

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2019-2020

Name of Institution: California Polytechnic State University

Name and Title of Chief Executive Officer: Jeffrey D. Armstrong, President

Name of Unit: Journalism Department

Name and Title of Administrator: Mary Glick, Chair

Date of 2019-2020 Accrediting Visit: January 26-29, 2020

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

Date of the previous accrediting visit:

Recommendation of the previous site visit team:

Previous decision of the Accrediting Council:

Recommendation by 2019-2020 Visiting Team: Provisional

Prepared and submitted by:

Team Chair

Name and Title: Ann M. Brill, Dean

Organization/School: University of Kansas School of Journalism and Mass Communications

Signature

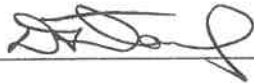


Team Member

Name and Title: Denise Dowling, Director

Organization/School: University of Montana School of Journalism

Signature



Team Member

Name and Title: Peter Debreceeny, Vice President International

Organization/School: Arthur W. Page Society

Signature



Team Member

Name and Title: Mark Hass, Professor of Practice

Organization/School: Arizona State University Walter Cronkite School of Journalism and Mass Communications

Signature



Part I: General Information

Name of Institution: California Polytechnic State University

Name of Unit: Journalism Department

Year of Visit: 2019-2020

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

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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

N/A

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

- Private
- Public
- Other (specify)

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

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972, the system became The California State University and Colleges and in 1982, the system became The California State University. Today, the campuses of the CSU include comprehensive and polytechnic universities.

California Polytechnic State University (Cal Poly) is fully accredited by the WASC Senior College and University Commission (WSCUC) to award bachelor's, master's, and certain professional doctorate degrees. WSCUC is a regional accrediting agency that is recognized by the U.S. Department of Education as certifying institutional eligibility for federal funding in a number of programs, including student access to federal financial aid. The requirements for each type of degree program are set forth in a section of the California Code of Regulations, Title 5. Education.

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

Yes

If yes, give the date of the last accrediting visit: 2002

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

The Journalism Department was first accredited in 1996. Re-accreditation was denied in 2002.

6. Attach a copy of the unit's mission statement. The statement should give the date of adoption and/or last revision.

The mission of the Journalism Department at Cal Poly is to provide excellence in education on fundamental concepts, values and skills in journalism that focus on problem-solving, critical thinking, innovation and communication. We also promote an understanding of ethical and legal implications of media and the importance of cultural and intellectual diversity, civic engagement and social responsibility in preparing students for leadership roles in journalism. Adopted April 2012.

<https://journalism.calpoly.edu/students/mission-and-vision-statements> (appendix A)

7. What are the type and lengths of terms?

Cal Poly operates on the quarter system. During the academic year, quarters are 11 weeks. Summer sessions are 5, 8 and 10 weeks.

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

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

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

B.S. in Journalism (BSJ)

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

180 quarter hours

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

All students earn three quarter-hour credits for completing an internship.

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

Name of Sequence	Person in Charge
News	Brady Teufel
Public Relations	Yan Shan

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

Cal Poly's projected enrollment for Fall 2019 is 21,340 full-time students.

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

Name of Sequence	Number of Undergraduate Majors
Pre-track	110
Public Relations	146
News	53
TOTAL	309

NOTE: Numbers are for 2018-19.

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

WINTER 2020

Class Number	Course Title	Course Number	Section	# Enrolled
3192	News Reporting and Writing	203	1	17
4946	News Reporting and Writing	203	3	20
2446	Agricultural Communications	205	1	19
4183	Introduction to Multimedia Journalism	285	1	20
6972	Introduction to Multimedia Journalism	285	3	12
6264	Web Audio and Video	303	1	19
5355	Cal Poly Radio Laboratory	320	1	18
5356	Cal Poly Radio Laboratory	320	2	17
5348	Cal Poly Radio Laboratory	320	3	9
5439	Broadcast News	333	1	20
2749	Public Relations Writing and Editing	342	1	19
4548	Public Relations Writing and Editing	342	2	20
6361	Broadcast Announcing and Production	346	1	16
7182	Data Journalism	350	1	19
2219	Advanced Newspaper Reporting Practicum	352	1	19
4918	Advanced Broadcast Journalism Practicum	353	1	10
5357	Advanced Digital Journalism	410	1	20

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5506	Advanced Public Relations Practice: CCPR	415	1	10
9303	Advanced Media Practicum	462	1	20

FALL 2019

Class Number	Course Title	Course Number	Section	# Enrolled
4985	News Reporting and Writing	203	1	16
4031	News Reporting and Writing	203	3	19
6377	News Reporting and Writing	203	5	17
3126	Agricultural Communications	205	1	20
3123	Introduction to Multimedia Journalism	285	1	20
3728	Public Affairs Reporting	304	1	19
6211	Cal Poly Radio Laboratory	320	1	17
6212	Cal Poly Radio Laboratory	320	2	18
6213	Cal Poly Radio Laboratory	320	3	16
1613	Broadcast News	333	1	20
6110	Editing	334	1	20
4935	Public Relations Writing and Editing	342	1	17
7088	Broadcast Announcing and Production	346	1	7
6424	Advanced Newspaper Reporting Practicum	352	1	12
3727	Advanced Broadcast Journalism Practicum	353	1	20
1614	Visual Communication for the Mass Media	390	1	20
7072	Multimedia Production for Public Relations and Advertising	403	1	6
2413	Advanced Digital Journalism	410	1	16
4033	Advanced Public Relations Practice: CCPR	415	1	10
6298	Advanced Media Practicum	462	1	18

16. Total expenditures planned by the unit for the 2019–2020 academic year:

For the Journalism Department: \$1,940,107.64

For student media: \$379,897

Give the percentage increase or decrease in three years:

From 2016-17 to 2018-19, total expenditures for the Journalism Department increased by 7.19%.

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

\$859,783.13

17. List the name and rank of all full-time faculty in the accredited unit in fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Full-Time Faculty Name	Rank
Dan Eller*	Associate Professor
Richard Gearhart	Associate Professor
Mary Glick	Associate Professor
Patrick Howe	Associate Professor
Michael Park	Assistant Professor
Patti Piburn	Assistant Professor
Yan Shan	Assistant Professor
Brady Teufel	Professor

*Associate Professor Dan Eller is not teaching in Fall 2019. He is on the phased Faculty Early Retirement Program with a reduced teaching load. He will teach half time in Winter and Spring 2020.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list names of part-time faculty teaching spring 2019. (If your school has its accreditation visit in spring 2020, please provide the spring 2020 adjunct list in the updated information.)

Winter 2020 - Part-Time/Adjunct Faculty Name
Melanie Bedwell
Kim Bisheff
Sally Buffalo
Katya Cengel
Jaime Lewis
Julie Lynem
Keli Moore
Tony Prado
Alicia Shepard
Whitney Szentesi

Fall 2019 - Part-Time/Adjunct Faculty Name

Kim Bisheff

Sally Buffalo

Katya Cengel

Julie Lynem

Keli Moore

Tony Prado

Stephen Stern

Kirk Sturm

Spring 2019 - Part-Time/Adjunct Faculty Name

Kim Bisheff

Sally Buffalo

Katya Cengel

Julie Lynem

Keli Moore

Tony Prado

Stephen Stern

Whitney Szentesi

19. Schools on the semester system: N/A

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

Year	Total Graduates	# in Compliance	Percent
2018-19	98	90	91.8%
2017-18	90	75	83.3%

NOTE: These numbers are less than expected and will be discussed in detail in Standard 2 and Standard 6.

The department continues to monitor the 104-unit requirement and is working diligently toward 95% compliance this academic year. Reports run right before the site team visit show that all 12 graduates in Fall 2019 were compliant with this requirement.

PART II — Standard 1: Mission, Governance and Administration

Unit performance with regard to indicators:

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

The unit's information in the ACEJMC database is current.

The unit has a written mission statement.

