

# Report of ACEJMC Evaluation

## Undergraduate program

### 2021–2022

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

Name and Title of Chief Executive Officer: Stephen Perez

Name of Unit: School of Journalism and Mass Communication

Name and Title of Administrator: Phylis West, Director

Date of 2021-2022 Accrediting Visit: Feb. 6-9, 2022

Date of the previous accrediting visit: Feb. 19-21, 2017

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2021-2022 Visiting Team: Re-accreditation

*Prepared and submitted by:*

#### **Team Chair**

Name and Title: Kristin Gilger, Reynolds Professor in Business Journalism

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

**Signature**

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#### **Team Member**

Name and Title: Caesar Andrews, Leonard Distinguished Professor in Ethics and Writing

Organization/School: Donald W. Reynolds School of Journalism and Center for Advanced  
Media Studies, University of Nevada, Reno

**Signature**

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#### **Team Member**

Name and Title: Steve Geimann, Global News Editor

Organization/School: Bloomberg News, retired

**Signature**

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

**On site:** All on site

## PART I: General information

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

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

Year of Visit: 2022

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

Higher Learning Commission

Middle States Commission on Higher Education New

England Commission on Higher Education Northwest

Commission on Colleges and Universities

Southern Association of Colleges and School Commission on Colleges

Western Association of Schools and Colleges

**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.**

San José State University is a public school founded in 1857. 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.

CSU is the largest comprehensive higher education system in the nation with 23 unique campuses serving more than 530,000 students with 44,000 employees statewide. The campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus. The system is governed by the Board of Trustees, most of whom are appointed by the governor, and serve with faculty and student representatives. The CSU chancellor is the chief executive officer, reporting to the trustees. The campus presidents serve as the campus-level chief executive officers.

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

**If yes, give the date of the last accrediting visit:** 2017.

The School received provisional re-accreditation in 2015 and was re-accredited in 2017 after a site team revisit determined that one of two major deficiencies had been corrected.

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

The School received accreditation in 1956 for all three units, Advertising, Journalism and Public Relations.

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

The Journalism unit's mission remains the same as the School in which it is housed. The School of Journalism and Mass Communications embraces the innovative spirit of Silicon Valley, emphasizing cultural and intellectual diversity, the First Amendment, and the free flow of ideas. The School's mission is to teach "professional skills and advanced information technologies and inspire students to become more involved in human rights and social justice by developing the capacity for critical and original thinking and fostering creativity and a passion for communications. We further this mission with our commitment to diversity. We respectfully identify and address, in a timely, fair and truthful way, issues of race and ethnicity, gender, sexual orientation, religious cultures and disability in our nation and global community." (updated May 1, 2020; edited from 2015)

The mission statement can also be found on the School's website at: <https://sjsujmc.com/about-us/mission-statement/>

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

Semesters of 16 weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

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

The B.S. in Journalism is the only degree program being reviewed.

**10. Credit hours required by the university for an undergraduate degree:**

120 credit hours

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

The internship is required and is a 3-credit course, requiring 150 hours of work.

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

There are no formal specializations within Journalism; it is a multimedia program in which areas of emphasis are fully integrated.

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

33,849 students

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

In fall 2021 there were 119 Journalism majors.

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Submit two semesters with the self-study and update as needed when the site team arrives on site. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio.

FALL 2021 - Skills Classes (ALL online or hybrid, RE: COVID-19)		
JOUR 61-01	Writing for Print, Electronic and Online Media	20
JOUR 61-02	Writing for Print, Electronic and Online Media	20
JOUR 61-03	Writing for Print, Electronic and Online Media	19
JOUR 61-04	Writing for Print, Electronic and Online Media	19
JOUR 95-02	Beginning Digital News Photography	14
JOUR 130-01	Media Apprentice	9
JOUR 130-02	Media Apprentice	13
JOUR 132-02	Feature Reporting	19
JOUR 133-01	Editing/News Management	15
JOUR 136-01	Newspaper and Magazine Design	19
JOUR 138-01	Sports Journalism	16
JOUR 140A-01	Student Media Production: Update News	10
JOUR 140B-01	Student Media Production: Spartan Daily	8
JOUR 140B-02	Student Media Production: Spartan Daily	8
JOUR 140C-01	Student Media Production: Spear	19
JOUR 140D-01	Student Media Production: Access	15
MCOM 63-03	New Media	8
MCOM 63-04	New Media	20
MCOM 63-05	New Media	20
MCOM 63-06	New Media	20
MCOM 63-07	New Media	16
MCOM 100W-01	Writing Workshop: Mass Communications	20
MCOM 100W-02	Writing Workshop: Mass Communications	20
MCOM 100W-03	Writing Workshop: Mass Communications	20
MCOM 107-01	Audio Podcasting	17
MCOM 108-01	Virtual Reality	14

<b>Spring 2022 - Skills Classes</b>	
JOUR 61-01	Writing for Print, Electronic and Online Media
JOUR 61-02	Writing for Print, Electronic and Online Media
JOUR 61-03	Writing for Print, Electronic and Online Media
JOUR 61-04	Writing for Print, Electronic and Online Media
JOUR 95-02	Beginning Digital News Photography
JOUR 130-01	Media Apprentice
JOUR 130-02	Media Apprentice
JOUR 132-02	Feature Reporting
JOUR 133-01	Editing/News Management
JOUR 136-01	Newspaper and Magazine Design
JOUR 138-01	Sports Journalism
JOUR 140A-01	Student Media Production: Update News
JOUR 140B-01	Student Media Production: Spartan Daily
JOUR 140B-02	Student Media Production: Spartan Daily
JOUR 140C-01	Student Media Production: Spear
JOUR 140D-01	Student Media Production: Access
MCOM 63-03	New Media
MCOM 63-04	New Media
MCOM 63-05	New Media
MCOM 63-06	New Media
MCOM 63-07	New Media
MCOM 100W-01	Writing Workshop: Mass Communications
MCOM 100W-02	Writing Workshop: Mass Communications
MCOM 100W-03	Writing Workshop: Mass Communications
MCOM 108-01	Virtual Reality

**15. Total expenditures planned by the unit for the 2021–2022 academic year:** \$1,225,083.

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

Phylis West Johnson, Ph.D., Professor,  
Michael Cheers, Ph.D., Associate Professor (medical leave, Fall 2021)  
Richard Craig, Ph.D., Professor  
Nisha Garud-Patkar, Ph.D., Assistant Professor  
Diane Guerrazzi, M.A., Professor (on leave 2021-2022)  
Tina Korani, M.F.A., Assistant Professor\*  
Cathy Li, Ph.D., Associate Professor\*\*  
Dona Nichols, M.S., Lecturer/Advisor  
Diana Stover, Ph.D., Professor

*\*\*Tenure-track/tenured at .20 Journalism; \*Tenure-track/tenured at .50 Journalism*

**17. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list names of part-time faculty teaching spring 2021.**

SPRING 2021

- Anat Balint, Ph.D.
- Halima Kazem-Stojanovic, M.A. (ABD Ph.D.)
- Ralph Nichols, M.S.
- Cyrus Saatsaz, M.A.
- Joseph Stiglich, M.S.
- Vinita Nelson, M.S.
- Peter Young, M.A.

FALL 2021

- Anat Balint, Ph.D.
- Halima Kazem-Stojanovic, M.A. (ABD Ph.D.)
- Imelda Lepe, B.A. (ABD M.F.A.)
- Ralph Nichols, M.S.
- Roslyn Plater, M.S.
- Jorge Prado, M.S.
- Cyrus Saatsaz, M.A.
- Larry Sokoloff, J.D.
- Joseph Stiglich, M.S.
- Vinta Nelson, M.S.
- Peter Young, M.A.

SPRING 2022

- Anat Balint, Ph.D.
- Halima Kazem-Stojanovic, M.A. (ABD Ph.D.)
- Ralph Nichols, M.S.
- Roslyn Plater, M.S.
- Jorge Prado, M.S.
- Kristel Rodriguez, M.S.
- Cyrus Saatsaz, M.A.

**18. Schools on the semester system: For each of the last two academic years, give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.**

Two students were not in compliance.

Student 1 graduated in spring 2021 with a total of 69.91 semester units outside of JMC. The student was short 2.09 semester units of the 72 units. Although she did complete all GE requirements and meet the 65 liberal arts units requirement, she transferred in from a quarter system community college (De Anza Community College), which accounts for the unit shortage.

