

## Report of On-Site Evaluation

ACEJMC  
Undergraduate program  
2016–2017

Name of Institution: Drake University  
Name and Title of Chief Executive Officer: Earl F. "Marty" Martin, President  
Name of Unit: School of Journalism and Mass Communication  
Name and Title of Administrator: Kathleen Richardson, Dean  
Date of 2016 - 2017 Accrediting Visit: Feb. 12-15, 2017  
Date of the previous accrediting visit: Feb. 13-16, 2011  
Recommendation of the previous site visit team: Reaccreditation  
Previous decision of the Accrediting Council: Reaccreditation  
Recommendation by 2016 - 2017 Visiting Team: Reaccreditation

*Prepared and submitted by:*

### Team Chair

Name and Title: Joel Kaplan, professor and associate dean for professional graduate programs  
Organization/School: S.I. Newhouse School of Public Communications, Syracuse University

Signature \_\_\_\_\_

### Team Members

Name and Title: Tim Bajkiewicz, Ph.D., associate professor and associate director  
Organization/School: Richard T. Robertson School of Media and Culture, Virginia Commonwealth University

Signature \_\_\_\_\_

Name and Title: Bonnie Brownlee, Ph.D., associate professor emerita  
Organization/School: The Media School, Indiana University

Signature \_\_\_\_\_

Name and Title: John Paluszek, senior counsel  
Organization/School: Ketchum

Signature \_\_\_\_\_

Name and Title: Janet Rose, Ph.D., professor of practice and director, The Agency  
Organization/School: School of Journalism and Mass Communications, University of Kansas

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## PART I: General Information

**Name of Institution:** Drake University

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

**Year of Visit:** 2017

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

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

**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.**

Drake University is an incorporated, non-for-profit entity in the state of Iowa. It is governed by the Academic Charter of Drake University.

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

- Yes  
 No

**If yes, give the date of the last accrediting visit:** Feb. 13-16, 2011

**5. When was the unit or sequences within the unit first accredited by ACEJMC? 1972**

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

Drake School of Journalism and Mass Communication Mission Statement  
*Updated October 2015*

Drake's School of Journalism and Mass Communication educates strategic, global thinkers with diverse media and communication skills and a solid ethical underpinning who are prepared to respond to a rapidly changing media culture.

The SJMC provides professional experience in a media-rich environment and professional mentors for life.

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

Semesters of 15 weeks (plus one week for final exams)  
Summer sessions of varying lengths, determined by instructor  
January Term of 3 weeks

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

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

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

Bachelor of Arts in Journalism and Mass Communication

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

124 semester credit hours

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

No more than 3 semester credit hours of JMC credit

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

SJMC faculty believe in collegial governance, and except for our Magazine Media program, we do not have chairs of our majors. We have listed all faculty members whose teaching responsibility lies primarily within a particular major.

<u>Name of Sequence or Specialty</u>	<u>Faculty members</u>
Advertising	<b>Sandra (Sandy) Henry</b> , associate professor (teaches primarily creative classes); <b>Dorothy Pisarski</b> , associate professor (teaches primarily account management classes)
Digital Media Production	<b>Todd Evans</b> , professor; <b>Grace Provenzano</b> , assistant professor (teaches broadcast news classes as well as Digital Media Production classes); <b>David Wright</b> , associate professor
Magazine Media	<b>Catherine M. Staub</b> , associate professor, Fisher-Stelter Chair of Magazine Journalism; <b>Jeffrey (Jeff) Inman</b> , assistant professor
News	<b>Christopher (Chris) Snider</b> , assistant professor (teaches primarily digital media classes); <b>Jill Van Wyke</b> , associate professor (teaches primarily multimedia reporting and editing classes)
Public Relations and Strategic Political Communication	<b>Kelly Bruhn</b> , associate professor and associate dean; <b>Jennifer Glover Konfrst</b> , assistant professor (teaches both PR and SPC classes); <b>Matthew Thornton</b> , assistant professor (teaches both PR and SPC classes)

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

Approximately 3,100 full-time undergraduates and 860 full-time graduate students in fall 2016

**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):**

- The Drake SJMC reorganized its Advertising program beginning in Fall 2014, combining the Advertising Account Management track and the Advertising Creative track into one Advertising major. We also offer an Advertising minor.
- The School reorganized its journalism and digital production majors beginning in Fall 2015. Magazines was renamed Magazine Media. Broadcast News and News-Internet were combined into a single News major (though students can still specialize in broadcast or in multimedia journalism). Radio-TV Producing was renamed Digital Media Production.
- The School launched a Strategic Political Communication major in Fall 2015.
- Students can elect to start as Open SJMC majors in their first year and then declare a major sometime in their first two years.