The unit has an "Action Plan and Progress Report" that is updated as prescribed by the university, which provides the template. The unit's current plan was proposed in May 2013 and approved by the dean of Liberal Arts in October 2014. The unit received an extension to updating the plan in 2016-2017 to celebrate the 100th anniversary of the university's student press. University policy allows a unit to time the action plan and progress report if the unit is seeking accreditation. As proposed actions are completed, the plan is updated. The most recent plan included three key initiatives: diversity, assessment, and the University's Graduation Initiative. The unit plans to update its 2020-2021 action plan in response to the accreditation self-study and the recommendations of the ACEJMC site team, committee and council. The dean of the College has approved the unit's updating being delayed until after the accreditation process in 2020.

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

The unit has written and posted policies regarding curriculum development and educational policies. As noted, it also follows policies and procedures for those areas as outlined by the College, the University and the collective bargaining agreement.

c). The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

Conversations with campus administrators and others show deep respect and affection for the unit's chair. Members of the advisory board called her a "game changer" in terms of the unit's respect among alumni and how she addressed issues of diversity, working with the board, and fundraising. She also is highly regarded by administration. The current chair was hired in as chair to foster collegiality in the unit. Conversations with faculty, others on campus and the dean indicate that she has fostered a more collaborative and collegial sense in the unit and beyond. The dean said it is clear the unit chair has turned the department around and been a stabilizing influence.

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

The current chair joined the unit in 2012 following a national search. She is in her third, three-year term and serves at the pleasure of the dean. There is no term limit. When the chair's term expires, typically

department faculty submit nominations for a new chair, who is elected by faculty vote, which is advisory to the dean. Based on the recommendations, the dean then selects and appoints the department chair. Faculty and staff evaluate the chair annually. Evaluations are sent to the dean of the College of Liberal Arts who gives the chair an annual review.

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

The unit encourages the resolution of informal complaints in a consensus manner. Beyond that, complaints are brought to the chair and/or a unit meeting. If needed, policies and procedures are amended. If complaints are not resolved at the unit level, they are brought to the dean of the College of Liberal Arts.

The unit has written and posted policies and guidelines as well as following those of the College, the University and the collective bargaining contract.

SUMMARY: The unit has strong leadership and the support of University administration. Its policies and procedures are online, clearly articulated and current. As a unit in the College of Liberal Arts, many of those policies are outlined by the dean of the College. The unit has latitude to develop courses and set curriculum guidelines for its students. The chair also has been successful in some fundraising, and the dean of the College expects that to continue.

Overall evaluation compliance/non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

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

a). The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

Year	Total Graduates	# in Compliance	Percent
2018-19	98	90	91.8%
2017-18	90	75	83.3%

Cal-Poly is on the quarter system and 180 credits are required for graduation. The unit offers a Bachelor of Science in Journalism with news and public relations tracks. The core for both tracks requires 40 credits in journalism. Track requirements include 20 credits from a select list of courses and 16 elective credits. The University has a general education requirement, with a total of 64 credits required in five broad categories.

The course curriculum for the two tracks (Journalism and Public Relations) are as follows:

Number of hours/units required for graduation:

180 units (quarter credit hours) are required for graduation.

The number of hours/units required for major degree:

76 units (quarter credit hours) are required in the major.

Core Courses for All Students in Program (28 credits earned)

- 1) JOUR 102 Introduction to Journalism (1 unit)
- 2) JOUR 203 News Reporting and Writing (4 units)
- 3) JOUR/COMS 218 Media, Self and Society (4 units)
- 4) JOUR 285 Introduction to Multimedia Journalism (4 units)
- 5) JOUR 302 Mass Media Law (4 units)
- 6) JOUR 402 Journalism Ethics (4 units)
- 7) JOUR 444 Media Internship (3 units)
- 8) JOUR 462 Senior Media Practicum (4 units)

**An additional course in track/sequence that all students in track/sequence must take:
Media Technologies (8 credits earned)**

- 1) JOUR 303 Web Audio and Video (4 units)
- 2) JOUR 350 Data Journalism (4 units)
- 3) JOUR 390 Visual Communication for the Mass Media (4 units)
- 4) JOUR 403 Multimedia Production for PR and Advertising (4 units)
- 5) JOUR 410 Advanced Digital Journalism (4 units)

Global and Cultural Perspectives (4 credits earned)

- 1) JOUR 219 Multicultural Society and the Mass Media (4 units)
- 2) JOUR 401 Global Communication (4 units)

Journalism/News Track (20 credits earned)

Select 12 units from the following:

- 1) JOUR 304 Public Affairs Reporting (4 units)
- 2) JOUR 333 Broadcast News (4 units)
- 3) JOUR 334 Editing (4 units)
- 4) JOUR 346 Broadcast Announcing and Production (4 units)
- 5) JOUR 348 Electronic News Gathering (4 units)
- 6) JOUR 407 Feature Writing (4 units)

Select 8 units from the following (may be repeated):

- 1) JOUR 352 Advanced Newspaper Reporting Practicum (4 units)
- 2) JOUR 353 Advanced Broadcast Journalism Practicum (4 units)

Journalism/Public Relations Track (20 credits earned)

Select 12 units from the following:

- 1) JOUR 304 Public Affairs Reporting (4 units)
or JOUR 333 Broadcast News (4 units)
or JOUR 334 Editing (4 units)
- 2) JOUR 312 Public Relations (4 units)
- 3) JOUR 352 Advanced Newspaper Reporting Practicum (4 units)
or JOUR 353 Advanced Broadcast Journalism Practicum (4 units)

Select 8 units from the following:

- 1) JOUR 342 Public Relations Writing and Editing (4 units)
- 2) JOUR 412 Public Relations and Crisis Management (4 units)
- or JOUR 413 Public Relations Campaigns (4 units)
- 3) JOUR 415 Advanced Public Relations Practice: CCPR (4 units)

Elective courses that must be taken within the program

No more than 16 units of these courses can be applied toward the degree. Any JOUR course, including those listed above, if not used to meet major requirements, some courses from outside the unit, and:

- 1) JOUR 201 News Media and Democracy (4 units)

- 2) JOUR 205 Agricultural Communications (4 units)
- 3) JOUR 220 Introduction to Radio Broadcasting (2 units)
- 4) JOUR 270 Selected Topics (1-4 units)
- 5) JOUR 320 Cal Poly Radio Laboratory (1 unit)
- 6) JOUR 331 Contemporary Advertising (4 units)
- 7) JOUR 378 Advanced Sportscasting (4 units)
- 8) JOUR 385 Media Innovation and Entrepreneurship (4 units)
- 9) JOUR 400 Special Problems for Advanced Undergraduates (1-4 units)
- 10) JOUR 418 Copyright, TM, Patent & Comm. Speech in Digital Media (4 units)
- 11) JOUR 470 Selected Advanced Topics (1-4 units)
- 12) JOUR 471 Selected Advanced Laboratory (1-4 units)

Required: One from outside of the accredited unit

- 1) STAT 130 Statistical Reasoning (4 units)
- 2) STAT 217 Introduction to Statistical Concepts and Methods (4 units)
- 3) STAT 218 Applied Statistics for the Life Sciences (4 units)
- 4) STAT 251 Statistical Inference for Management (4 units)

The unit does not meet the outside-credit standard with only 87.7% of students meeting the rule in the past two academic years. The run-up to the self-study revealed this problem to the unit and changes have been made to encourage compliance going forward.

As part of a one-credit seminar course for freshmen and transfer students, content called “How Your Degree Adds Up” has been introduced. Students must take the freshman seminar course in their first semester in residence and the course fulfills the advising role. The course requires a meeting with an academic adviser where the first two years of a student’s course work is suggested. After that initial course-mapping exercise, students are not required to seek advising but are encouraged to meet with an adviser once per year.

Students are advised at the College level by professional advisers, with unit faculty typically acting as mentors rather than academic advisers. In meetings with students, they referred to their faculty advisers as their primary source of information about courses. Unit leadership feels they have communicated the 104-credit hour rule to the professional advisers generally, but that there are two specific advisers in the College who understand the rule and reasons for it on a deeper level. Journalism and public relations students are encouraged to see those two advisers.

The 104-outside credit rule is now a line item on student advising materials for the Bachelor of Science in Journalism. There may be confusion in the unit about the intent and application of the 104 outside credit rule.