Student 2 graduated in fall 2020 with 69 semester units outside of JMC. Student is short 3 units of the 72 units because she used 1 class to double-dip for 2 GE requirements. The former advisor failed to advise her correctly, not realizing she could not double dip for a minor.

*72 or more semester hours outside of journalism and mass communications:*

<b>Academic Year (Fall and Spring only)</b>	<b>Total Graduates</b>	<b>Number in Compliance</b>	<b>Percent</b>
2020-2021	43	42	98%
2019-2020	24	23	96%

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

### **Overview:**

Established in 1857, San José State University was the first public university in the West and is the oldest campus of the California State University system, the largest comprehensive higher education system in the nation with 23 campuses serving more than 530,000 students.

Originally a school for training teachers, the institution became part of the CSU system in 1961 as San José State College and later was renamed San José State University. It is located in the heart of Silicon Valley and enrolls about 34,000 students, a significant percentage of whom are members of minority groups and most of whom come from the nine-county Bay Area, which comprises San Francisco, Alameda, Marin, Contra Costa, Solano, Sonoma, Napa, San Mateo, and Santa Clara counties.

A Journalism program was established within the English Department in 1934 and conferred its first B.A. degree in Journalism two years later. The Department of Journalism first earned ACEJMC accreditation in 1956. The program evolved into the Department of Journalism and Advertising and in the early 1980s became the Department of Journalism and Mass Communications. The Department was elevated to a School in the 1990s.

The School first received accreditation in 1956. It received provisional re-accreditation in 2015 and was reaccredited in 2017 after a site team revisit determined that one of two major deficiencies had been corrected.

Today the School of Journalism and Mass Communications is part of the College of Arts and Humanities, which it joined in 2019. It was moved out of the College of Health and Human Services against its wishes as part of a university-wide reorganization. It is one of two schools (along with the School of Music and Dance) within the college. Of the college's 10 units, Journalism is one of the smallest.

The university President resigned in December and was succeeded by an interim President. The current Provost has held the position for four years.

The School offers undergraduate degrees in Advertising, Journalism and Public Relations as well as a M.S. degree in Mass Communications, all of which were previously accredited. However, the faculty voted in fall 2019 to create a separate Department of Journalism with its own faculty and budget and pursue re-accreditation for that Department only.

Students seeking the Journalism degree may specialize in online/print news, magazines, broadcast news or photojournalism, but there are no official tracts. Minors are offered in journalism and sports journalism for non-journalism majors.

Enrollment in the Journalism degree program dropped 18% from 2015 to 2021 – from 145 to 119 students. At the same time, enrollment in the college dropped about 5% while enrollment at the university grew slightly.

Despite the enrollment decline, the size of the faculty has remained steady. There were eight full-time faculty members assigned to teach journalism in 2015 and seven in fall 2021. In addition, two other faculty members have partial appointments, and the unit has approval to hire

an additional assistant professor to teach Spanish-language journalism in the next academic year.

The university shifted to entirely remote learning in the middle of the spring 2020 semester and remained remote through fall 2020 and spring 2021. In-person classes resumed in fall 2021, but due to faculty disability accommodations, only about half of Journalism courses were offered in person and some were taught in a hybrid format.

The unit reports that the pandemic affected its operations in these ways:

- Some students dropped out or delayed graduation, affecting enrollment.
- All in-person events were canceled or converted to online events, resulting in a drop in student engagement.
- Open houses, trips to high schools and an annual high school workshop held in conjunction with the San Jose Mercury News were canceled, affecting recruitment.
- Internship opportunities were severely reduced; students were routed to in-house student publications for internship credit.
- Students had far fewer opportunities to do field reporting.
- School-sponsored study abroad reporting trips were put on hiatus.
- The student newspaper, The Spartan Daily, became a digital-only publication.
- Equipment was checked out to students for the semester rather than the typical one-week period. Some gear was mailed to remote students, and the unit purchased extra equipment (such as VR goggles) that cannot be readily shared.
- The unit had never offered online courses prior to the pandemic, which meant a steep learning curve for faculty. Teaching hybrid courses has been especially challenging.

**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 School defines its mission as preparing students for careers in the fields of journalism, advertising and public relations through a hands-on curriculum that reflects the “innovative spirit” of its home base in Silicon Valley. Specifically, the Journalism Department states its mission as “embracing the innovative spirit of Silicon Valley, emphasizing cultural and intellectual diversity, the First Amendment, and the free flow of ideas. The goal is to “prepare students to excel in multimedia journalism by teaching professional skills and advanced information technologies, by developing the capacity for critical and original thinking and fostering creativity and a passion for communications.”

Faculty approved an updated strategic plan in spring 2020 that prioritizes diversity in faculty hiring, curricular revisions, support for faculty research and creative activities, better measurement of student success, and development of new partnerships and revenue streams.

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

The School does not have its own policy manual or bylaws, relying instead on university and college policies and procedures. The unit administrator indicated that the School had its own policies related to research, tenure and promotion under its former college but those are being revamped to more closely align with its new college.

The faculty met 10 times during the past academic year. Faculty minutes indicate that members are involved in all aspects of governance, from establishing curriculum to charting the School's direction. Individual faculty also indicated they feel included and involved in decision-making.

There are six standing committees within the School: Accreditation (Journalism); Curriculum; Retention, Tenure and Promotion; Faculty Recruitment; Student Recruitment; and Technology. There are ad hoc committees to consider student scholarship applications, manage the annual showcase of student work, and lead Department assessment efforts.

Faculty vote in a secret ballot for appointments to the Retention, Tenure and Promotion committee. For all other committees, the School's Director appoints members.

The School's faculty also nominate members to serve on college committees, including those that cover curriculum, research and sabbaticals. A member of the School's faculty serves on each of these committees, which rotates among the departments.

**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.**

The School's Director oversees all three undergraduate majors and the graduate program. She joined the School as Director in 2016 and was reappointed to the post in 2020.

Faculty uniformly praise the Director as an energetic, hard-working, accessible and supportive leader. They say she is forward-looking, with a strong understanding of what is required to prepare students for the changing journalism profession. They said she fosters a collaborative environment within the School and fights for the program when needed. They believe she is taking the program in the right direction.

The Dean described the Director as a collaborator who is invested in working with other units to develop new and innovative programs in such areas as sports journalism and Spanish-language journalism. She would like the Director to respond more quickly to requests from the Dean's office and develop a more proactive, analytical approach to enrollment management.

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

School directors and department chairs are typically appointed from within the ranks of the faculty of each department. According to university policy, every four years, tenured and tenure-track faculty members vote on candidates by secret ballot. The name of the leading vote getter is

then forwarded to the Dean and then the university President, who makes the final decision. Faculty may request by majority vote that an external search be conducted.

Directors and chairs preferably hold the rank of professor, but associate professors with tenure are eligible. The term of appointment is for four-year terms. Appointees may serve additional terms after again completing the nomination and review process.

Directors and chairs are formally evaluated during the fourth year of their term unless the incumbent decides that he/she will not be a candidate to continue beyond the fourth year. The evaluation is conducted by a peer review committee made up of tenured and tenure-track Department faculty, working under the direction of the college Dean. The committee prepares a written report for the Dean, who discusses the findings with the director or chair and reports in general to the faculty. The final report from the review committee, additional evaluation by the college Dean, and any response from the Director or chair is forwarded to the Provost.

Department faculty also may initiate a review of the Director or chair by submitting a petition to the Dean, provided that at least one academic year has passed since the appointment or previous review.

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

The School follows university protocols for handling faculty, student and staff grievances and concerns. Faculty, staff and students first go to the Director, who attempts to settle grievances. If that is unsuccessful, individuals are referred to university resources. For example, students can appeal a grading decision to the university ombudsperson. In the case of allegations of unprofessional conduct or sexual misconduct on the part of faculty or staff, the Director reports the situation to the appropriate university offices (Title IX Office, Office of Equal Opportunity and the Office of Faculty Affairs).

Formal complaints during the review period appear to be limited to two, both brought by students with grievances against other students and adjudicated by the university. A part-time faculty member was dismissed for a FERPA violation.

**SUMMARY:**

The Department of Journalism is clear in its mission and follows university policies for selecting and evaluating administrators as well as dealing with complaints. Faculty are actively involved in governance, and the unit has benefitted from effective leadership.