**Enrollment Spring 2017 (students declaring major or minor in SJMC):**

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Open SJMC	<b>15</b>
Public Relations	<b>135</b>
Advertising Account Management	4
Advertising Creative	6
Advertising	44
Advertising minor	17
	<hr/>
	<b>71</b>
Magazines	37
Magazine Media	21
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	<b>58</b>
Broadcast News	11
News-Internet	12
News	27
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	<b>50</b>
Radio-TV Producing	17
Digital Media Production	43
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	<b>60</b>
Strategic Political Communication	<b>32</b>
<b>Total</b>	<b>421</b>

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

(\* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

<b>Fall 2016</b>	<b>Enrollment</b>
JMC 031 Multimedia Lab (CRN 4320)	17
JMC 031 Multimedia Lab (CRN 4321)	20
JMC 031 Multimedia Lab (CRN 4324)	8
JMC 031 Multimedia Lab (CRN 4325)	13
JMC 54 Reporting and Writing (CRN 1009)	19
JMC 54 Reporting and Writing (CRN 3271)	20
JMC 54 Reporting and Writing (CRN 7529)	18
JMC 57 Video Production	10
JMC 59 Intro to Visual Comm (CRN 1023)	21
JMC 59 Intro to Visual Comm (CRN 2118)	20
JMC 59 Intro to Visual Comm (CRN 3564)	11
JMC 59 Intro to Visual Comm (CRN 7877)	15
JMC 63 Video for Journalists	18
JMC 70 Media Editing	9
JMC 73 Audio Reporting and Editing	9 (combined with JMC 103)
JMC 91 Magazine Staff Writing	17
JMC 103 Public Affairs Reporting	11 (combined with JMC 73)
JMC 105 Web Page Design	21
JMC 114 Advanced Video Producing	13
JMC 119 Magazine Publishing	16
JMC 123 PR Writing (CRN 7488)	16
JMC 123 PR Writing (CRN 8267)	15
JMC 138 Organizational Public Affairs	12
JMC 139 Advanced Account Planning	14
JMC 141 Strategic Message Design	13
JMC 143 PR Planning and Management	13

<b>Spring 2017</b>	<b>Enrollment</b>
JMC 031 Multimedia Lab (CRN 5392)	19
JMC 031 Multimedia Lab (CRN 5304)	13
JMC 54 Reporting and Writing (CRN 3376)	20
JMC 54 Reporting and Writing (CRN 4822)	20
JMC 54 Reporting and Writing (CRN 3683)	20
JMC 57 Video Production	18

JMC 59 Intro to Visual Comm (CRN 3985)	20
JMC 59 Intro to Visual Comm (CRN 3987)	12
JMC 59 Intro to Visual Comm (CRN 3988)	18
JMC 63 Video for Journalists	18
JMC 67 Digital Audio Writing and Production	17
JMC 70 Media Editing	17
JMC 98 Advanced Reporting	13
JMC 99 Social Media Strategies	20
JMC 105 Web Page Design	20
JMC 117 Strategic Media Planning	11
JMC 120 Mag Freelance Writing(CRN10114)	9
JMC 120 Mag Freelance Writing (CRN 3637)	12
JMC 123 Public Relations Writing	20
JMC 124 Copywriting and Content Design	14
JMC 173 Reporting for TV and the Web	7

**16. Total expenditures planned by the unit for the 2016 – 2017 academic year: \$1,678,936**

**Percentage increase or decrease in three years: 14% increase since FY15**

**Amount expected to be spent this year on full-time faculty salaries: \$944,295**

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

Kathleen Richardson, J.D., dean and professor (teaches one class/semester)

Kelly Bruhn, Ph.D., associate professor, associate dean (teaches two classes/semester)

Todd Evans, professor

Sandy Henry, associate professor

Jeff Inman, assistant professor

Lee Jolliffe, Ph.D., associate professor

Jennifer Glover Konfrst, assistant professor

Dorothy Pisarski, associate professor

Grace Provenzano, assistant professor

Chris Snider, assistant professor

Catherine M. Staub, Ed.D., associate professor

Matthew Thornton, Ph.D., assistant professor

Jill Van Wyke, associate professor

David Wright, associate professor

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2016. Also list names of part-time faculty teaching spring 2016. (If your school has its accreditation visit in spring 2017, please provide the updated list of faculty at time of visit.)**