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

The courses offered by the unit comprise a healthy mixture of theory and skills-based instruction. The unit has a course map listing the 12 ACEJMC competencies and where those are taught in the curriculum. However, a review of course syllabi shows a lack of learning outcomes related to the competency courses are purported to teach. Additionally, not all the courses claiming to teach the 12

competencies are required, leaving a potential hole in a student's education across the competencies and values required by ACEJMC.

The unit encourages standardization of learning outcomes across sections of courses, but professors are not mandated to ensure similar experiences and outcomes across sections. With adjunct faculty outnumbering the permanent faculty, there are discrepancies unaddressed.

The unit's core requirements are entirely in journalism, with no core courses devoted to public relations teaching and learning. The majority of students in the unit are public relations (75%) but public relations courses comprise only 14% of the courses listed in the catalog (6 of 43). Students who have selected the public relations track can graduate with only three (12 units) or four (16 units) public relations courses. Several faculty mentioned the need to redress this imbalance as an urgent priority. As mentioned elsewhere, there is a search underway to appoint a second full time public relations faculty member.

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

The unit has introduced new courses and modified existing courses to respond to professional expectations. The unit offers data journalism, multi-cultural society and media, global communication, media innovation and entrepreneurship. The unit has one course it offers online each year, Media Law, which is taught in the summer quarter.

The program is primarily built around legacy media. Journalism students continue to consider themselves "print" or "broadcast." Public relations courses and students serve the student news operation, the only "client" of the student PR agency. In the required senior media practicum (JOUR 462) all students produce content for and/or promote the student media. Students in the practicum spend two weeks on print, two weeks on video, two weeks on radio, etc. All student-produced content in the practicums are offered to the student media, along with content from two junior-level courses in Newspaper Reporting and Radio News. Mustang Media Group (MMG) includes a once-a-week printed newspaper, a web site, a closed-circuit (campus) television broadcast and radio news. The television broadcast is also sent to the local cable system which airs it weekly.

Student media managers act much as an assignment editor in these courses that produce content for the MMG. Student media managers attend class-based pitch sessions and guide student story ideas and execution. Student managers are not involved in the grading of other students and are simply offered content for inclusion in the MMG with no requirement of publication/broadcast.

The unit has adequate labs and computers, still and video cameras and audio recorders. The studios for radio and television are small, but up-to-date technologically. Appropriate software and hardware are available to produce text, audio and video for print, online and on-air content.

The unit has a drone, 360-degree cameras, virtual reality cameras and livestreaming capability. At the time of the site visit, none of these tools were visible in teaching. Digital and social media are incorporated into some courses, but not universally. There are several courses specifically devoted to digital content including multimedia production, advanced digital journalism and web audio and video.

The unit recognizes advancement in teaching and learning. Unit members have earned Educator of the Year awards from the California Journalism and Media Affiliates (CCMA). Two professors published a

peer-reviewed paper on the effects of student media integration. That paper was awarded the 2019 Ken Nordin Award by the College Media Association “for conceiving new models to ensure the best possible learning laboratory for achievement in student media.”

Two faculty members recently participated in a Teaching Inclusion and Diversity Everywhere seminar to strengthen faculty expertise in enhancing inclusion and supporting diversity in their classes. The department’s goal is to have all faculty participate over the next five years.

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

The unit was 100% compliant according to the self-study. At the time of the site visit, a team member visited a course with approximately 30 students enrolled that appeared to be a skills course (Intro to Radio), however, the course (JOUR 220) does not appear on the unit’s skills course list. The unit may need to review its designated skills courses to ensure compliance with the 20-student limit.

e). The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Internships of 100 hours are required of all students. Students perform internships in a variety of locations and businesses, primarily in the San Luis Obispo area. The internship host develops the learning outcomes for the intern, which may or may not address the ACEJMC 12 competencies and values. At the conclusion of the experience, the internship host is asked to evaluate the student’s demonstrated ability in the 12 competencies.

SUMMARY:

The unit decision to require participation in student media may limit professional opportunities for students. Labs, studios and equipment are adequate, although students and faculty expressed a desire for updated space in a building built in the 1960s. Internship hosts generally found students motivated, professional and dependable.

The unit is out of compliance on the 104-outside credit rule and needs to consider ways to serve the public relations students who comprise 75% of the student body.

Overall evaluation, compliance/non-compliance:

NON-COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

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

The unit has a written diversity plan that the faculty updated in July 2019. It acknowledges that the University is predominantly white male-majority and the least ethnically diverse public university in the state of California. The unit has been recognized by the university for its diversity plan, which focuses on diversity in the curriculum, diverse faculty, staff and students, and a supportive climate. The unit's stated goal is to closely reflect the diversity in the state, which is 40 percent Hispanic/Latino (any race). At the time of site team visit, the unit's student population was 18.9 percent Hispanic/Latino (any race). That is slightly higher than the University's 17 percent. The population of the city of San Luis Obispo is just under 48,000 and 84 percent white. It is among the most expensive places to live in the state, and the University has the highest fee structure among the state university system.

The 22-page plan identifies diversity as including diversity of gender, race, ethnicity, age, socioeconomic status, political persuasion, physical and emotional ability and sexual orientation. The California State University system identifies underrepresented minorities as students who self-declare as American Indian, African American, Hispanic or multi-racial.

The unit works on goals and status updates with the associate dean for diversity in the College of Liberal Arts and was nominated for a President's Diversity Award in 2017-2018. In a conversation with the University president, he said diversity is among his highest priorities, and he shared fundraising initiatives to support that goal. To address the costs of attending the University, a Cal Poly Opportunity Fee was launched in Fall 2019 to provide financial and other assistance to academically qualified low-income and first-generation students in California. Two years earlier, the University eliminated its Early Decision admissions option after discovering the process disadvantaged low-income students. That decision resulted in the most diverse incoming class in the University's history. In 2019, the University launched an Inclusive Excellence Action Plan and hired an expert on diversity to lead the campus through listening sessions and a survey. The unit participated and invited speakers of underrepresented groups to speak to classes and student groups.

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

As part of the unit's diversity plan, students are required to take one of two Global and Cultural Perspectives courses, as well as having diversity and inclusion learning objectives throughout the curriculum. Faculty also are to use inclusive language in their syllabi and include diverse voices and perspectives in the classroom. The site team's review of syllabi verified inclusive language being used and some assignments that required a diverse perspective. Diversity is addressed throughout the curriculum, from the entry-level courses to the required Senior Media Practicum. The student newspaper has required diversity training and a cross cultural beat reporter. During student meetings, the site team heard students expressing knowledge of the contributions of women and underrepresented groups.

Students also told us about experiential learning that helped them understand diversity and inclusion issues. Several faculty in the department are involved in an ad hoc committee Diversity Coalition on campus and are part of the University plan to ensure a diverse applicant pool in the hiring of a new provost in 2020.

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

Of the eight full-time faculty members, three are women. One male faculty member is Asian American and one female faculty member is International. The last search resulted in the hire of the Asian American male faculty member.

Recruitment efforts included strategies approved by the University to attract women and members of under-represented minorities. All openings are advertised in diversity-related publications and the unit chair personally reached out to professional groups such as NABJ, UNITY, the Maynard Institute, and the National Lesbian and Gay Journalists Association. All search committee members participate in training to help understand and reduce unconscious bias. In the most recent search, candidates were asked questions approved by the University's office of inclusion and diversity that addressed the candidate's ability to teach a diverse group of students. The unit also asked candidates to submit a statement addressing their commitment to diversity.

In the past six years, the unit made three hires – one Asian-American male, one white female and one international female. The unit has one tenured faculty member who is on a five-year phased retirement plan and the unit cannot fund that position until he completes his retirement. The unit is currently searching for a faculty member with expertise in public relations.

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

The Diversity Plan lists the goal of a diverse student body. The unit saw a six percent increase in the number of students who identify as ethnicities other than white between Fall 2014 and Fall 2017. Referring to Table 5 in the self-study, and the CSU definition of underrepresented groups as American Indian, African American, Hispanic or multi-racial, the unit reported Fall 2017 numbers as: 0.8% African American, 18.9% Hispanic/Latino, 11.2% two or more races, for a total of 30.9%.