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

## PART II — Standard 2: Curriculum and Instruction

**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.**

The unit complied in both 2019-2020 (96%) and 2020-2021 (98%), with a single graduate in each academic year falling three or fewer units short of 72 hours outside the JMC program. In one case, the student had transferred from a community college that was on the quarter system. The second was the result of an advising error. A check of student records found a detailed accounting for each graduate's courses outside Journalism and Mass Communications.

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

The School has updated its curriculum over the review period to emphasize multimedia and cross-platform skills. The faculty reviewed the skills and knowledge needed for jobs in industry and recognized that specialization in one discipline — newspaper, magazine, broadcast, online — would hinder students in getting jobs.

The unit first tried a “convergence” approach, combining the teaching of print, digital and broadcast in its existing production and reporting courses but realized that was inadequate. In 2019, it introduced a required “Student Media Apprenticeship” course that teaches fundamental production/technology so all students gain those skills. It also opened up production courses so that students could take courses across platforms, rather than being confined to a specialization in one platform. The goal, a faculty member said, was to help students rapidly adjust, a sort of “plug & play” for the current media jobs market.

The School also created a “Navigating the News” course as a General Education elective that students take prior to pursuing the major's courses. It emphasizes critical thinking skills and an understanding of the modern media environment for all students entering the School, including advertising and public relations majors.

The School also has expanded its collaborations with other programs on campus, creating a minor in meteorology and journalism and another in sports journalism and is currently working to develop additional specializations and/or offerings in Spanish-language journalism, health journalism and human rights journalism.

All journalism students are required to take 40 Journalism credits toward the 120 credits needed to graduate. Students begin with the three-credit introductory course, “Navigating the News,” the General Education requirement covering journalism basics and providing a “conceptual

understanding” of American journalism. Upon entering the major, they take these seven core courses, which account for 21 of the required credits:

- Writing for Print, Electronic and Online Media
- Beginning Digital News Photography
- Student Media Apprentice
- Magazine Reporting, Print and Online
- Editing and News Management
- Media Law and Ethics
- Internship

Then, one from these:

- Introduction to Mass Communications Research
- Lifestyles, Diversity, and the Media
- Global Mass Communication

Then, the 3-credit News Media Management course.

Then, majors must select at least 3 credits from among the following student production classes, each of which is worth three credits.

- Update News, a weekly student-produced TV newscast
- Spartan Daily, the campus newspaper
- The Spear, an online sports publication
- Access Magazine, a once-a-semester publication

Students can repeat any of those courses for additional credit – and often do to add to their skills.

Finally, Journalism students select four elective units from among 18 courses, including the four classes tied to the newspaper, cable-TV newscast and magazine. The courses are worth anywhere from 1 to 3 credits each.

**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.**

Students get strong multimedia training in their required courses, many of which emphasize hands-on experience reporting, producing and presenting news and information. They also have a number of new electives from which to choose that reflect the latest developments in the profession. These include courses in virtual reality, podcasting, and artificial intelligence and robotics.

Students have many rich opportunities to practice their craft and get their work out to the public. In the student production classes, students create the award-winning Spartan Daily newspaper (now online only), The Spear, a magazine devoted to collegiate and local sports, “Update News,” a weekly cable TV newscast, “ESpartano Noticias,” a Spanish-language weekly broadcast, and Access magazine, a general interest magazine published once a semester. All cover current issues in their respective subject areas. During the visit, classes connected to the student newspaper included animated discussions of the day's top news developments.

At the time of the early February visit, classes were still virtual and faculty had adapted their presentations. One class used a story from the previous day's The New York Times for a lesson on lede writing, while the student media newspaper class dissected the contents of an e-edition of the Spartan Daily. In several online classes seen by the visiting team, most students had turned off their cameras.

**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.)**

Of 26 skills classes in fall 2021, all were within the 20-1 ratio requirement. Eight of the skills classes were at the maximum. The self-study noted that the fall skills classes were conducted online and in a hybrid format.

An updated version of the self-study reported one skills class in each of five semesters during the review period exceeded the ratio. The School now monitors enrollments in the first two weeks of a semester to ensure compliance with the requirement.

**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 are required for all students after they complete nine hours of coursework in the major. The pandemic forced the School to put the program on hiatus for fall 2021 “for the safety of our students,” according to the self-study. The unit provided a spreadsheet showing only four Journalism interns for the 2021 summer and spring semesters. Students have been allowed to substitute work at student media outlets for internship credit during the pandemic. Several students who are about to graduate told the site team they chose that option and so have not done internships outside the School.

In 2020, a total of 20 students completed internships, even as pandemic restrictions began to take hold. In 2019, the School had 28 students in internships, including seven placed with campus entities such as the athletics department and the library. No Journalism internships were completed in fall 2021.

Students are basically on their own to find internships, although the School does post available positions on its website and maintains binders with possible work sites in the main office.

Individual faculty members often share internship opportunities with students and make connections for them.

Students are required to work a minimum of 150 hours during their 12-week internship period. Until fall 2021, the requirement was 240 hours. According to the self-study, the Faculty Senate pressured the School to make the one-third reduction in internship hours, saying the new requirement was more reasonable for the amount of credits offered. However, the Director told the site team the unit may attempt to restore the required number of internship hours to closer to its previous levels.

The syllabus for the internship walks students through the process, from finding a work site through completing reports at six intervals during the semester. Internship site supervisors are required to write a formal letter stating the student satisfactorily completed the work. The School asks the site supervisors to evaluate interns based on ACEJMC competencies and values.

### **SUMMARY:**

The School has updated its curriculum to emphasize multimedia and cross-platform skills in keeping with the changes in the industry. Students have many opportunities to get published and build their portfolios. The unit is now meeting the ACEJMC 20:1 student-teacher ratio for skills classes, after failing to comply six years ago. Students and faculty directed students to on-campus media to replace off-campus internships, which were severely restricted during the pandemic.

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

## PART II — Standard 3: Diversity and Inclusiveness

### Unit performance with regard to indicators:

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

The School has had a written diversity plan since 2015. It was revised in fall 2020 and underwent minor updates in fall 2021. The plan defines diversity as first-generation students of all races, ethnicities, abilities and gender in all its forms and acknowledges that the School is part of an institution that serves, in particular, Asian American, Hispanic, and Native American Pacific Islanders.

The plan prioritizes diversity in faculty hiring, student enrollment, student activities, curriculum and “innovative and ethical uses of new technology to broaden the public scope of diversity in our community and the world.” The plan further states: “Our Journalism faculty should strive to be the first in the college and university to bring these difficult topics into discussion on campus and within the community.”

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

In fall 2021, the university began requiring all first-year incoming students to complete a 3-credit Ethnic Studies requirement in African American Studies, Asian American Studies, Chicana and Chicano Studies or Native American/American Indian Studies.

The School required a journalism-specific diversity course until 2015, when the requirement was dropped. However, students must choose one elective from the following three courses: “Lifestyles, Diversity and the Media,” “Global Mass Communication,” and “Introduction to Mass Communications Research.” The first two of these centers on diverse issues and topics and are popular choices among Journalism students.

A new course, “Writing for Spanish Media,” was created in fall 2020 and, after failing to achieve sufficient enrollment over two semesters, was re-fashioned and offered successfully for the first time in fall 2021. It was offered again in spring 2022 after the Department got permission from the college to continue with the course even though enrollment fell below the usual threshold. The School hopes to add more such courses as part of a new Spanish-language Journalism specialization to be launched in fall 2022 after a new assistant professor in Spanish-language media is in place.

Diversity is specifically referenced in a little more than half of the fall 2021 and spring 2022 syllabi. The syllabus for “Navigating the News,” a course required of pre-majors that also is offered to all university students, states: “Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.” The syllabus for the required “Editing and News Management” course states, “Throughout the semester, we will discuss matters relating to differences in race, culture, social class, sexuality and many other issues. In the beginning, this may seem uncomfortable, but my goal is to create an environment where we can talk about such matters thoughtfully, frankly and with respect and empathy.”

Students study hate speech in the required “Media Law and Ethics” course and learn about “identity construction and how it relates to building community and communication with diverse and multicultural creators, consumers and audiences” in a course on virtual reality. For a fall 2020 photojournalism course, students were paired up with local professional portrait photographers to capture images of diverse people within the community, including Folklorico Dancers and Day of the Dead performers.

About half of the syllabi for fall 2021 and spring 2022 included language on how students may seek disability accommodations.

To ensure that all Journalism courses include a diversity component, the School issued a directive that, effective in fall 2022, all departmental syllabi must include this program learning outcome: “Demonstrate knowledge of the diversity of groups in a global society” and include assignments and lectures related to that goal.

