with alumni since the last site visit. An Advisory Board was reinvigorated in recent years as a consistent way to engage with alumni and industry professionals. The board's 15-17 members include business and association executives, broadcast and newspaper journalists, and sales, marketing and public relations professionals. Pre-pandemic, the group met with faculty and students on campus twice a year. A Zoom is planned for spring 2022. In 2019, the board adopted bylaws that define its mission as advising the school "on matters relating to the directions of, changes in and needs of the industry related to curriculum, careers, employment, fundraising, professional development, grants and research opportunities and other matters or issues deemed significant by the Board or the School Faculty."

The student newspaper and radio station each maintain their own advisory boards, which include professionals.

Individual faculty members keep in touch with their own former students. One faculty member shared that an alumna recently called her for advice about her communications job in New York. "That means a lot to me," the faculty member said.

Alumni are frequent guest lecturers in classes, and they participate in Facebook groups. Alumni and other media professionals are directly involved in assessing student work in each program. In 2015, the school started recognizing alumni with two awards – one for young "rising stars" and another for alumni more advanced in their career.

School leaders noted that improved alumni engagement has led to more internship and career opportunities for students, and growth in giving and other support for the school. A $1 million gift committed in 2015, which establishes an endowed scholarship in honor of alumna Mary Rose Brown, is an example of the kind of giving that's possible when connections with alumni are stronger, they said.

(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.

Faculty plan and produce an annual weeklong series of panels, speakers, workshops and other events called Mass Communication Week, which heavily features alumni. This event has existed for decades and is a signature program that draws hundreds of attendees over several days for sessions that spotlight current communication issues and topics. The event was fully virtual in 2020 and drew more than 200 students each to several online sessions. In 2021, 20 of the 38 individual speakers in a hybrid (in-person and online) version of the event were unit alumni.

Course work offers opportunities for students to wrestle with the intersection of communication and

social issues. One example was an examination of 84 Lumber's immigration-themed Super Bowl ad in 2017. Students were invited to view it from a variety of perspectives and "leave politics at the door." It was a powerful way for students to experience the impact of messages on various stakeholders and target audiences, one faculty member said.

Faculty members are active – some of them as executive leaders or board members – in professional associations such as the American Advertising Federation, Online News Association, Public Relations Society of America, Association of Women in Communication and Society of Professional Journalists. The site team saw numerous examples of how faculty members have used those connections to provide students with opportunities for networking, internships and jobs. Faculty consistently said that travel opportunities were abundant before the pandemic.

In 2020, a faculty member launched [Media Innovation Lab Journal](#), a free, peer-reviewed online journal that invites research and reports focused on innovative media ideas and digital technologies. Another faculty member has recently begun the process of pursuing Accreditation in Public Relations (APR).

"Ours is a dynamic field," one faculty member said. "We have to be engaged with colleagues in the field to stay current."

(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.

Numerous classes embrace a service-learning approach that emphasizes connection to community. The PR Campaigns capstone course, for example, assigns student teams to build media programs for real clients – many of them nonprofits such as United Way, the local food bank and conservation organizations. Students have worked on campaigns to boost student voting and to help organizations more effectively market to Latinx audiences.

From 2015-2019, the unit hosted the National Press Photographers Association's Advanced Storytelling Workshop, which enabled 80 students each year to participate in deep, hands-on work. Faculty described the opportunity for students to spend time with such a diversity of professionals as "invaluable." Other activities have included participation in a global, 24-hour streaming "news relay"; communications and journalism awards events; collaborative TV network recruiting; a public relations certification program; and on-campus career fairs.

Faculty and students have traveled together to locations such as New York, Chicago, San Francisco and Los Angeles to connect with professionals. One recent trip to Washington, DC, included visits to National Geographic, NPR, the Smithsonian and the Pentagon. Students put most of the agenda together themselves, with support from a faculty member. A study tour to Seattle is in the planning stage.

(e) The unit supports scholastic journalism.

Each year, the school brings about 100 students from Laredo high schools to campus for Mass Communications Week. For many of those students, the experience is the first time they've visited a college campus. A faculty member runs a regional University Interscholastic League competition for high school students, and members of the faculty serve as judges for other scholastic awards.

The school has made several additional attempts to support scholastic journalism. An effort to fund and resurrect the Urban Journalism Workshop – formerly a free Dow Jones project focused on

underrepresented student groups – is still in progress. A proposed $100,000 "Bobcat Bound" collaborative project to connect diverse high school students to career paths in journalism was not funded.

SUMMARY:

It's clear the school has successfully and meaningfully deepened its engagement with alumni, and that these connections are inspiring students, improving assessment, enriching course work and building support. Faculty are using their industry connections to keep their own skills current and to create opportunities for students. The pandemic has hampered travel, which will presumably resume when the time is right. The school consistently puts its students' skills to use on behalf of the community, which supports local organizations while giving students real-world experience.