The unit has no control over which students are admitted to the University but has identified strategies to influence the demographics of students who apply. Those include hosting students involved in a college readiness program aimed at underrepresented students, calling conditionally admitted first-generation college students, students from underrepresented populations and transfer students who are accepted, and making the transfer process smoother through articulation agreements with the California community college system. The unit also works with University offices to host high school and middle school students from historically diverse student bodies.

Retention or "persistence" efforts show that in 2017, 91.7 percent of under-represented journalism students returned for a second year. The persistence rate tracks one-year retention from freshman to second year. For white students, that number is 93 percent. The unit's most recent data show a 53 percent four-year graduation rate for underrepresented students who entered in 2013; for white students that number was 78.9 percent.

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

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

The site team found a collegial and respectful climate among faculty, staff and students. Much of that, according to unit personnel, the dean and the president of the University, is attributed to the changes made by the unit chair. The site team also read and saw posters promoting diverse speakers, events, films and work in campus media.

SUMMARY: The unit percentage of Hispanic students exceeds the local community population percentage, which is 84 percent white. The unit's percentage of Hispanic students also exceeds that of the University's. Among its full-time faculty, there is limited representation from under-represented ethnic populations. The department is addressing that with recent hires but it will have to wait for more retirements or new faculty lines to achieve its goals. The site team found elements of diversity, equity and inclusion in syllabi and in the climate in the unit.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

FULL-TIME FACULTY 2019-20**

Group	Female	Male	% of total in unit n=8 *	% of total in institution n=672 **
Black/African American	0	0	0%	1.79%
White	2	4	75%	72.92%
American Indian/Alaskan Native	0	0	0%	0.45%
Asian	0	1	12.5%	6.18%
Hispanic/Latino (any race)	0	0	0%	5.84%
Native Hawaiian/other Pacific Islander	0	0	0%	0.14%
Two or more races	0	0	0%	1.25%
International (any race)	1	0	12.5%	3.41%
Undeclared/Unknown	0	0	0%	5%

*Full-time faculty: Includes tenured and tenure-track professors and any professors on phased retirement (n=8).

**Source: Institutional Research: Cal Poly Tenured/Tenure-Track Faculty Headcount and Full-Time Equivalent (FTE) as of Fall 2018 Final Census. <https://ir.calpoly.edu/2018-faculty-tenured-profile>

PART-TIME FACULTY 2019-20**

Group	Female	Male	% of total in unit n=14*	% of total in institution n=612**
Black/African American	1	0	7.1%	0.8%
White	9	2	78.6%	82.2%
American Indian/Alaskan Native	0	0	0%	0.3%
Asian	0	0	0%	2.3%
Hispanic/Latino (any race)	1	1	14.3%	4.5%
Native Hawaiian/other Pacific Islander	0	0	0%	0%
Two or more races	0	0	0%	0.8%
International (any race)	0	0	0%	3.1%
Undeclared/Unknown	0	0	0%	5.9%

*Part-time faculty: Includes senior lecturers and lecturers. Contracts range from 1 course per year to a 3-4 teaching load with no obligations for advising or service (n=14).

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

Unit performance with regard to indicators:

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

The unit has an online manual outlining the criteria for selecting and evaluating all full, part-time faculty and instructional staff. As part of the College of Liberal Arts, all instructors follow its online policies and the unit also must follow policies established by the collective bargaining agreement.

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

Faculty responsibilities are outlined in the collective bargaining agreement. The workload of a full-time faculty member at the University is defined as 45 Weighted Teaching Units per year (three quarters). All faculty teach 36 WTUs per academic year, with the other WTUs for advising and other service obligations. New full-time, tenure-track faculty receive a reduction of 12 WTUs for the first two years of employment. Within the unit, courses may be weighted differently depending upon the addition of a lab component or class size.

The majority of core and required classes are taught by full-time faculty. Under the terms of the collective bargaining agreement, long-term lecturers have earned entitlement rights. Over the three years before the site team visit, two entitled lecturers each taught the equivalent of a full-time faculty load.

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

The University's motto of "Learn by Doing" is reflected in the professional and scholarship experience of the unit's faculty. All full-time faculty are hired with the expectation of teaching, scholarship and service. The University operates on the "teacher/scholar" model, with faculty expected to bring their scholarly and creative work to their classes and involve students in research. Of the tenured faculty, five have more than 10 years of professional experience. Some of the tenured faculty are still actively working in the media, including one who anchors a local television newscast.

While an earned terminal degree is preferred, it is not required for tenure-track positions. Of the current faculty, one has a doctoral degree in mass communications, one has a doctoral degree in education, one has a doctoral degree and a law degree, two are ABD and three have master's degrees.

Faculty stay current through affiliations with professional and academic organizations. In addition, faculty are expected to provide service to some of those organizations, the University and broader community. Faculty members develop a Working Personnel Action File (WPAF) that includes a professional development plan outlining both short- and long-term goals. The WPAF is updated and reviewed annually at the unit and other levels for faculty on the tenure track and is a springboard for tenure and promotion.

That file lists the faculty member's scholarship as well as their professional/academic affiliations. A

review of CVs of full-time faculty showed appropriate and track-specific affiliations, as well as associations with national educational organizations such as AEJMC, NCA and ICA. Faculty members have recently attended workshops at the UC Berkeley Advanced Media Institute, the Online News Association annual conference, the Scripps Howard Journalism Entrepreneurship Institute at ASU, a data workshop hosted by the European Journalism Centre, and the Associated Collegiate Press and College Media Advisors conferences.

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

Course evaluations are online and faculty are able to monitor the response rate. Peer evaluations of classroom performance for tenure-track faculty are done annually. Tenured faculty have a scheduled post-tenure review every five years, which includes a peer observation of teaching and a review of instructional materials and student evaluation data. Lecturers undergo periodic evaluations depending on their terms of service, as outlined by the collective bargaining agreement.

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

Administrators and faculty outside the unit expressed high regard for the quality of instruction the unit provides. The president spoke of taking outstanding students to the state capitol as both a reward for their successes and to demonstrate achievements by the students and the units they represent. He said journalism students are always among those represented.

In particular, the unit chair is highly regarded across campus for her participation in initiatives that support the teaching mission.

SUMMARY:

The unit is highly regarded by students, other faculty on campus and administrators for its quality of instruction and professional expertise. The faculty seek national and international opportunities to present research and to learn from professional media organizations.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

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

Unit performance with regard to indicators:

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

Teaching has traditionally been the top priority at the University and the unit. But greater emphasis has recently been placed on scholarly productivity. All full-time University faculty have significant teaching loads and also provide student academic advising services. The workload of a full-time faculty member at the University is defined as 45 Weighted Teaching Units (WTUs) per year. All faculty receive 3 WTUs per quarter (12 per academic year) for student advising and other service obligations, as required by the faculty contract. That leaves each faculty member with 36 WTUs for teaching, divided among the three academic quarters, fall, winter and spring. The standard 4-unit lecture course at the University is assigned 4 WTUs. Most of the skills courses in the Journalism Department are taught as a lecture/lab combination, with faculty receiving 4.5 or 5 WTUs for teaching one of these combination courses.

In addition to those expectations, unit faculty are actively involved advising students in the Mustang Media Group. Students benefit from the extensive faculty support, but these faculty obligations take time away from scholarly and creative work, and professional activities. The teaching loads, advising expectations and admirable engagement with student media present potential risks to the unit's ability to comply with Standard 5. The unit has attempted to address this issue, in part, by creating courses that serve the needs of Mustang Media Group and count toward faculty teaching loads.

That said, there are a number of initiatives in place to support and encourage research, creative work and professional activity. All full-time, tenure-track faculty receive reductions in instructional assignments during their first two years to support them while establishing their programs of research, scholarship and creative activity. The College provides funding in the first two years to support new faculty research and travel, while the unit provides each faculty member with annual budget allocations to support these activities. Support is available for faculty to attend conferences, take students on field trips, join professional organizations or purchase equipment to experiment within classes.