In spring 2020, the Journalism Curriculum Committee offered faculty a set of suggestions for “decolonizing” the curriculum that include referencing ownership in appropriate courses, such as “Media and Society;” encouraging students to take sociology courses and consider social justice and human rights minors; creating a reading list for students; and encouraging a culture in which students feel free to speak out. The suggestions were presented to the faculty for discussion and consideration.

As part of the Journalism curriculum, students are expected to complete one to three units of international studies, traditionally met through a study abroad experience or another culturally rich domestic experience. For example, students have traveled to Greece and Italy to report on the refugee crisis in those countries, participated in a student photojournalism project in Harlem and visited civil rights museums and spoke with civil rights leaders in Memphis and Atlanta.

Since the onset of the pandemic in spring of 2020, the Department has substituted independent studies credit for the international requirement. Students submit proposals that may include a research report or creative project, working under the direction of a faculty member. However, the number of independent studies became difficult for the faculty to handle, and the quality of the work varied widely. The Department now advises students who do not have a solid independent study proposal to take major elective credits instead. The Department is hopeful that faculty-led study abroad programs will resume soon. If that proves untenable, the faculty may consider dropping the international studies requirement altogether.

**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.**

The Journalism Department currently has seven full-time faculty members and two faculty members assigned to the unit part-time. Of the seven assigned full-time faculty members, one is Black (14%), one is from India (14%) and five are white (71%). Of the two faculty members assigned to the unit part-time, one is from Iran and the other is Asian American. The gender breakdown is seven women and two men. The Department has three female full professors and one male full professor.

The diversity of the Department appears to have improved over the accreditation period. (Because Journalism was not an independent department at the time of the last site team report, Journalism faculty were not broken out for separate analysis. However, in 2014, the School as a whole had 11 full-time faculty members in 2014, 82% of whom were white and 18% Black.)

Three faculty members retired during the review period – two professors and two associate professors (one Black male and two white males). Three faculty were hired to replace them – an Asian American female assistant professor (20% assignment in Journalism), a female assistant professor from Iran (50% assignment), and a female assistant professor from India (100% assignment).

The most recent hires were in 2016 when the female assistant professors from Iran and India were hired out of the same search pool.

The Department has been approved to hire an assistant professor for Spanish Language Media for fall 2022.

Diversity of part-time faculty has improved since 2014 when 26% of the part-time faculty was diverse. In fall 2020 and spring 2021, 50% of the part-time faculty was diverse. In fall 2021, that number increased to 70%. In spring 2022, 90% of the adjunct faculty was diverse. Gender diversity over the review period ranged from 37.5% to 60% female.

The Department has pursued other ways to diversify its faculty. For example, a Latina woman and a Black woman were hired temporarily to fill in for faculty members who were on leave.

As part of a university initiative to address systematic racism, faculty who are members of recruitment committees must complete university training to ensure they understand the concept of diversity and fairness when reviewing dossiers. The initiative also calls for increasing the number of tenure and tenure-track cluster hires and full-time lecturer positions to increase the diversity of the faculty.

**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 student body is very diverse. The largest proportion of students in fall 2020 and spring 2021 identified as Latino (43.8% and 43.5%, respectively). White students made up 18% to 22.6% of the Department's student population, followed by Asian American (about 15%), Black (about 8%), and two or more races (5.8% and 4%) in those two semesters.

The university is even more diverse. About 15% of its students identify as white, followed by students who identify as Asian American (about 35%), Latino (28%) and Black (3.5%). The unit has far fewer Asian students than the university, but far more Latino students.

The university primarily serves the diverse nine-county Bay area, which is about 52% white and is home to large populations of both Asian American and Latino residents. Nearly half of students in the institution are first-generation college students and nearly 40% are Pell-grant recipients.

The Department hosts a summer journalism camp for high school students from diverse, underserved communities who are interested in journalism. The Department provides space and a staff member to assist with logistics for the camp, which is conducted by a non-profit community organization. The camp was canceled due to COVID in 2020 and 2021 but is to resume in 2022. It serves as both community outreach and a recruitment tool.

Retention and graduation rates for freshman students of color entering in 2015 were higher than for Caucasian students.

**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 vast majority of faculty, staff and students with whom the site team interacted indicated the climate within the School is welcoming of all populations. Students, in particular, said diversity is one of the School's strong points. They said teachers incorporate discussions of diversity, particularly as they relate to current events, into their classes and encourage students to listen, consider their own biases, and engage with those whose opinions differ from their own.

Faculty of color said they feel supported and welcome within the School, although one said the School does not live up to the full spirit of written statements on diversity, inclusion and equity, citing the example of job pools that are insufficiently diverse, especially when it comes to African American women. (The last hires were two faculty of color – Middle Eastern and Indian – who were hired out of the same pool in 2017. The unit could not

immediately provide the applicant pool for those hires as the records reside in its previous college.)

The School offers numerous programs and activities that contribute to an inclusive learning environment. These include “El Spartano Noticias,” a Spanish-language television student newscast that airs weekly on a local public access channel, and “Woke TV,” produced by students and featuring in-depth discussions about sexual harassment and other social justice issues. A fall 2020 “Woke” series consisted of interviews with journalism and communications professionals discussing their experiences with racism in the workplace. The productions are posted online and are aired on the city cable channel CreaTV and Northern California Public Media.

As referenced earlier, student reporting projects have included a photojournalism project on Harlem, a reporting project on the refugee crises in Italy and Greece, and a civil rights-focused trip to Memphis and Atlanta. The School also has co-sponsored several events with the university Human Rights Institute, including a 2021 Human Rights Lecture Series, “Black Feminism, Socialism,” and a 2019 lecture on “Latin America’s Transgender Revolution.” One faculty member organized a well-received university-wide event on “Families Without Borders,” featuring people talking about their experiences as immigrants, as part of a university Artistic Excellence grant.

Guest speakers and lecturers have included Floyd Norman, the first Black animator to work for the Walt Disney Studios; Massoud Hossaini, an Afghan refugee who won a Pulitzer Prize for his photos of life and war in Afghanistan; and a Los Angeles Times columnist who covered the L.A. riots.

The School hosts meetings at least annually with student leaders to hear suggestions and complaints. Such sessions led to the Director seeking a partnership with Telemundo that grew into the recruitment of an adjunct faculty member to teach a Spanish-language reporting course and led to the decision to seek an assistant professor in Spanish-language media.

All faculty and supervisors are required to complete annual training and certification in understanding sexual harassment and discrimination.

### **SUMMARY:**

The student body is extremely diverse. The full-time Journalism faculty is less so, but faculty diversity has improved over the accreditation period, with all three full-time faculty hires made during the accreditation period being of women of color. Significant improvements have been made in the diversity of the adjunct faculty. Considering the composition of the student body, the most notable deficiency is the lack of a Latino member of the faculty. However, the unit is currently searching for a Spanish Language Media faculty member and is emphasizing diversity in that search. Diversity is embedded into the curriculum, and student projects, programs and activities frequently emphasize diversity and inclusiveness.

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

**Table 6: Faculty Populations, Full-time and Part-time**

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

**Academic year: 2020 - 2021 full-time faculty (Fall 2020/Spring 2021)\***

Group	Male	% of total faculty	Female	% of total faculty
Black/African-American	1	10%		10%
White	1	10%	4	40%
American Indian/Alaskan native				
Asian			1	10%
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races			2	20%
International (any race)				
<b>Total (9)</b>	<b>2</b>	<b>20%</b>	<b>7</b>	<b>80%</b>

Two faculty members (one African-American male and one White male retired at the end of fall 2020.

**Part-time Faculty (Fall 2021)**

Group	Male	% of total faculty	Female	% of total faculty
Black/African-American	0		1	0.10
White	3	0.30	0	
American Indian/Alaskan native	0		0	
Asian	0		1	0.10
Hispanic/Latino (any race)	1	0.10	2	0.20
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other race	1	0.10	1	0.10
International (any race)	0		1	0.10
<b>Total (11)</b>	<b>5</b>	<b>0.50</b>	<b>6</b>	<b>0.60</b>

**Part-time Faculty (Spring 2022)**

Group	Male	% of total faculty	Female	% of total faculty
Black/African-American	0		1	0.10
White	1	0.10	0	
American Indian/Alaskan native	0		0	
Asian	0		0	
Hispanic/Latino (any race)	1	0.10	1	0.10
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other race	1	0.10	1	0.10
International (any race)	0		1	0.10
<b>Total (7)</b>	<b>3</b>	<b>0.30</b>	<b>4</b>	<b>0.40</b>

Three male adjuncts (Young, Sokoloff resigned Fall 2020 (retirement; other moved (Joe Stiglich).