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

.

PART III: Summary by site visit team

1. Summarize the strengths and weaknesses of the unit.

STRENGTHS
- A dynamic and extremely effective director who has driven the program to new heights, especially in terms of preparing students for entry into the workplace. She is an outstanding advocate for the school with wide support within the school and across the university.
- Strong faculty with respect across the campus. Recent hires are moving the department forward on research, contemporary technology and teaching.
- Student body known inside and outside the university for its work ethic. Faculty, alumni and professionals all say Texas State students work harder and are more motivated than students at other nearby universities.
- Meaningful connections with alumni that are notably stronger than they were at the time of the last site visit, and that are enriching assessment, giving and the student experience.
- Creativity and resourcefulness that makes the most of facilities and funds.
- Being a majority-minority, Hispanic-serving institution that draws diverse talent and builds pride and access for a wide range of populations.

WEAKNESSES
- The pandemic caused a shift in the allocation of electronic course fee money away from the school's previous purposes. While there are assurances that faculty hired with that money are not at risk, the threat to the program's future cannot be ignored.
- The lack of support staff in the school is glaring and must be addressed. Administrators and faculty are bearing the load, which distracts from their primary mission of preparing students. Since the visit, the administration has promised to provide funding for an additional staff position.
- The school's relationship with the student newspaper is perilous. While it runs well today (in part thanks to a strong faculty adviser) the explosive situation of 2017 could happen again without further clarification of roles, responsibilities and ownership.
- Accommodating enrollment growth was noted as a weakness by the last site team. While improvements have been made with regard to facilities, class sizes are growing and faculty are stretched. They are concerned about quality and a "piecemeal" approach to assigning teaching resources.
- While there has been significant progress in creating classroom, lab and innovation space (and the new theater/broadcast building about to come on line), the school is still something of a hodgepodge. (Good luck finding the Ad/PR faculty offices.) A school of this size, sophistication and purpose should be together in one building. (This was noted last visit as well.)
- The diversity plan would be strengthened by more attention to measurement and KPIs. For example, gauging the percentage of students exposed to DEI concepts in required courses could be helpful.

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).

The weaknesses, as listed above.

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.

1. Inconsistency in the purpose and learning outcomes of multiple sections of core and required courses.

Program coordinators meet monthly with faculty to discuss assessment, curriculum, and student issues. Faculty teaching core and required courses established a common set of learning outcomes.

2. Problems in advising outside the school and in offering required courses and pre requisite courses in advertising and public relations that meet student scheduling needs

Increased coordination with the advising staff in the college has resulted in clear communication about courses and pre-requisite offerings.

The unit increased offerings during the summer sessions. Like students, the unit considers summer as the third semester.

The advertising program created an Advertising Pathway document for students and advisers.

3. Uneven preparation of adjuncts for organizing, managing, and teaching courses

Program coordinators take an active role in mentoring adjuncts regarding the organization and management of their courses.

Monthly program meetings include adjuncts and full-time faculty.

Adjunct faculty are observed teaching, and student evaluations are reviewed before adjuncts are hired for another semester.

The assistant director assisted adjuncts with onboarding and pedagogy issues until he stepped down in May 2019. Because of the increasing scope of the program coordinators and budget concerns, another faculty member has not moved into this position.

4. Underdeveloped relationships with alumni for participation in assessment and fundraising

Alumni and other media professionals are directly involved in each program's capstone assessment process.

Alumni are now a focal point of the Mass Comm Week signature event. In 2021, there were more than 38 individual speakers -- 20 of these speakers were alumni. Mass Comm Week 2020 was fully virtual with 28 official sessions for the week, more than 35 individual speakers featuring 20 alumni. Several sessions had online attendance of more than 200 students. In 2019, Mass Comm Week consisted of 60 sessions over five days, filled with innovative workshops, professional discussion panels and 77 experienced speakers.

The school Advisory Council was meeting yearly on campus until 2020. A set of bylaws was reviewed and approved in 2019. An Advisory Council meeting is planned for spring 2022 via zoom.

5. Persistent challenges in accommodating enrollment growth in limited space and in achieving the school's mission of excellence

With university funding, the KTSW operations were relocated from Old Main to the Trinity building to create an open lab for students and establish a new Media Innovation lab. Space changes included a teaching computer lab, an open lab for students, student lounge and faculty office.

With support from the dean and university, Live Oak Hall -- a new, theater/broadcast news studio building -- is scheduled to open in Fall 2022.

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

The self-study was comprehensive and complete. The team was a little surprised by the number of typos, etc., in the report, but it did not detract from the information given. The self-study was posted on Canvas and easily accessed there.