The unit uses a variety of sources to support research, professional activity and creative work. One source is the department's discretionary fund, which is funded by donors. Each September, half of the fund is allocated for faculty development. That half is split evenly among all full-time faculty members to support travel, training and memberships in professional organizations. Faculty are also eligible for support up to \$1,500 from the College if they play some official role at a professional association meeting, as well as other College grants. Grants are also available from the University Provost's Office and the Cal State Chancellor's Office.

Since 2013, more than 70 such grants or awards have been received by unit faculty and senior staff. For example, in 2018 two faculty each received a \$3,000 summer research stipend to support their joint case study of integrated student media, while another received a \$6,000 summer research stipend to support work on social media influencers.

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

Research, creative activity and professional activity are a core part of expectations outlined in the College's Policies and Procedure, approved in September 2019, the University's Policies and Procedures for Recruitment and Appointment, and the Journalism Department Faculty Personnel Policy Statement Addendum Regarding Creative and Scholarly Work, approved September 26, 2014.

The latter reads: "Faculty engage in scholarly work to maintain currency in the discipline and to contribute to the understanding of the history, theory, criticism, practice or teaching of journalism and mass communication or related areas."

The College requires evidence of scholarly, creative or professional work equivalent to at least two articles published in well-respected and rigorously peer-reviewed scholarly journals in the relevant area to be promoted to associate professor. A positive recommendation for promotion to full professor requires work equivalent to at least two additional such articles published since promotion or appointment to associate professor.

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

The unit has interpreted the standard described above to include creative or professional work in journalism or public relations that meets the following criteria:

- It must be a substantial work distributed through respected professional channels. The channels may take many forms, including book publishing, newspapers, magazines, broadcasting, documentaries and digital platforms.
- It must be reviewed by recognized professional peers.
- It must make important contributions to the candidate's field, break new ground, create new knowledge, enhance understanding of important issues or topics, reach wide audiences or otherwise demonstrate impact and influence.

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.

From 2013 to 2019, unit faculty published or presented their work on 38 occasions, according to the unit self-study, on a wide range of topics, including: public relations ethics, brands, public affairs, social media, influencer marketing, transgender issues and student media.

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

The unit sponsors speakers, programs and panels that explore issues and important public topics, such as the challenges facing journalism; Rob Reiner's 2018 film "Shock and Awe;" Latinos in the media; Ben Bradlee Jr.'s book, "The Forgotten: How the People of One Pennsylvania County Elected Donald Trump and Changed America;" and a panel on homeless youth. Many of these have been co-sponsored with other units on campus.

There have also been a regular series of panels and activities sponsored by Mustang Media. These have included election forums, debates and meetings of community organizers.

Visits to a number of classrooms also established that faculty encourage active debate among students. During one meeting with students, several discussed the impact of classroom discussions about diversity that followed the suspension of a University fraternity when pictures surfaced in September 2018 showing students dressed as gang members, including one in blackface.

SUMMARY:

The unit requires and rewards faculty for research, creative activity and professional activity. It has developed a detailed description of how the College's research expectations can be applied to the unit's professional program faculty. They have thoughtful programs in place to help faculty balance the demands of teaching, advising and research, and provide a number of ways for faculty to access funds to support research/creative/professional activities.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

(Please include the scholarship table at the end of this section.)

Scholarship, Research, Creative and Professional Activities 2013-2019	Total from Unit*	Individuals			Totals (10)
		Full Professor (03)	Associate Professor (04)	Assistant Professor (03)	
Awards and Honors	9	2	4	3	9
Grants Received Internal	4	1	3	1	5
Grants Received External	9	2	7	-	9
Scholarly Books, Sole- or Co-authored	-	-	-	-	-
Textbooks, Sole- or Co-authored	1	1	-	-	1
Books Edited	-	-	-	-	-
Book Chapters	2	-	1	1	2
Monographs	-	-	-	-	-
Articles in Refereed Journals	11*	4	6	3	13
Refereed Conference Papers	11*	1	8	3	11
Invited Academic Papers	-	-	-	-	-
Encyclopedia Entries	-	-	-	-	-
Book Reviews	-	-	-	-	-
Articles in Non-refereed Publications	8	-	8	-	8
Juried Creative Works	-	-	-	-	-
Non-juried Creative Works	-	-	-	-	-
Other (please specify)	2**	2	2	-	4
TOTAL	57	13	39	11	62

*Co-authored work is counted as a single publication or grant in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article or recipients of the same grant, it would be reported as a single entry for both authors or investigators.

**Some faculty are employed or engaged in consulting and freelance work. This is considered of value in the tenure and promotion process when faculty demonstrate currency in the field of journalism and mass communication.

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

The primary advising level for students in the unit is with tenure-track faculty. After their probationary period, all tenure-track faculty are assigned a group of students as advisees. Students take a mandatory Introduction to Journalism course, a 1-unit course created specifically to introduce them to the variety of career paths open to graduates with a journalism degree; help them understand the differences and similarities among news, PR, marketing and related disciplines; and outline the unit's mission and curriculum. It also introduces them to various services and programs on campus, such as Study Abroad, Career Services, the PRSSA and Online News Association clubs, and opportunities in student media. They must meet with their faculty adviser and plan their first two years at the University.

This year the unit has added a required advising meeting for sophomores to cover best practices in working through the journalism curriculum, prerequisites, recommended courses and preparing for internships. In their junior year students are required to attend an advising meeting that covers internship, the Senior Practicum class and graduation requirements. Students transferring into the unit in their sophomore year are also required to take the Introduction to Journalism course and meet with their designated faculty adviser. Students are not able to register for classes unless they have completed the respective advising requirements.

Four professional advisers in the College of Liberal Arts work with students to help them with overall advising, including requirements for graduation outside of the major. The College advising office provides all students in their senior year with a graduation report spelling out exactly what actions are required to graduate by their planned graduation date. Students are encouraged to use the advising office as well as their faculty adviser, and 86% of seniors have interacted with the College advising office during their time at the University.

In discussions with students the site team heard positive feedback on the advising support, particularly with faculty advisers, but also regarding the College advising office staff. The College surveys all students about the quality of advising offered by the professional and peer advisers in the college. Eighty-seven percent of the 90 journalism majors who responded to the most recent survey rated their overall advising experience as excellent.

b). Faculty are available and accessible to students.

All full-time faculty are required to offer office hours for five hours per week, and list their available times on the unit website, on class syllabi and post availability outside their faculty offices.

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

The unit's communications include regular emails and social media posts from the chair and associate chair. The communications center on topics including scholarships, internships, job openings, course announcements, school policies, advising information and important events and deadlines. Most of these are also repeated on the unit web page and posted as fliers in hallways and classrooms.

The unit provides flow charts that illustrate movement through the respective majors over four years, a catalog-specific curriculum sheet that offers a display of courses and curricular requirements for graduation, and an information graphic that visualizes the major requirements by track. Students and

advisers track individual student progress toward their degree through the Degree Progress Report, a dashboard available to students via online student portal that shows their level of attainment for each major graduation requirement. Also available online is each student's PolyProfile, which tracks degree progress directly associated with the student's declared major and is updated and monitored each quarter.

d). The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

There are a variety of opportunities for students to develop their professional skills and explore their interests. Many of these are through participation in the Mustang Media Group, the integrated media organization at the heart of the unit. The Mustang Media Group is a hybrid of extra-curricular and for credit activities, including; -

- Mustang News, a 5,500-copy, weekly printed color tabloid publication
- MNTV, a twice-weekly news show distributed on the web and via the campus channel and the local cable access channel, as well as "Game Day" reports before prominent athletic events on campus
- MustangNews.net, a website that features breaking news, multimedia storytelling and daily updates for mustangnews.net.
- Mustang News, short news updates and an hour-long live radio news show on weekday mornings broadcast on KCPR, the University's radio station
- MNPR (also known as CCPR), a student-run agency that develops the branding and marketing for Mustang Media Group and related on campus activities
- MN Business provides design, marketing and advertising sales support for Mustang Media Group

The unit has a chapter of the Public Relations Student Society of America (PRSSA) with around 15 members that meets weekly and sends delegations to regional PRSSA meetings. Each year, Mustang Media Group sends approximately 30 students to the Associated Collegiate Press and 20 students to the College Media Business and Advertising Managers national conferences. There is a chapter of the Online News Association. The unit has also supported students to attend the National Press Photographers Association annual workshop and an annual Intercollegiate Broadcasting System conference. In addition, students have attended a variety of relevant regional conferences or training sessions, and made visits to professional newsrooms or working media operations. In addition, many students attain professional media experience working on communications for various colleges across campus, for the University Corporation's marketing and communication office and University Athletics, as well as national and local media outlets. The Journalism unit routinely shares information with students about events, scholarships, internships and other opportunities sponsored by organizations, such as the National Association of Hispanic Journalists, the National Association of Black Journalists, the National Lesbian and Gay Journalists Association, the Los Angeles chapter of the Black Public Relations Society and similar organizations. However, none of these organizations has a chapter at the University.