Two female adjuncts on hiatus for Spring 2022 (finish degree; job promotion).

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

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

Selecting faculty: The unit relies on the University’s Faculty Recruitment Guide for hiring. The manual provides extensive detail on required steps, from seeking approval for searches, to delineating search committee and administrative roles, to selecting final candidates and extending job offers. Each search committee completes a Recruitment Report that ranks finalists and summarizes justifications. Deans may accept or decline committee recommendations. Written criteria emphasize consideration of diversity, including review of applicant pools during early stages of searches. Additional university provisions address equal employment opportunity compliance, tenure-track scenarios and procedures for background checks.

Evaluation of faculty: University guidelines also govern evaluation of faculty members. San José State’s policy for Retention, Tenure and Promotion was revised in 2015, phased in for more recent hires starting in 2017, and became the standard for all faculty in 2021. RTP policies cover three customary performance areas: 1) teaching 2) research, creative and professional activity, and 3) service. The university urges personnel committee members and administrators to apply consistently thorough and candid evaluation standards, but with a holistic approach that favors “common sense and flexibility” in reviewing individuals.

Effectiveness in teaching, labeled Academic Assignment in evaluation guidelines, is the anchor for employment and advancement. In addition, the RTP policy explicitly embraces a wide range of options for satisfying criteria for research, artistic and professional activities. Credit for service is based on faculty members’ contributions on behalf of students, the university, the geographic community and professional disciplines.

Evaluators select one of four levels for rating faculty members: unsatisfactory, baseline, good, excellent. They use just two ratings for temporary faculty: Satisfactory or unsatisfactory.

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

Of 47 courses offered by the School in academic 2020-21, full-time faculty taught 31, about 66%. Full-time faculty totals each year since 2018 ranged from 60% to 71%.

The self-study’s scholarship table submitted for Standard 5 shows engagement of full-time faculty in a range of research, creative and professional activities.

Service is a required criterion of employment, and full-time faculty members are the dominant force for service within the unit. The self-study describes service for part-time faculty as optional, but in practice important to the unit’s mission.

**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.**

Seven full-time faculty members, plus two with partial appointments in the unit, are well-credentialed with a mix of professional and scholarly experiences. Eight worked as full-time professionals, ranging from one year to 30, for an average of 12 years. Each has been associated with the unit for at least five years, for an average of about 14 years.

Seven of the nine total have terminal degrees – six doctorates and one Master's of Fine Arts. The two others earned master's degrees. Four faculty members are full professors. Two are associate professors and two are assistant professors. The one long-time lecturer is an experienced journalist. All six faculty members at the level of associate professor and above are tenured.

Ten of 11 part-time instructors for fall 2021 had advanced degrees, including a Ph. D. and a J.D. The instructors' collective industry experience is significant, with more than half still employed as full-time professionals. Teaching experience ranged from less than one year (for two new adjuncts) to 32. The average was 8.5 years.

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

The self-study and other university materials outline thorough steps for evaluating instruction:

- Students submit evaluations of courses toward the end of each semester. The current survey, labeled Student Opinions of Teaching Effectiveness and revised in 2017, asks students 20 questions: 13 closed-ended, three open-ended and four informational.
- Faculty receive peer reviews conducted by a colleague who is at a comparable or higher academic rank. RTP Committee chairs assign reviewers for each cycle. Reviews cover observations of classes, syllabi and posted course content.
- The committee conducts annual evaluations for tenured and tenure-track faculty. The Director, if not on the committee, may add a separate recommendation. The committee also evaluates full-time lecturers. The Director may evaluate part-time lecturers, though review by committee is an option.
- The Director may re-appoint lecturers annually based on preceding evaluations.
- Temporary faculty members who are eligible for three-year appointments receive cumulative evaluations that cover a preceding three-year period of instruction.
- Evaluated faculty may respond within a designated period to reviews and to appointment decisions. Policies detail grievance procedures.

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

It was not possible for the site team to ascertain how the unit is viewed by the university's other colleges and schools because no one from those units attended the meeting with the site team for

that purpose. However, the Dean said the School, and Journalism, in particular, is highly regarded within the larger university community. The Spartan Daily student newspaper, which has reported aggressively on the university administration, has a particularly high profile on campus.

Non-journalism faculty within the School of Journalism and Mass Communications credited their colleagues for their commitment to instruction, protective support for the aggressive and sometimes beleaguered student media, and willingness to collaborate.

**SUMMARY:**

Faculty members have significant academic and professional experience. Guidelines for selecting and evaluating faculty are clear. Full-time faculty teach the majority of courses. Students and alumni sang their praises, an ode to the quality instruction and indicative of a culture of personal outreach to students.

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

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

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

The unit supports scholarship, research, creative and professional activities. Journalism faculty members with research priorities complimented the Director for setting an encouraging tone and guiding their navigation across tenure and promotion terrain.

University guidelines underscore support for research with expansive language on how individual departments may choose to define expectations. Not everyone agreed that the San José State fully practices what it preaches on this count. One example involved prolonged and still unresolved back-and-forth over the School of Journalism's proposal for customized promotion and tenure policies. One administrator talked about the university's research ambitions driving more attention to the scholar/teacher balance across the campus.

Faculty members may seek sabbaticals after working full-time on campus at least six of the previous seven years. After sabbatical is completed, a minimum of six years must pass to earn eligibility for another. The university granted sabbaticals to two Journalism faculty members, both in 2018, during the current accreditation cycle. One worked on a biography of Benjamin Franklin; the other on a news textbook. A third faculty member earned professional development leave for fall 2021.

Funding for travel totaled about \$1,200 for each tenured or tenure-track faculty member, with additional support possible for the latter group. The college offers competitive grants of \$1,500 for applicants from its academic units, including the School of Journalism and Mass Communications. Additionally, the Provost's Office can grant funds for faculty participating in teaching seminars. According to the self-study, all junior faculty have taken advantage of these supplemental opportunities.

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

The School's hiring, promotion and tenure are governed by university policies that outline expectations in an exacting manner. The Faculty Recruitment Guide includes references to scholarship in job postings, job candidate research presentations and other steps during hiring for tenured/tenure-track positions. More extensive criteria and standards for annual evaluations, promotion and tenure are found in university policy effective since 2016-2017. This update defines expectations for scholarly, artistic and professional achievements, along with standards for teaching and service, the other two performance measures.

The university casts scholarly achievements in broad terms. The language acknowledges that activities by faculty under review may vary in scale and other dynamics based on a wide mix disciplines, expertise and professional interests.

Written guidelines favor peer-reviewed or juried work and quality over volume. Research grants and scholarship that contribute to curricular development are not required but are encouraged. Faculty members undergoing review are asked to list any resources that they marshaled in support of their activities. Evaluators are encouraged to remain mindful of varying resources available within individual units and the colleges in which they reside.

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

Unit and university guidance on promotion, tenure and merit embrace a flexible range of scenarios for achieving success. This self-study sentence characterizes the tenor of expectations: "Overall, the School in its evaluation of a faculty dossier takes a holistic approach when weighing the originality, quality consistency, and importance of a faculty member's scholarly or creative/professional contributions."

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

The unit describes a record of productivity across a range of research, creative and professional activities. Faculty members during the period under review edited books, wrote chapters, conducted reviews, presented at academic forums and participated admirably in community, national and international events. Their engagement included service as reviewers, conference and convention presenters, council members, advisory board members, contest judges, speakers, panelists and publication editors. Junior faculty appear to be energizing the unit's research profile.

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

Intellectual curiosity and critical analysis are apparent in the unit's record of scholarship and other creative activities. Faculty members who talked about the environment for research acknowledged predictable differences in research interests, energies and volume. But they cited no persistent problems. Most credited the Director for cultivating cooperation and advancing the unit's overall scholarship.

**SUMMARY:**

The environment is supportive of scholarship and creative activity, and faculty managed to remain productive despite the tumult of shifting the unit from under the auspices of one college to another and despite pandemic disruptions. Some faculty benefited from a new university program offering a one-course release from standard 4-4 loads. Administrators and faculty members said this option is making a difference, especially for junior faculty keen on expanding their research footprint.