Spring 2016:

Ini Augustine, professional adviser for PR capstone  
 Carlyn Crowe, internship coordinator  
 Lindsay Gilbert, JMC 54 Reporting and Writing Principles  
 Scott Gojkovich, JMC 67 Digital Audio Writing and Producing  
 Jovan Johnson, JMC 66 Media Responsibility Over Time  
 Michael Morain, JMC 98 Advanced Reporting for Print and Online  
 Tobi Parks, JMC 99 The Recorded Music Industry (January Term)  
 Kim Anthony Smith, JMC 54 Reporting and Writing Principles  
 Mark Tauscheck, JMC 98 Advanced Reporting for Print and Online

Fall 2016:

Carlyn Crowe, internship coordinator and First Year Seminar instructor  
 Lindsay Gilbert, JMC 54 Reporting and Writing Principles  
 Mike Lovell, JMC 41 Financial Fundamentals for Communication Professionals  
 Goizane Esain Mullin, JMC 59 Intro to Visual Communication  
 Courtney Shaw, professional adviser for PR capstone  
 Kim Anthony Smith, JMC 54 Reporting and Writing Principles

Spring 2017:

Carlyn Crowe, internship coordinator  
 Lindsay Gilbert, JMC 54 Reporting and Writing Principles  
 Mike Lovell, JMC 41 Financial Fundamentals for Communication Professionals  
 Tobi Parks, JMC 99 The Recorded Music Industry (January Term)  
 Courtney Shaw, professional adviser for PR capstone

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

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

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number	Percent
2015-2016 academic year	91	91	100%
2014-2015 academic year	77	77	100%



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

*The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.*

Unit performance with regard to indicators:

### Overview

Drake is a private university located in Des Moines, Iowa. It currently has 3,300 undergraduate students and 1,700 graduate students divided among six schools. The School of Journalism and Mass Communication (SJMC) is the smallest school with 421 undergraduate students divided among six majors.

Journalism at Drake University will celebrate its centennial in two years. In 1919 the College of Commerce, Finance and Journalism was established. Among its early leaders were Gardner “Mike” Cowles of the Cowles publishing family and George Gallup, the famous pollster.

A separate School of Journalism was created in 1962. Three years later the School moved into Meredith Hall, named after local magazine publisher Meredith Corp.

The School was first accredited in 1972 and has maintained accreditation since then. The School’s name was changed to Journalism and Mass Communication (SJMC) in 1981.

In 2003 a quasi-merger between the Drake College of Business and Public Administration and the SJMC occurred with the two units sharing some administrative personnel but maintaining independence in most matters. At that time, a director ran the operations of SJMC.

In 2014 the units were administratively uncoupled and the SJMC became a separate unit once again. The current dean, director of SJMC since 2007, was appointed dean when SJMC became a separate entity. There are 14 full-time faculty members in the School.

**(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 has a written mission statement calling for educating “strategic, global thinkers with diverse media and communication skills and a solid ethical underpinning who are prepared to respond to a rapidly changing media culture.”

The unit also has a three-page strategic plan that was approved in 2015. As a result of that plan, the unit has embarked on a major fundraising campaign designed to renovate the 52-year-old Meredith Hall, where it is based, and also to fund scholarships for minority students.

The unit is lean, with only 2.5 full-time staff. Nevertheless, the university sees real value in the School and the provost says that it is committed to providing the resources the School needs to continue.

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

The SJMC faculty handbook includes all policies and procedures and indicates substantial faculty governance. SJMC faculty meet on a monthly basis. Curriculum decisions are made by the entire faculty. SJMC has six standing committees, including tenure and promotion. All searches are run by the faculty.

**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 dean has been in charge of the unit since 2007 and is well-regarded by students, faculty and outside administrators. They describe her as a great advocate not just for the School, but for the university at large. The faculty say she works extremely hard and always has the School's best interests at heart. She is currently taking the lead in developing what will likely be a \$20 million project to refurbish the School's home.

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

The dean is appointed by the provost in consultation with the faculty. The dean chooses the associate dean, also in consultation with the faculty. The dean and associate dean are subject to periodic evaluations by the SJMC faculty. The last one was conducted in 2015. In addition, the provost conducts periodic evaluations of all the deans. The last one for the SJMC dean was also in 2015.