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

The unit analyzes retention and graduation rates, and the unit chair uses the data to identify obstacles to graduation or areas of retention concern and proposes possible solutions in an annual update to the unit Action Plan. The updates are reviewed at the dean level and by the University's Academic Programs and Planning unit. The unit's enrollment, retention and graduation rates are posted on the unit website.

SUMMARY:

The unit provides a robust hands-on learning environment for students. There are multiple opportunities through the Mustang Media Group to have real life print and broadcast journalism experiences. However, the student run public relations agency is focused on supporting MMG activities and could benefit from more involvement with external clients. There are only two chapters of professional organizations - PRSSA and ONA. The multi-tier advising system is appreciated by students.

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 bulk of the unit's \$1.8 million annual 2019-2020 budget is devoted to salaries, including almost \$400,000 for part-time and adjuncts, \$700,000 for full-time faculty, and \$626,000 for administrative and clerical salaries. Those include salaries for the chair and Mustang Media manager.

The unit has the ability to adjust salary spending to meet short-term budget needs while maintaining its focus on the long-term. For example, there was an unusual spike in adjunct salaries in 2017-18, and a decline in full-time faculty salaries. In 2016-2017, a full-time faculty member who taught law and ethics retired, so the unit filled those required courses, offered every quarter, with adjuncts. They also had an overall increase in faculty salaries with the addition of a new PR faculty member, who had a reduced teaching load, as do all new University faculty. The University has a policy to reduce the teaching load of new faculty for two years to permit an additional emphasis on research. So, each time the unit hires a new full-time faculty member, it needs to add adjunct support for two years to cover teaching loads. Having the budget flexibility to address this administrative issue, which will continue to arise with each faculty transition, is critical.

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

The College dean's office administers salaries for all faculty and staff in the unit and allocates an annual budget for operating expenses. The unit's operating budget for 2019-20 is \$36,162, comparable to other units of its size, but that is supplemented with discretionary funds from two endowments and annual giving by alumni and others, averaging \$30,000 per year.

The unit receives capital funds for equipment and technology needs from three sources.

1) They have the ability to apply for funds from the California Lottery, which are allocated on a statewide basis to schools and colleges based on needs and state priorities. The unit recently received a significant grant from this source to upgrade its broadcast graphics technology.

2) The College allocates capital funds based on needs and a scheduled replacement cycle. Recently, the College provided \$51,000 to upgrade the iMacs in one of the unit's two labs.

3) Donations play an important role in meeting technology needs. Most recently, the unit received a \$100,000 donation to upgrade its broadcast technology to high-definition.

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

During the unit's last accreditation visit in 2002, they were found out of compliance with this standard. They cited little available space in the building for journalism classrooms, labs, broadcast studios and the student newsroom, noted that only three full-time faculty (out of six) had offices in the building and

observed that the broadcast studios were “makeshift operations carved out of awkward spaces and run with a seemingly random mix of outdated and state-of-the-art equipment.”

The unit is still housed in the same building, Building 26, constructed in the 1960s to house the Journalism and Graphic Communication departments. The building shows many signs of its age, but improvements have been made in the past 12 years. The unit acquired a second classroom on the third floor and equipped it with Apple computers. Now, all full-time faculty have offices in Building 26. The radio station moved to new quarters on the third floor, next to the remodeled TV studio, so the majority of journalism skills classes are taught in labs or studios that are adjacent to one another.

Space continues to be an issue in the unit and across the University. The chair has identified a need for new facilities that can house an integrated student newsroom that would operate at the heart of the space, with adequate room for faculty offices and spaces where students can gather. But the department has been told that any plan for a new space would have to be accompanied by a donation to make it happen. The department chair works closely with the advancement officers in the College of Liberal Arts to identify potential donors, but a new space for the unit has not been one of the dean’s advancement priorities. In a conversation with the University’s President, he said the needs of the College will get more emphasis in coming years, as the University works to reach its \$700 million fundraising goal. In the University’s 2035 Campus Master Plan, Building 26 is replaced by a newer academic complex, which will house the unit and student media. This will not happen for 10 years or more, so the aging building, absent a significant financial gift in the interim, will continue to be an issue.

d). The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

The unit has an adequate supply of equipment, housed in a central storage area, available for students and faculty to borrow for classroom work or other creative activities. All students in the unit can borrow video cameras, DSLR cameras, microphones, lighting kits and even a drone. Students enrolled in broadcast news classes, who are responsible for producing the unit’s weekly broadcast news segment, also have access to the 14, recently purchased, JVC broadcast cameras.

The broadcast studio, while small, was remodeled in 2017 with a \$100,000 gift from a University alum. The gift allowed the facility to be upgraded to industry-standard high-definition and is 4k ready. Another grant and video fees supported the purchase of two trcasters.

While students are encouraged to provide their own laptops for use in classes, lab computer upgrades take place on a rotating schedule and equipment is provided to support the department’s multimedia goals. The College recently allocated about \$50,000 to replace the Macintosh desktops in one of the unit’s two teaching labs, and is scheduled next year to replace the computers in the second lab. Students also have access to computer labs in the library. The Adobe software needed for student multimedia work is upgraded on a regular basis by the University, and students can buy inexpensive Adobe software licenses (\$30/year) for their personal computers.

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

The University’s main Robert E. Kennedy Library provides all the resources expected at a modern university, included online access to a full range of databases, 24-hour physical access, and many work and study carrels throughout a relatively modern building. The library is also in the early stages of a

four-year renovation and modernization project to maximize space efficiency. When complete, students will have increased study space, enhanced access to collections, and more accessible collaborative and specialized technology.

SUMMARY:

The unit offers a quality education to its students and support for its faculty through a combination of state funding, occasional university allocations and private funds. The expenditures are in sync with the program's strategic plan. The instructional equipment is, by and large, adequate and, in many cases, state of the art. But an aging building and limited physical space are obstacles to growth and may, in the future, be obstacles to preparing students for careers in contemporary media and communications workplaces.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The unit communicates with alumni through a mixture of email, social media, special events and gatherings, and direct person-to-person contacts. Students in the unit, under guidance from the chair, produce an email newsletter that is distributed at least twice a year to alumni. Articles are published and archived on the unit's website. Select articles are also shared with the unit's alumni Facebook group, which acts as a general forum where the unit and group members share news, accomplishments, job openings, commentary and other information.

The unit maintains a 38-member advisory board of leading journalists, media and communication professionals and executives. The board meets twice a year, and members volunteer for the unit's mentorship program, which matches unit students with board members for six months. At the spring 2019 meeting, advisory board members were split into small groups to focus on curriculum development.

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

The unit holds events that explore relevant policy issues related to professional practice. The Jim Hayes Symposium, named for a former chair of the unit, was launched in 2014 as a biennial forum to promote journalistic integrity by exploring practices that produce trustworthy and responsible newsgathering. The symposium brings together students, educators, journalists, communication scholars, media professionals and local citizens to address current challenges in the journalism discipline.

During the lead-up to the 2003 invasion of Iraq, one group of reporters at the Knight Ridder Washington Bureau went out on a limb to report the truth. Rob Reiner's 2018 film "Shock and Awe" chronicled those events in the story of bureau chief John Walcott and his reporters and the hunt for weapons of mass destruction. The unit organized a viewing of the film in November 2019, followed by a discussion with Walcott about the relationship between government and the news media.