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

Individuals						
<b>Scholarship, Research, Creative and Professional Activities</b>	Total from Unit*	Full Professors (4)	Associate Professors (1)	Assistant Professors (2)	Other Faculty ** (0)	Totals (7)
Award and Honors-	9	2	3	4		2
Grants Received Internal	25	3	9	13		2
---	8	3	1	4		2
Scholarly Books, Sole- or Co-authored						1
Textbooks, Sole- or Co-authored	1	1				1
Books Edited	2	2				1
Book Chapters	29	18	3	4	0	5
Monographs						
Articles in Refereed Journalism	21	7	11	3		5
Refereed Conference Papers	33	10	13	10		5
Invited Academic Papers	5	1		4		2
Encyclopedia Entries	2			2		1
Reviews	5	4		1		2
Articles in Non-refereed Publications	3			3		1
Juried Creative Works	7	1	4	2		2
Non-juried Creative Works						

## PART II — Standard 6: Student Services

### **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.**

Students are expected to meet regularly with their faculty advisors, but there is not a mandate to that effect. Some students may not meet with their advisor until they are ready to graduate, at which time the advisor reviews their credits toward graduation and determines whether they have met the ACEJMC requirement that 72 hours of coursework is outside journalism and mass communications. If a student falls short, the advisor notifies the student, who must then remedy the deficiency by registering for more classes. Typically, the School's lead faculty advisor, a non-tenured faculty member, signs off on the graduation application when requirements are met. Some students told the site team they were not aware of a requirement to meet regularly with a faculty advisor, and several who were about to graduate said they had not yet had a meeting.

Regardless, students said they have been impressed by how the faculty – and especially the faculty member assigned primarily to advising duties – has helped remove obstacles and keep them on course to graduate.

While the self-study indicates and the college requires that all faculty are to assume some advising duties, in Journalism, one faculty member is assigned to the task for 60% of her time and handles the majority of advising duties.

The university has prepared detailed online checklists for each major, called a roadmap, outlining which courses are required and recommending the logical progression from first semester through graduation. The Journalism major roadmap specifically references the 72-hour rule, noting that 65 of those hours must be in liberal arts, social sciences or science. Students seek departmental advising appointments through the graduate student assistant of the School's academic advisor.

The university provides centralized advising through Student Success Centers in each college, which provide advice on university requirements.

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

During the pandemic, faculty worked mostly from home and were reachable by Zoom or other platforms as needed. Students reported they have had no difficulty accessing faculty. They also praised faculty for taking an interest in their academic progression and job searches and said faculty frequently offer advice, mentorship and job recommendations and referrals.

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

The School regularly communicates with students about course and graduation requirements via email, class announcements and bulletin boards in the building corridors. The lead advisor said emails are sent regularly to students, especially as they near graduation, about the final steps to

complete their coursework. Bulletin boards also notify students about the requirements for graduation.

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

The School offers students opportunities in five different campus media: the Spartan Daily, a thrice-weekly online newspaper; “Update News” for cable television; “El Espartano Noticias,” a weekly Spanish-language broadcast on a public access channel; Access Magazine, published each semester; and The Spear, which covers the Spartans’ sports teams and local sports. Shift Magazine, part of a university-led initiative aimed at social change in Silicon Valley in partnership with Hewlett-Packard Inc., ceased publication in 2018.

The School is perhaps best known for the Spartan Daily, which has produced tough stories about the university administration, which the Dean noted has rankled some in the campus leadership. In 2019, the newspaper reported on mishandling of funds set aside for athletic scholarships. More recently, the Daily published stories about sexual misconduct by a university employee. The Daily in 2020 won the best newspaper award from the Associated Collegiate Press and first for design. The newspaper also swept state collegiate media competition and won first-place award from the California News Publishers Association’s campus competition.

One student told the site team the legacy of the Daily enticed him to enter the program.

“Update News” won the Broadcast Education Association’s Award of Excellence in 2020.

The university’s website lists more than 350 clubs and organizations, including several relevant to journalism: the Amateur Radio Club, Meatspace Art Magazine, the Photography Guild, Poets & Writers Coalition, and Reed Magazine. However, there are no campus chapters of the National Association of Black Journalists, the National Association of Hispanic Journalists, the Asian American Journalists Association or the Society of Professional Journalists. Students, guided by a faculty member, are active in the national Broadcast Education Association.

The pandemic led to the creation of some online services that provided additional opportunities for students, such as hercampus.com, which engaged students in preparing editorial content for the social media site.

**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 university’s Institutional Research Office supplies retention and graduation data late each fall. The most recent statistics show the first-year to sophomore-year retention rate at 80% for freshmen entering in 2015, somewhat below the university rate of 86%. Sixty percent of those freshmen graduated after five years, while 28% graduated in four years, slightly better than the

university rate of 58% for five years and 25% for four. The data is on the public accountability part of the School's website.

The self-study was silent on the analysis of the data, citing personnel changes and reorganization in the research office since the last accreditation. The self-study also indicated that reliable information hasn't always been available for the Journalism major.

**SUMMARY:**

The School and the university have extensive online resources to help students stay on track for graduation, such as a roadmap offering a semester-by-semester plan. While there is a dearth of student clubs, students have many student media opportunities. Faculty advising is concentrated with one non-tenure-track faculty member, and students praised the support and guidance they receive. There is no mandate that students meet regularly with their advisors, and some were surprised that they were supposed to see a Journalism advisor before graduating.

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

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

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

A separate Department of Journalism, with its own budget, was created in 2019. The current budget, which totals about \$1.2 million, was stable during the three years preceding the accreditation visit, taking into account faculty openings. (There was a drop in the budget of \$190,000 from fiscal year 2019-2020 to 2020-2021, but the decline was due to two retirements in fall 2020, which affected the faculty salary line.)

Salaries for full-time and part-time faculty account for about 70% of expenditures. The School pays for most of its operational needs out of an annual allotment of about \$50,000, which covers such items as faculty computers, supplies, student travel and faculty non-research travel. The college cut those funds by about \$18,000 at the beginning of the last fiscal year but restored the funding this semester. Each full-time faculty member is allowed \$1,200 a year for travel for professional development or research.

The School relies on endowment funds for other needs, such as graduate assistants who provide administrative support for advising and produce an alumni newsletter, the salary for a TV studio manager, special student reporting projects, and new technology. A \$8.7 million gift from Jack and Emma Anderson, who ran the printing company that published the Spartan Daily for decades, spins off about \$300,000 a year for such uses. The money has been used to build a VR lab and to upgrade the broadcast studio and control room.

**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 unit identifies its biggest operational needs as funds for student activities, such as conferences and travel to awards ceremonies, and professional development funds for staff and adjunct faculty.

The unit also points to the need for more tenure-track lines to replace three faculty who retired over the review period. Those positions were filled; however, the unit shares two of the positions with other departments within the School. The Department has approval to search for an assistant professor in Spanish-language journalism – a new line. Considering an enrollment drop of about 18% over the review period, it appears the unit has been fairly supported to this point. However, several faculty members are nearing retirement, and their replacements will be critical to the unit.

The college maintains computer labs and upgrades them every three years.

The student newspaper is part of the School, with students enrolled for course credit. The university used to support the publication of the newspaper through a portion of student fees; however, that support ended about eight years ago. The School has asked the university to restore this funding, to no avail. The newspaper is now supported by advertising revenue (generated by students in an advertising course), which are not currently sufficient to resume

print editions, which were paused during COVID. The newspaper operation was described as being “down to the bare bones.” The School set up and maintains the newspaper website and provides funds for student staff to attend various awards ceremonies.

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

The Journalism Department is located in the historic Dwight Bentel Hall, one of the original buildings, constructed in 1911 in the center of the campus. The two-story structure has a handsome brick and stucco exterior, which leads to a largely utilitarian interior characterized by beige walls, steel doors and worn floor tiles. Yet portions of the interior would be the envy of many other schools.

A TV studio sports three Sony HD cameras, an infinity green screen and a sleek news desk as well as LED lighting and sound insulation. An adjacent TV control room has computer stations adapted specifically for Zoom interviews, a state-of-the-art ROSS television studio system that integrates the switcher, teleprompter, video playback system and graphics. A WSI TruVu Max weather software system is one of the few examples of the use of this technology in a university setting. An editing lab adjacent to the studio has a smart board in addition to computer stations.