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

Students follow a process that involves contacting the faculty member, the associate dean and eventually the dean. Allegations of academic dishonesty follow a separate procedure that involves the SJMC Honor Code and Honor Council.

Faculty and staff with complaints are told to complain to a supervisor or Human Resources. Since the last accreditation report there have not been any registered complaints.

However, last fall, a probationary member of the faculty was terminated by a vote of the tenure and promotion committee. The faculty member's two appeals to the dean were denied. The faculty member subsequently raised questions as to whether the tenure and promotion committee followed the procedures outlined in the faculty handbook. The matter was resolved shortly before the site team visit.

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

## PART II — Standard 2: Curriculum and Instruction

*The unit provides a curriculum and instruction that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.*

Unit performance with regard to indicators:

**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 as least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.**

Drake requires a minimum of 124 credit hours to graduate. When the SJMC faculty revamped its core curriculum in 2013, it adopted the following formula: 44 maximum SJMC credit hours and 80 required non-SJMC credits of which 48 must be in Arts and Sciences (liberal arts). The number of JMC credits required for majors ranges from 36 to 42. In addition, all SJMC students are required to have a 21-credit-hour “area of concentration” in a single department or unified area outside of SJMC. A significant percentage of Drake students get a second major outside SJMC. A second major inside SJMC requires more than 124 credits total to graduate since 80 non-SJMC credits are required. Additional credits also may be required in order to meet the 48-credit Arts and Sciences requirement if a student has a second major in the College of Business and Public Administration.

Revised in 2014-2015, the SJMC major curriculum includes: Advertising, Digital Media Production, Magazine Media, News, Public Relations, and Strategic Political Communication

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

The School undertook a curriculum review in 2013 to ensure that coursework keeps pace with industry changes. With input from alumni, employers, advisory board members and university stakeholders, SJMC faculty mapped desired learning outcomes against the School’s core classes as part of a review of the core curriculum to address perceived gaps in some skill areas. Faculty also mapped courses across all SJMC classes to ensure that 15 SJMC core values are addressed at multiple points across the student experience in both core and major classes. The School instituted this revised curriculum in August 2014.

The 18-credit SJMC core curriculum:

- JMC 30 Mass Media in a Global Society (3 cr)
- JMC 31 Multimedia Lab (1 cr)
- JMC 40 Pre-professional Workshop (1 cr)
- JMC 41 Financial Fundamentals for Communication Professionals (1 cr)
- JMC 54 Reporting and Writing Principles (3 cr)
- JMC 55 Digital Strategies (3 cr)
- JMC 59 Introduction to Visual Communication (3 cr)
- JMC 104 Communication Law and Ethics (3 cr)

In addition, each major concludes with a three-credit senior capstone class.

### ADVERTISING (71 majors and minors)

Advertising is one of the school's most popular areas of study (71 students as of Spring 2017), second to Public Relations with 135 majors. In 2013-2014, the two advertising major faculty members revamped the advertising curriculum. One key change was to merge two separate fields of study – Account Management and Creative. These previously specialized areas now are integrated into the advertising major, allowing students to learn and work with more flexibility while also improving the School's ability to train students for the collaborative nature of strategic communications professions. The advertising curriculum includes both theoretical learning and applied skills such as Concepts in Consumer Awareness, Copywriting and Content Design, Strategic Media Planning, Advertising Account Planning and Strategic Message Design. The major includes a capstone campaigns course that focuses on a real-world client. Students and faculty report that revisions to 2014 revisions to the capstone have further improved this required course.

Advertising students, alumni, professional and community stakeholders praise the emphasis the School places on professional skill development. Students say that they are “treated like professionals, not students” at internship and employer interviews. Students and alumni view the quality of teaching and personal attention received from faculty at the School as one of the School's key strengths.

The School also offers an advertising minor.

### DIGITAL MEDIA PRODUCTION (60 majors)

As with other curricula in the School, students in this major are exposed to more theoretical and conceptual courses in the overall Drake core curriculum and the School's core curriculum. For these students professional skills courses happen in the Media Journalism core and classes just for Digital Media Production students. A freshman in her second semester said she was very pleased to be able to take a Media Journalism core course (on TV studio production) her first semester at Drake.