In 2018, the unit and the College of Liberal Arts hosted a screening of "Latinos Beyond Reel" followed by a panel discussion featuring alumnus Armando Torres Garcia of ABC News, Communication Studies faculty member Dr. Emily Ryalls, and Ethnic Studies faculty member Dr. Jose Navarro. The event was moderated by unit instructor Julie Lynem.

Mustang News hosted a community-wide mayoral debate in 2018 that was streamed live on social media and broadcast live on the radio and local cable television. Mustang News students come together to produce live coverage of presidential and local congressional elections that combines digital, broadcast and social media content.

Mustang Media Group partnered with the University Political Science Unit to host a debate featuring the nine candidates running for office in the 24th Congressional District. The debate was moderated by the KCBX public radio news director. The unit produced a live stream of the event, hosted it on Mustang News and the student-run radio station, and made it available to local television and radio stations.

Afterward, students hosted a debate talk show on KCPR-FM. KCPR regularly produces and airs public service announcements to fulfill its role of operating in the public interest.

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

Fifty percent of the department's discretionary fund is split annually among all full-time faculty members to support travel, memberships and involvement in professional organizations. In addition, faculty members are eligible for \$1,500 annually from the College of Liberal Arts if they present a paper, chair a session, provide substantive comments on a session, participate in a roundtable, make a poster presentation, and/or play some other official role at a meeting of a national, international, regional, or state-recognized professional association.

Faculty, staff and student leaders regularly lead sessions and critiques and participate on panels at conferences of the Associated Collegiate Press, College Media Association, California College Media Association, and College Media Business and Advertising Managers.

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.

Each summer the unit hosts a two-week high school journalism workshop organized by the California Scholastic Press Association. About 25 high school students from around the country come to campus to participate in workshops led by newspaper professionals and unit faculty and staff. Activities include training in libel and journalism ethics, producing an online newspaper, podcasts and broadcast video news segments.

In addition, the unit has begun a partnership with yearbook publisher Josten's to regularly host a workshop for local high school and middle school students interested in journalism. In 2019, 20 students who work on school newspapers or yearbooks from Lewis Middle School and Paso Robles High School, Coastal Christian School in Pismo Beach, St. Joseph High School in Santa Maria and Nipomo High School attended The Big Idea Spring Workshop on campus. They met with student leaders from Mustang Media Group and participated in a faculty-led session on interviewing.

In 2018 the unit organized and hosted a two-day training retreat at the University that featured sessions for student media leaders on a variety of topics. The sessions were led by prominent advisers from around the country and attended by more than 40 student newspaper and advertising staff members from universities around the state.

The unit regularly engages in service to the community through its "Learn-by-Doing" curriculum and special projects. Examples include public relations students who provide public relations support to local nonprofits through their capstone project and unit students who have worked with outside organizations, including professional media partners and non-profit pro-democracy centers, to produce interactive projects in the public interest. Faculty, staff and students provided audio-visual services and recordings for the U.S. Nuclear Regulatory Commission (NRC) for a series of public meetings in 2012-13 relating to the closing of nearby Diablo Canyon Nuclear Power Plant.

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

Many alumni and other professionals share their expertise with students in the classroom. Some come as guest speakers, others serve as adjunct professors and internship providers and others provide communication with fellow industry professionals. A review of the data showed that there are between

35 to 40 guest lecturer visits a year. The unit organizes a biannual social event where students network with members of the advisory board, along with other alumni to make contacts, learn about the industry and gain insight from working professionals.

SUMMARY:

The unit is supportive of activities on campus and in the local community. There is a strong and supportive advisory group that is well connected with faculty and students. The unit organizes a variety of training events for students from local high schools. Faculty are supported in their involvement with relevant academic and professional organizations. There is regular interaction with alumni.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

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

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

- **Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?**
- **How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?**
- **How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?**

The unit has an assessment committee with a full professor chairing. There is a written plan and schedule of measures, some of which were deployed in the time frame of the self-study. The stated goals of the assessment plan are as follows:

- To verify that graduates have mastered the concepts that we think are important -- and at the level of understanding that is needed for graduates to work successfully in a variety of media professions.
- To continually re-evaluate our curriculum, courses, staffing, administrative support and technological applications so that we can continue to improve our ability to facilitate learning.

The self-study lists the 12 ACEJMC competencies and values and the courses where they are taught. It is not clear how or if students are evaluated on the competencies within the structure of the courses.

Many syllabi do not specify learning outcomes tied to the values and competencies they are reported to teach. Syllabi do not reflect common learning outcomes across multiple sections in some cases. The evidence points to the unit being unable to verify that core and required courses address all of the professional values and competencies.

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

There is a written assessment plan listing six direct measures and five indirect to be administered quarterly, annually or, in some cases, every three or six years.

The unit lists these direct measures:

1. Introductory Level Writing Assessment (every six years)
2. Capstone Level Writing Assessment (every six years)
3. Knowledge Assessment Exam (administered quarterly, compiled annually)
4. Capstone Level Multimedia Assessment (every six years)
5. Evaluations by the Journalism Advisory Board (every three years)
6. Internship Evaluations from Supervisors (administered quarterly, compiled annually)

The unit lists these indirect measures:

1. Internship Evaluations from Students (administered quarterly, compiled annually)
2. Alumni Discovery Survey (every three years)
3. Graduating Senior Survey (administered fall and spring, compiled annually)
4. Employment Survey (annually)
5. Student Awards (annually)

In 2015-16, a writing assessment tool was administered to students in the introductory news writing and reporting course (JOUR 203). In 2016-17, the assessment was administered to seniors in the capstone practicum course (JOUR 462).

In 2017-2018, the unit prepared to deploy a knowledge exam, given to incoming students in the freshman seminar course (JOUR 102) and to seniors in the media practicum courses. The self-study mentions a problem with the deployment of the exam and a lack of confidence from the committee that the measurement tool was adequate. The rubric was reworked, with help from faculty outside the unit, and not administered until the fall of 2018.

Several other indirect measures were employed in 2017-18 including a compilation of student awards and internship evaluation scores from students, where they were asked to evaluate how their learning experience across the 12 ACEJMC professional values and competencies prepared them for the internship. As a direct measure, internship supervisors were also asked to evaluate student's demonstration of ACEJMC values and competencies.

In 2018-19 the unit administered a graduating senior survey, internship surveys and compiled a list of student awards. The knowledge exam pre- and post-tests were given to freshmen and seniors.

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

When the measures are fully deployed and evaluated, they should prove effective in assessing the 12 values and competencies. The unit might consider using direct measures more frequently.

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

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

The self-study reports the unit submits an annual assessment report to the University's Academic Programs and Planning in the fall quarter. It summarizes the results of the previous year's assessment efforts and outlines plans for the current year. The report is shared with the faculty in the unit. One department meeting is given over each year to discuss the assessment results and implications and to plan for remedies.

However, the self-study shows a mistrust in the data gathered to date and a lack of curricular remedies to address weaknesses in student learning that were uncovered. The direct measures of writing and knowledge assessments have been administered just once in the span of the self-study, so the unit has no way of knowing if improvements in student outcomes are being made.

The writing assessment, given in 2015-16 to freshmen and in 2016-17 to seniors, uncovered areas of weakness including expression of purpose and accuracy. Faculty agreed to add exercises to writing and

reporting courses to improve student writing of leads and statements of purpose. Faculty agreed to fact-check with sources as a way to possibly improve student accuracy in writing. However, writing has not been assessed since these additions to the course content have been implemented.

The knowledge exam, given in the 2018-19 academic year, uncovered two areas where seniors scored worse than their freshman counterparts. Student scores in journalism history and numeracy/statistical knowledge were worse among seniors. The self-study mentions no remedies or curricular changes implemented to improve these data.

The assessment efforts are weak in terms of applying gathered data to improve curriculum and instruction. One marked curricular change that has occurred, tying courses directly to the student media, does not seem to have come from any data gathered. The unit does not have strategies to improve student learning in the areas noted as weak in the knowledge exam, nor does it have targeted goals.