Elsewhere in the building, a lab has been converted for a course in virtual and augmented reality with three workstations, 18 cameras and headsets. The School has three computer labs (two equipped with Mac computers and one with PCs), five seminar-style classrooms, a spacious newsroom with adjacent editing lab, and a photo studio. The Department has access to a 75-person lecture hall on the first floor of the building.

At the same time, the School lives with the reality of being housed in an historic building. The Director and some faculty feel the building is due for another major renovation – or replacement – due to problems such as asbestos under floor tiles and basement drainage problems. The self-study states: “The basement floods, and then we can smell the mildew in the bathrooms. The windows are original, and the wood is rotting and dust sweeps into faculty offices. This has been a continual issue.” Additionally, the unit’s request for renovations to specific rooms, such as the lecture hall on the first floor, have not been addressed.

The Dean said the university has \$4 billion in delayed maintenance and a number of other campus buildings are in worse shape that are being prioritized ahead of Bentel Hall. A major fund-raising campaign would be required to address the issues; no such campaign has been planned to this point.

The self-study also points out a shortage of space. For example, the unit would like to expand its TV studio, located on the first floor of the building, but the remainder of the space on the floor is occupied by another university department.

Many beautiful photographs taken by students and faculty line hallways. A digital monitor and numerous bulletin boards keep students up to date on events and opportunities.

**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.**

Students have access to a wide range of equipment that includes still and video cameras, camcorders, lenses, tripods, boom poles, microphones, smartphone video kits, audio recorders, headsets and microphone podcasting kits. Because there is a wide variety of camera brands (Canon, Sony, Nikon, Tamron and Sigma), lens adapters would be useful.

Students have free access to the Adobe suite on school and personal computers, thanks to an arrangement with Adobe. Several students said their laptops don't support the Adobe Suite or other required programs for classes, which causes a hardship. They can use computers with Adobe software in the university library or check out laptops temporarily from the university.

Students have access to the building via key cards. Some rooms, such as the broadcast studio and the VR lab that hold equipment where equipment is stored, are keyed. The building is closed on weekends and holidays.

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

The Dr. Martin Luther King Jr. Library is a nine-floor, 475,000-square foot complex that holds 1.6 million volumes in addition to a series of special collections that are used in Journalism class assignments. The library recently added an institutional subscription to The New York Times. A librarian is assigned to be a liaison to the School and is available to visit classes to talk to students about available resources.

The building also offers computer labs, collaborative workspaces, meeting rooms and exhibit areas.

**SUMMARY:**

The Journalism Department budget has been fairly stable over the past three years, although the unit is forced to cover some basic expenses, such as a key TV studio manager position, from its endowment. The well-regarded student newspaper struggles financially and may not be able to resume print publication as a result. Students are well supplied with state-of-the-art equipment, and the facility, while aging, has some renovated spaces that are equal to what is available at much larger schools.

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

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

**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.**

Faculty are involved in local and community journalism advisory boards, from the Junior Association of Community Colleges to newspapers such as the Mercury News, Bay City News, local television outlets (Telemundo, NBC), as well as international media – The Guardian and Al-Jazeera – according to the self-study. Several have ties to the San Francisco Chronicle and the Los Angeles Times and have used those connections to get jobs or internships.

The Director meets monthly with all the CSU journalism directors and chairs via Zoom to discuss curriculum issues and exchange ideas.

The unit uses an alumni listserv to reach graduates and has reported contacts with at least 3,000. Alumni visit the campus to speak to students and serve as guest speakers on unit-produced discussion shows. Three senior showcases were held prior to the pandemic during which alumni were invited to view student work. Alumni also were invited to a reception in 2019 commemorating the life work of a former broadcast journalism professor.

Faculty and the Dean singled out the dedication, commitment and generosity of alumni in returning to campus and, in some cases, providing scholarship endowments. Many have long-term relationships with the Journalism program.

Department of Journalism graduates include winners of Pulitzer, Emmy and Murrow awards. Associated Press photographer Marcio Sanchez won the 2021 Pulitzer for breaking news, the 12th time an SJSU alum won or shared the prestigious award.

The School did not publish an alumni newsletter during the review period but did so in early 2022. It surveyed alumni in 2017, 2018 and 2021. Results of the 2017 and 2018 surveys were included in the self-study. Recent alumni who met with the team couldn't recall receiving a survey.

An alumni advisory board lapsed during the two years of COVID-19 limitations, although the unit said it is planning to reconstitute the body with alumni and industry representatives.

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

The School won a U.S. State Department grant to teach journalism professors in Tbilisi, Georgia, skills and concepts related to new media. The \$250,000 grant covered 2017-2018.

**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.**

Journalism faculty serve as reviewers, presenters at academic conferences and conventions, council members, advisory board members, contest judges, speakers, panelists and publication editors. Most faculty also are engaged with the professional associations in their fields.

**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.**

Faculty and students engage in a wide range of community activities. One faculty member established a relationship with high school students from Harlem and led a photojournalism project there. Photojournalism students also were paired up with local professional portrait photographers to capture images of diverse people within the community, including Folklorico Dancers and Day of the Dead performers.

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

Except during the pandemic, the unit hosts an annual summer journalism camp with the non-profit Mosaic organization. The camp for underserved high school students from diverse communities produces a print newspaper and a news website. The unit provides space within the newsroom and a staff member to assist with logistics. Faculty don't appear to be involved.

The faculty has conducted high school tours, and during the pandemic, information sessions via Zoom. Prior to COVID-19, high school students were invited into classrooms to observe courses.

**SUMMARY:**

The unit keeps in touch with alumni and often invites graduates back to campus to view student work. Faculty are involved in academic associations and community projects. The unit supports a scholastic journalism summer camp for underserved students.

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

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

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

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

The self-study cites an Assessment Committee that meets regularly. The Director and core faculty are members.

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

The self-study pinpoints courses at the heart of assessment activities. Two tables summarize core courses and parallel learning objectives for the unit and the university.

Table No. 1, first created in 2017 and since revised, lists four courses targeted for discussion, collection and implementation of changes in curriculum and instruction. The four are Mass Media and Society, Navigating the News, a series of capstone production classes (sections A through D), and internships. This semester-by-semester chart also includes portfolios, for which students compile multimedia highlights of their course work.

Table No. 2 reflects a streamlined assessment approach developed after the Advertising and Public Relations units decided not to pursue re-accreditation. This list combines in one place the unit’s ACEJMC 12 requirements aligned with the campus’ five Learning Goals. The latter is part of San José State’s accreditation by the Western Association of Schools and Colleges. The language is largely compatible between the two sets of objectives, but not in every case. For example, ACEJMC’s Ethics is paired with the University’s No. 5 Learning Goal labeled Social and Global Responsibilities, an apparently appropriate alignment. But Presentation is also clustered with No. 5, a less obvious match.

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

According to the Director, the School expects all faculty members to include language in their syllabi referring to ACEJMC’s values and competencies. The site team’s spot check confirmed that most instructors complied in fall 2021 and spring 2022.

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

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

The Journalism unit works with three direct measures:

1) **Pre- and post-test.** This covers key media topics or themes, asking multiple questions for each. Incoming Journalism students take the pre-test in an entry-level course before Week 4

during the fall semester. Previously, the Media and Society course housed the pre-test. The Director said the pre-test was transitioning to a second course, Navigating the News, created to bolster student's understanding of media fundamentals. Seniors complete the post-test in a capstone series (A-D) in Week 12 or later in semester.

2) **Portfolio reviews:** Advanced students gather representative multimedia content from their course work and prepare packages for critiques by outside reviewers. These portfolios are now available digitally. The School previously conducted just in-person reviews each spring, a practice it intends to continue once no longer constrained by the pandemic. The self-study noted that students benefited from the face-to-face engagement with reviewers (pre-pandemic), but the unit did not routinely receive thoroughly written evaluations. The easy-access platform for reviews is seen as a solution.

3) **Internship evaluations:** Reviews from 2017-2019 by supervisors at internship work sites were highly favorable. They rated more than 90% of students excellent or good in multiple categories. Most employers indicated they were willing to recommend students for hire. The pandemic forced the unit to streamline internships the past two years.

• *What indirect measures does it use, where and when?* The unit uses three indirect measures:

1) **Awards.** The School enters work produced by students in regional, state and national contests for college media. A long self-study list of impressive results included best-of national awards in 2021 and 2022 for the Spartan Daily and top student magazine honors for Access.