### MAGAZINE MEDIA (58 majors)

Magazine majors supplement the Media Journalism Core classes (063 Video for Journalists; 105 Web Page Design; and 172 Journalism Capstone) with four magazine-related classes: 070 Media Editing; 091 Magazine Staff Writing; 119 Magazine Publishing; and 120 Feature Writing. The capstone, *Urban-Plains*, brings together magazine, News and Digital Media to create a web-based magazine. The magazine focuses on the Midwest broadly, encouraging students to report stories about “the arts, culture, social issues and people.” The magazine began as a tablet-based publication about six years ago and now appears online at [urban-plains.com](http://urban-plains.com). *Urban-Plains*' won BEA's Festival of Media Arts Interactive Multimedia Competition large group award in 2016 and 2017 (and Best of Show in 2016), in addition to AEJMC, College Media Association and Associated Collegiate Press awards.

### NEWS (50 majors)

The News major requires a healthy balance between theoretical courses like Mass Media in a Global Society and Media Law and Ethics and skills-based courses ranging from the core requirements of reporting and writing to the major course requirements of public affairs journalism. Students in the News major must take the 18 hours of the SJMC core as described above, including a sociology course and the American Political System.

The News major also has a Media Journalism Core and a specialization for News. The core includes video for journalists, webpage design and a journalism capstone. The specialization includes media

editing, advanced reporting and public affairs journalism. The major also must take 6-8 hours of electives and one outside history class: America 1877 to Present.

### PUBLIC RELATIONS (135 majors)

The unit's public relations curriculum provides the balance between theoretical/conceptual and professional skills to achieve student competencies listed by the Council. Servicing the program's largest enrollment component, the curriculum meets the standards of the Commission on Public Relations Education ("Professional Bond" report, 2006). The public relations major course requirement consists of 18 SJMC hours, 7 Arts and Science hours and 6 business hours.

Public relations courses within the requirement: PR Principles, PR Writing, Case Studies Analysis, PR Planning & Management, PR Research and PR Campaign Strategy. Case studies are emphasized throughout the curriculum. Almost every class works with a local client. These real-life immersions require research and development of critical skills to create tactics to communicate effectively with target audiences. The cases also emphasize methods for working in global markets. Students report that these direct exposures with local public relations campaigns provide early preparation for entry-level employment. Students use applied math skills in the development of budgets, work in groups on projects and often peer-review their colleagues.

### STRATEGIC POLITICAL COMMUNICATION (32 majors)

This major, introduced in fall 2015 as the presidential nominating campaigns moved into high gear locally and nationally, is somewhat derivative of the public relations major. Its major course requirement is comprised of 18 to 24 SJMC hours and 12 to 18 Arts and Sciences hours. Within that framework, majors must take three public relations courses – PR Principles, PR Writing and PR Planning & Management; also required are corollary courses, Intro to Strategic Political Com, Organizational Public Affairs, Argumentation and Political Advocacy, American Electoral Process, Media and Modern Politics and SPC Capstone.

Course content is largely related to political theory, campaign development and implementation of communication tactics. Students analyze competing campaign strategies, messages and media. They study speech and political behavior and analyze communication vehicles such as websites, blogs, TV and radio. Students benefit from Iowa media addressing the state's influential role in national politics, especially the Iowa caucuses. As a new major, enrollment is relatively limited (28 in fall 2016) but the unit anticipates steady growth in the future.

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

The emphasis on teaching excellence is evident across the School. Full-time faculty members typically teach a 3-3 load. The School's Faculty Handbook acknowledges that teaching excellence is a critical criterion for promotion and tenure.

### ADVERTISING

Coursework and syllabi reflect industry competencies and current best practices. Coursework is designed around both theoretical and applied principles. Teaching focuses on exposing students to the applied problem solving critical to success in the industry. Students receive a mixture of lecture, discussion, group and individual work and are expected to engage in a wide variety of activities and

assignments designed to build understanding and competency in the profession. Classes are taught exclusively by two full-time faculty members.