The sense of where the unit stands in terms of “closing the loop” was expressed time and again in Standard 9 of the self-study with statements like this:

- *Once we have compiled more robust data, curricular or pedagogical changes will be one way to potentially address shortcomings.*
- *These findings can provide curriculum and instruction insights when reviewed together with the assessment surveys administered to student interns and their internship supervisors.*
- *The findings of the relative strengths and weaknesses of interns are noteworthy, and will prompt further scrutiny going forward.*

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

The results of one writing assessment showed seniors weak in the areas of statement of purpose of their stories as demonstrated through weak leads and nut graphs.

The knowledge exam showed weaknesses in three primary areas: the mechanics of writing (editing), journalism history and the application of numeric and statistical concepts.

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

The assessment committee chair meets with faculty once per year to review results and plan for curricular changes to address weaknesses. In 2018, the faculty discussed the results of the writing assessment, administered in 2016, and came up with two exercises to add to writing courses.

The results of the knowledge exam, administered in 2018-19, have been discussed, but to date there is no program for improvement in place.

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

The unit has not had its assessment plan in place long enough to evaluate whether actions taken have made any impact on student learning.

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

No. Assessment measures have not been fully deployed and will not be until the 2020-21 academic year. The unit will not be able to discern if the curricular changes to improve writing are effective until writing is assessed again in 2021-2022 for freshmen and 2022-2023 for seniors if the unit keeps its plan to employ that measurement every six years.

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

The unit enjoys an active Journalism Advisory Board, comprised of alumni and non-alumni. The advisory board gives feedback on curriculum and instruction and has helped administer an alumni survey more broadly. Board members made personal phone calls to alumni of different eras and asked about their education at Cal Poly. Additionally, they asked alumni who are working members of the media what new skills graduates should have upon entering the workforce. That survey is scheduled to take place every three years. However, the last reported alumni survey took place in 2013.

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

All students are required to complete at least one professional internship before graduation. The department analyzes the internship evaluations in aggregate to determine the level of student preparedness and performance in professional work settings. Professionals on the advisory board are slated to evaluate student work in the 2020-21 academic year.

SUMMARY:

The unit has a plan in place to gather meaningful data on student learning outcomes. The plan has not been fully deployed and there is not confidence the data gathered to date is meaningful. The faculty have not designed and implemented curricular or pedagogical changes to address all the shortcomings uncovered by the assessment tools. None of the curricular changes implemented has been evaluated to determine if they've made an impact on student learning.

Overall evaluation, compliance/non-compliance:

NON-COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS:

- The unit chair is credited with returning collegiality to the unit and increasing its respect on campus. She engages with the unit's students, staff, and faculty on a regular basis. She is highly respected by her peers in the College as well as other campus administrators.
- The unit is small and closely-knit and encourages mutual support among students, staff and faculty.
- The unit effectively manages its financial resources and has raised funds to meet some needs not met by the College funding.
- The unit has strong alumni and industry connections, including an engaged advisory board.
- The unit has an award-winning, highly regarded campus media organization, The Mustang Media Group, that exemplifies the University's motto of "Learn by Doing."
- Many faculty members are respected and engaged media practitioners, who provide access to student internships.

WEAKNESSES:

- The unit is not in compliance with the 76/104 rule (on the quarter system that leads to 180 total hours).
- The unit's assessment plan has not been fully deployed. Data are meager and not being used to close the gap and make appropriate changes in the curriculum.
- The unit's physical space is not conducive to learning in the contemporary media and communications environments.
- Public relations students constitute 75 percent of the declared majors in the unit but are not being given a comprehensive view of the profession. Instead, instruction is closely tied to traditional media.
- The unit faces challenges diversifying its student population and faculty given the costs of attending the University and living in the area, as well as the demographics of the local community. It will need to be creative and vigilant about attracting, retaining and celebrating a diverse student body and faculty hires.

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

The site team found the unit out of compliance in

- Standard 2: Curriculum and Instruction, and
- Standard 9: Assessment of Learning Outcomes.

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

- 1) The unit needs to be compliance with the 76/104 rule.
- 2) The unit needs to demonstrate an assessment plan that gathers and analyzes data AND closes the gap between what it says it is doing and what it can demonstrate by using data to make curriculum decisions.

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

See above

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.

N/A

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

The site team found the digital documents easy to access and use in developing the site team report. However, there were inconsistencies in numerical data, including those that listed faculty numbers and budgets. Faculty members reported being engaged with writing the self-study and reviewing documents in weekly meetings. Students knew why the site team was on campus and were prepared to share their opinions about classes, diversity, advising and other standards.

The unit chair and her staff are to be complimented on the thoroughness and hospitality of the visit.

Accrediting Council

On Education in Journalism and Mass Communications

Patricia Thompson
Executive Director

March 27, 2020

Mary Glick, Chair
California Polytechnic State University at San Luis Obispo
Department of Journalism

Dear Mary:

Thank you for participating in the March 21 Accrediting Committee meeting. The Committee reviewed the visit report presented by Ann Brill.

As you know, the Committee voted 14-0, with 1 member abstaining, in favor of the team's recommendation to the Council that the Department of Journalism at the California Polytechnic State University at San Luis Obispo receive provisional status for its undergraduate program. As noted in our policies, programs seeking initial accreditation are given up to two additional years to complete the provisional process that can lead to accreditation.

The Committee discussed the program's noncompliances with Standard 2: Curriculum and Instruction, and Standard 9: Assessment of Learning Outcomes.

If you wish to respond to the Committee's action, please email your response to Pat Thompson (pthomps1@olemiss.edu) as a PDF no later than 5 p.m. Central time on Monday, April 6. The response must be on letterhead and signed. The response will be sent to Council members. A copy of the response also should be sent to Ann.

We will contact you soon with updates about when the Council meeting will take place.

If you have questions about the Committee or Council meetings, please contact Pat.

Sincerely,



Marie Hardin
Vice Chair, Accrediting Committee

cc: Jeffrey D. Armstrong, President, California Polytechnic State University at San Luis Obispo
Ann Brill, Team Chair
Peter Bhatia, ACEJMC President
Pat Thompson, ACEJMC Executive Director

Accrediting Council

On Education in Journalism and Mass Communications

May 12, 2020

Jeffrey D. Armstrong, President
California Polytechnic State University at San Luis Obispo
1 Grand Avenue
Building 001, Room 407
San Luis Obispo, California 93407

Dear President Armstrong:

The Accrediting Council on Education in Journalism and Mass Communications met April 25 and voted 19-0, with two members recusing, that the undergraduate program in the Department of Journalism at California Polytechnic State University at San Luis Obispo receive provisional status for initial accreditation. Mary Glick, chair of the Department of Journalism, attended the meeting, which was conducted via video/audio conferencing because of the pandemic.

The Council discussed the program's noncompliances with Standard 2 (Curriculum and Instruction) and Standard 9 (Assessment of Learning Outcomes), and concurred with the recommendations for provisional status made by the Accrediting Committee and the site team.

Our policies state that a unit may receive provisional accreditation or status when the Council has found weaknesses that can be corrected within two years. We will be in touch with the department chair to schedule a two-person revisit team. Revisits usually take place one or two years after the initial visit, but the timing may be affected by the impact of COVID-19.

Council procedures require that I tell you of your right to appeal this decision. You must notify the ACEJMC office within 30 days of receipt of this letter if you wish to make an appeal.

Grounds for appeal of a decision to award provisional accreditation or provisional status must be based on one or more of the following: 1) evidence that the Council failed to adhere to applicable adopted procedures; 2) evidence that, based upon the record before the Council, the decision was arbitrary and capricious or not supported by substantial evidence. Appeals must be made in writing and must be based on concrete evidence that

was in the record before the Council at the time of the original decision. All expenses of the appeal, including travel, shall be paid by the institution initiating the appeal.

Thank you for the opportunity to participate with your faculty and administration in the assessment of your program. The goal of the Accrediting Council is to improve the quality of education offered to students served by a program through that assessment. Please accept my best wishes for success for the Department of Journalism at California Polytechnic State University at San Luis Obispo, its students, faculty and the professional media constituencies it serves.

Sincerely,



Peter Bhatia
ACEJMC President

cc: Mary Glick, chair, Department of Journalism
Ann Brill, site team chair
Marie Hardin, chair, Accrediting Committee
Patricia Thompson, executive director, ACEJMC