2) **Senior exit exams.** Students complete surveys as they prepare to graduate. The self-study describes past participation as inconsistent but results still offer some value in assessing students' impressions of the program and their individual experiences. These surveys, most conducted before Journalism became a stand-alone unit, were dominated by non-Journalism respondents.

3) Alumni surveys. Conducted every five years, first in 2016 and again in 2021.

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

The self-study describes commendable efforts to refine and stabilize direct and indirect measures for assessment since the last site team revisit. But effectiveness in fulfilling ACEJMC expectations appears uneven. Of three direct measures, portfolio reviews seemed most in sync, addressing all 12 values and competencies. The pre-posttest covered most, but not all, the values and competencies, and internship evaluations included just three that were explicit. (A 2017 draft of internship evaluations covered more ACEJMC principles. But that apparently was not the version used during this accrediting cycle.)

**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 unit routinely collected plentiful information. But in most instances, the self-study did not provide a clear sight line showing how data worked its way through a full assessment process.

Evidence of analysis often was not apparent. Methods of identifying weaknesses were not adequately spelled out. This does not mean the unit failed to improve curriculum and instruction, only that it is not clear that improvements related to assessment data. Neither is there evidence that changes were driven by a cohesive, consistent assessment process.

Establishment of the Department of Journalism as the sole accredited unit in the School led to several adjustments, including a re-worked assessment plan. Some direct and indirect measures were revised. Faculty minutes include references to the assessment process, such as assuring that faculty members refer to values and competencies in their syllabi, but there is no indication that assessment results were fully analyzed.

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

Instructors said they noticed deficiencies in students' comprehension of news (critical thinking), including inability in some cases to distinguish between legitimate content and unsubstantiated claims. They also identified as a concern inadequate command of basic production/technology skills, such as videography.

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

In both examples above, faculty members discussed concerns at faculty meetings. They decided to create new courses – “Navigating The News” that addresses critical thinking and the “Apprentice” courses that emphasize fundamental production/technology skills. Both were first offered in fall 2019.

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

In the limited time since the courses were started, no data were provided showing how or whether weaknesses were resolved. Enrollment indicated the courses had appeal, according to the Director. Understandably, assessment management was not the priority as pandemic disruption became the order of the day. But even preceding 2020, the self-study failed to demonstrate a clear pattern of analysis, implementation and review of results driven by assessment procedures.

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

Anecdotally, there is reason to believe that students benefited from the new courses designed to address shortcomings. No analysis accompanied these efforts.

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

Effectiveness is not yet documented. As stated, that is not unreasonable under current circumstances.

**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 Department of Journalism appears to maintain strong ties with alumni based on the sampling of graduates who shared their thoughts with the site team. One alumnus who returned to work in the Bay Area after graduating a few years ago might be typical of how curriculum and instruction benefit. He said engagement with the School is frequent. He gets invited to speak in journalism classes, maintains connections with professors, and he participated in unit programs up until pandemic disruptions. The value for assessment seems to come mostly from alumni observations about their workplaces and changes in the industry, with faculty members scouting for ideas and updates on challenges and trends. More formally, a survey conducted every five years seeks alumni feedback on how they now value their experience as students in the School.

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

The School says professionals are welcome contributors to assessment efforts. Outside reviewers evaluate student portfolios each spring. Professionals who supervise interns also evaluate the work of students using a form designed by the School to address areas of assessment. The Director said attempts to revive and refine an advisory board were underway, revisiting efforts first attempted in 2017, with the goal of obtaining more feedback on how to position the School for the future. The unit noted that it also benefits from campus appearances and other informal interactions with professionals. While these are not formal assessment activities, they do provide insight on trends and expectations that affect faculty discussions about improving curriculum and instruction.

**SUMMARY:**

The School's record on Standard 9 during the accreditation period under review is a mixture of progress in building a better structure for assessment, tempered by inconsistencies in documenting analysis, implementation of data-driven decisions and follow-up assessment. The unit collects data. It often summarizes results and touts hard-earned successes, such as high levels of satisfaction by supervisors rating interns. But it does not provide proof of sufficiently using ACEJMC expectations to mine data-driven curriculum and instructional decisions. Despite clearly earnest efforts and some degree of improvement, efforts fell short of expected standards across the review period.

The unit already is adjusting its assessment plans to match its status as a stand-alone accredited program within the School. The pre/posttest is under revision, in anticipation of a re-launch in fall 2022. Resumption of more internships, affected by pandemic restrictions, presents opportunities to review how well current evaluation forms reflect ACEJMC values and competencies. The portfolio review, the measure deemed most valuable by the School, stands to benefit from its new platform offering efficient review of students' work. And a revival of an advisory board that did not gain traction on the first try will provide more input from alumni and professionals.

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

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

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

##### STRENGTHS

- Diversity of the student body
- Multimedia instruction in a fully integrated multimedia curriculum with the tools and technology to support it
- A collegial faculty across communications disciplines that is focused on student success
- Pursuit of new, interdisciplinary initiatives (health, human rights, meteorology, Spanish-language)
- Student newspaper, newscast, magazines and other opportunities for students to practice skills and build portfolios

##### WEAKNESSES

- Assessment practices that fail to tie data collection to decision-making
- The lack of a coherent enrollment management or recruitment plan in the face of enrollment declines
- A faculty that is less diverse than the student body it serves
- An advising program that lacks a mandate for students to regularly see an advisor

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

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).**

Assessment: The unit must anchor its assessment plan and practices in clear, consistent and documented processes. Steps must include not just collecting information, but also rigorous evaluation of results, analysis of opportunities for improving upon ongoing efforts, engagement across the School in identifying the best options for change, implementation of change, and then fresh rounds of assessment to track outcomes of new initiatives. Previous site teams found that the program's assessment lacked written plans and direct and indirect measures. The unit significantly addressed those concerns. The next challenge requires demonstrating command across the full range of ACEJMC's expectations: Assess student learning, identify weaknesses, take action, evaluate results.

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

N/A

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

N/A

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

The School received provisional re-accreditation in 2015 and was re-accredited in 2017 after a site team revisit determined that one of two major deficiencies had been corrected.

The 2014 ACEJMC site team report found two standards in noncompliance – Standard 2: Curriculum and Instruction, and Standard 9: Assessment of Learning Outcomes. Standard 2 was out of compliance for a systemic problem with the 20-student cap for skills classes. Within one semester after the 2014 site visit, the issue had been addressed and largely eliminated.

Standard 9 was found out of compliance in both 2014 and 2017. The 2014 site team reported that the unit lacked an assessment plan, strategy or system. Assessment measures were deemed to inadequately reflect the 12 ACEJMC values and competencies or measure learning across the curriculum. The report concluded that the School “needs to design and implement an assessment plan that uses direct and indirect measures for the 12 ACEJMC values and competencies.”

In the 2017 revisit, the site team observed that “while there has been much effort around both direct and indirect measures, there is still no overarching plan and confusion remains about what qualifies as assessment versus regular educational activities, like instructor-implemented and evaluated exams. There is no shortage of activity, but the implementation has been fragmented and lacks strategy and close-the-loop follow-through. The School will need to be more intentional and consistent to build an effective assessment program.”

As detailed in Standard 9 above, the unit has made progress since the 2017 visit: Direct and indirect measures have been established and data is now being collected that reflect, for the most part, the 12 ACEJMC values and competencies (the exception being internship evaluations). However, there is no evidence that the data is being analyzed and used for decision-making purposes.

**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.**

Overall, the self-study was imprecise and confusing, with numerous inconsistencies and errors that needed correcting. More than a dozen questions were not answered satisfactorily. In some cases, only one part of the query was covered. Specific details were often omitted from the narrative.

The hard work of preparing the self-study is always appreciated. But reading this self-study required extra effort to grasp the essence of the program, including some of its strengths. The unit was helpful in filling in many gaps prior to and during the visit.



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April 1, 2022

Dear Patricia Thompson,

On behalf of the Journalism faculty at San Jose State University, we appreciate the time invested by the Committee in reviewing our case as well as the work of Kristin Gilger and her team. The process was a valuable learning experience. We understand that we need to continue to improve upon our specified weaknesses. Our Journalism faculty have already discussed the team report and the Committee's concerns. We have taken the recommendations seriously as well as action to correct our deficiencies immediately. Our deficiencies were not from a lack of effort. We now have a better understanding on how to improve upon our assessment process.

Thank you for your time and consideration.

Sincerely,

*Phylis West*

Phylis West  
Professor & Director  
School of Journalism & Mass Communications

cc: Kristin Gilger, Team Chair