### DIGITAL MEDIA PRODUCTION

Syllabi from the core and specialized classes reflect current best practices, assignments and student materials. Class observations and speaking with students found an engaging atmosphere that stresses current digital and multimedia competencies. DMP students said they “love this school,” that “you can’t beat the faculty here” and that they appreciate the professional experiences and the emphasis on teamwork. Faculty in this area stay active with professional development opportunities (e.g., technology training, seminars and professional conferences) that reflect in the classroom teaching. Obviously this curriculum is highly equipment-dependent, which can relate to assignments and student class work. Newer lab computers use the latest editing software and faculty say there is an ample number of cameras (video and DSLR) and related equipment for student checkout for all School students. However, the TV studio equipment is severely dated, a fact mentioned in the 2011 accreditation report. While students overwhelmingly say they want new equipment for the studio they say they are pleased with the instruction and know the principles learned are applicable to newer equipment (like that available across campus in the university’s athletics department).

### MAGAZINE MEDIA

Both students and employers say that curriculum is rigorous and up to date. Employers note that SJMC interns are “well prepared.” One noted that they have a “short learning curve coming up to speed.” Syllabi are thoughtful and clear. Classes are taught exclusively by full-time magazine faculty (the SJMC website lists two faculty, who are backed up by a third).

### NEWS

Interviews with students and employers indicate that the instruction for the News major is both demanding and current. Students say that both fulltime and part time faculty members have kept up with the rapidly changing trends in the news business, including instruction in how to use social media in both reporting and dissemination. As one local television news director said, “Drake University students have the necessary skill set to succeed. They are superb writers. They are prepared interviewers. They are dedicated reporters. They are confident and creative storytellers.”

### PUBLIC RELATIONS

Employers and internship providers indicate that SJMC instruction in public relations prepares the unit’s students for entry into the profession. Courses establish the conceptual as well as tactical expectations for both entry level and long-term success in the many kinds of institutions applying public relations strategically. For practical immersion, most classes involve clients’ campaigns. Students express confidence and readiness based on this instruction. Visits to classes confirm the high quality of instruction.

### STRATEGIC POLITICAL COMMUNICATION

This SPC major is indicative of the school’s innovative and flexible administration. Reflecting rising interest in the role of communication in politics – and Iowa’s geo-centrality to it –the unit two years ago established this major to provide an expanded offering in public relations. Faculty bring exceptional experience and contacts to their instructional responsibilities. Students have special opportunities to work on political campaigns at virtually all levels applying the latest digital as well as traditional techniques in the field.

**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.)**

All but two classes are in compliance. Exceptions include: 1) Intro to Visual Communication (JMC59), 21 students, Fall 2016; and, 2) Web Page Design, (JMC 105), 21 students, Fall 2016. Both of these exceptions were driven by faculty determination of student need.

**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.**

The School has a half-time internship coordinator who assists students in exploring and securing internships. Almost all students receive internships during their course of study. The internship program is viewed as a School strength by alumni, employers, faculty and students. Some internships are for credit. When internships are attached to course credit, internships receive an official evaluation. Students do not receive more than three semester credits for internships.

ADVERTISING

Advertising majors are encouraged toward internships. Most have at least one and often more internships during the course of study. Students note that Des Moines' local area provides a substantial number of employers on both agency and client sides. Students also have recently participated in an internship forum in Minneapolis that further broadened their exposure to employers.

DIGITAL MEDIA PRODUCTION

Students said they appreciate the faculty's industry connections in assisting with obtaining internships and being exposed to other professional experiences and opportunities.

MAGAZINE MEDIA

Results of the Senior Survey on Internships and other Professional Experiences show that the vast majority of magazine students had had at least one, and more likely two or three or more, internships by the time they graduate. It's not uncommon for students to work on campus at one of the several Drake magazines (*Drake Magazine*, *Drake Political Review*, *Drake Blue*, *The Annual*) even while holding an internship off campus. At least in part thanks to the Meredith Corporation, magazine students have an abundance of opportunities for internships while they are students. Many work part time at Meredith during the school year. Meredith and the SJMC have an arrangement that selects upper-level magazine students to work in an "apprentice" program for an entire school year. Students in the program work 20 hours a week for the academic year and are paid for their efforts. The School has a record of sending one or two students to the prestigious summer ASME internship program in New York.

NEWS

While internships are not required of News majors, the vast majority of News majors do at least one internship either paid or for credit. Among the internship sites are the Des Moines Register, KCCI-TV, WHO-TV, the Kansas City Star and KARE-TV in Minneapolis.

PUBLIC RELATIONS

Public relations majors benefit from the unit's many internship opportunities. Virtually every major has at least one internship and many have more than one. Not all students seek credit for internships, but all say they reap many other benefits. Internship providers are quite positive on student abilities, have had repeat internship relationships and, in several cases, hired these interns.

**STRATEGIC POLITICAL COMMUNICATION**

Although a new major, this sequence is already well established in providing its students with internship opportunities. Des Moines metro has a sizable number of political consulting, polling and other politically related firms providing such opportunities for current -- and future -- on-site learning. Students are well into internship relationships with these and other kinds of local and regional national political organizations.

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



## PART II — Standard 3: Diversity and Inclusiveness

*The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.*

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 updated April 2016 diversity plan includes a mission statement that defines the sort of inclusive and welcoming environment the School seeks to achieve “celebrating our differences through the lens of the First Amendment value of freedom of expression.”

To support diversity goals, the plan focuses on three key areas:

1. Improving recruiting, retention and graduation rates of students of color and students from under-represented groups;
2. Ensuring that SJMC students are exposed to diverse domestic and global instructional viewpoints by hiring full- and part-time faculty who represent diversity and by inviting diverse guest speakers into classes; and
3. Ensuring that issues of diversity, inclusion and multicultural competency are addressed across the curriculum and in activities sponsored by SJMC.

With the exception of increasing the number of underrepresented students (from about 10 percent, as cited in the self-study, to 15 percent by 2020), the initiatives defined in each of the three sections do not include measures of success, but are certainly initiatives that could be measurable. The unit is currently working with the University to convert its strategic plan into a “Continuous Improvement Plan” spreadsheet with measurable outcomes for all initiatives.

**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.**

A strength of the program’s efforts on diversity is the curriculum. Two of ACEJMC’s and the SJMC’s core values deal directly with diversity. (Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.) Course syllabi include these values and competencies. Examples of assignments cited in the self-study demonstrate thoughtful approaches to getting students into the community — whether in Des Moines itself or in the wider Midwest region in the case of some of the capstone projects — to experience and deal with people and issues unfamiliar to them.

Site team conversations with SJMC students reinforced the language of the self-study. Students told the team about an early journalism course that has students work in small groups to follow and report on

under-represented populations in the Des Moines area. Others told the team about the projects they did for advertising and public relations classes dealing with Des Moines' refugee groups and a mental health organization.

The School has a strong record of students who study abroad at some point in their Drake career. (The self-study states that 27 percent of Drake students who studied abroad in Spring 2015 were SJMC students. SJMC students make up only 13% of Drake's undergraduate student population.) Some of these overseas experiences have been offered by SJMC faculty.

**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 previous ACEJMC site team report included three "challenges" for the School, with the first: "The School needs to make a stronger, more concerted effort to ensure that its students are exposed to instructors who are racial or ethnic minorities."

Currently, of the 14 full-time faculty, nine are women, five are men. All are white, and eight have at least one Drake degree. The dean and associate dean are both female. Of 12 adjunct faculty, five are women, and seven are men. Two of the women are black and one of the men is black.

The current self-study describes efforts to recruit full-time and adjunct faculty and to bring more diversity to the classroom through visitors. The record shows that in terms of full-time faculty openings, the School has expanded its efforts to increase diversity in the pool of candidates, and each of the four positions open had minority-population candidates. Of the four hired since the last site visit, three are female and one is male. Offers were made to an African American male and an Asian female, but they were not accepted. In each of the four searches, there was a finalist who represented racial diversity. SJMC has had more success with adjunct faculty in the areas of visual communication, public relations, media responsibility, the public relations capstone and a January short course.

**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.**

Since the last site visit, the campus has created an initiative, the Crew Scholars Program, to recruit and retain under-represented students. SJMC has joined with the program in at least two ways: several of the SJMC faculty serve as mentors to Crew scholars and, according to the dean, several Crew scholars are enrolled in the School.

SJMC data show that in 2015-16:

- 5.7% of the school's students were African American (compared with 4% at Drake as a whole and compared with 2.79% in the school in 2011);
- 1.1% of the school's students were Hispanic (compared with 4% at Drake as a whole and compared with 1.39 in the school in 2011);
- 0.7% of the school's students were International (compared with 8% at Drake as a whole and compared with 0.69% in the school in 2011); and
- 87.3% of the school's students were white (compared with 78% at Drake as a whole, and compared with 83.25% in the school in 2011).

**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.**

Conversations with faculty and students indicated the environment in the school is welcoming and free of harassment.

In summary, the site team sees clear improvement in the efforts of the School in terms of the specificity of the diversity plan itself; initiatives to ensure classes include assignments that involve expanding students' exposure and learning to diverse populations and ideas; and strides toward hiring a more diverse full-time and adjunct faculty. Results from the School Climate Survey (conducted in December 2015) suggest that students, by wide margins, find both the curriculum succeeding in opening their eyes to people and issues of diversity and that the environment in the school is "free of harassment and all forms of discrimination" and is a place that "values the contributions of all forms of diversity."

While applauding the many efforts the School has made, the site team (as did the previous site team) takes note of both the similarity in educational background of the faculty (with eight of 15 full-time faculty have at least one degree from Drake) and the slow pace of achieving diversity among the faculty and the student body.

**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: 2015 – 2016 Full-time faculty (14)**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American				
White	9	64%	5	36%
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

**Academic year: 2015 – 2016 Part-time/adjunct faculty (12)**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American	2	17%	1	8%
White	3	25%	6	50%
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				
<b>TOTAL (26 faculty)</b>				<b>% of total faculty</b>
Women	14			54%
Men	12			46%
Black/African Americans	3			12%
White	23			88%

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

*The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.*

Unit performance with regard to indicators:

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

Criteria for faculty selection are explicit and accessible. Selection is governed by the university's policies and procedures for fulltime faculty recruitment and by the SJMC Faculty Handbook. A dean-appointed search committee consists of SJMC faculty and student representatives as well as a faculty member from a related non-SJMC discipline – and sometimes a SJMC alum or other professional. Most searches are nationwide and emphasize the school's gender and racial/ethnic diversity objectives.

Part-time faculty, primarily from the local professional community, are appointed by the dean in consultation with faculty. If no current or former adjunct faculty are available to teach, the position is posted online by the university.

Evaluation of performance centers on the SJMC Tenure and Promotion Committee, which recommends reappointment of non-tenured faculty to the dean annually. Faculty are usually eligible for promotion to the next rank after five years in rank. The dean reviews the committee's recommendations and then forwards candidates to the provost. Candidates for full professor are reviewed by the full professors and outside reviewers.

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

The school has 14 full-time faculty, including the dean who teaches one class a semester. Five have doctorate degrees and the rest have master's degrees. Eleven have more than five years of teaching experience; three have more than 20 years. In the 2015-2016 academic year, 63.3% of core classes and 93.6% of required classes were taught by full-time faculty. These percentages were similar in the two prior academic years. SJMC faculty usually teach three classes or 9 hours per semester. Faculty who teach lab classes may have more student contact hours because of the length of such classes.

Beyond the classroom, full-time faculty engage in research and activities designed to enrich teaching and maintain currency with the profession. Activities are evaluated by examining outcomes that serve the faculty members' profession and/or scholarly interests. Measures include review of research that contributes to expanding the body of knowledge; membership and offices held in professional groups; participation in professional meetings; and written and video contributions in scholarly and trade media.

All SJMC faculty also advise student organizations; provide academic and career advising for up to 80 students; meet with prospective students and participate in admissions activities; serve on at least one SJMC faculty committee and several university committees; and engage in public speaking and judging contests. They also occasionally help with alumni relations and fundraising.

**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.**

All of the unit's teachers have professional experience; the majority have more than 10 years in the profession. The unit sees this requirement as consistent with its culture of experiential learning and applied scholarship. Academic credentials, in addition to degrees and certifications earned, include awards, honors and citations for high-quality teaching. The site team was provided with a long list of peer and professional recognitions earned by each of the full-time faculty.

The faculty is encouraged to remain current with both scholarly and professional advances by means of internal and external opportunities. They frequently attend workshops on teaching and learning sponsored by the provost as well as the university's annual learning symposium. They also use faculty development funds to attend national workshops and webinars on new media and related subjects. Faculty members expressed satisfaction with such support.

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

Expectations, policies and procedures for tenure and promotion are included in the Drake Academic Charter and the SJMC Handbook. As primarily a teaching institution, SJMC stresses excellence and innovation in instruction as the top qualification for tenure and promotion. Additional criteria are scholarship/professional activity and service.

Teaching effectiveness is evaluated by visits to classes by members of the SJMC Tenure and Promotion Committee and end-of-semester course evaluations including those by students ("Assessment of Student Learning and Teaching Effectiveness"). Students can also provide a mid-semester feedback form "to ensure that this course is addressing your needs."

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

Leaders of administrative and academic units uniformly expressed respect for the school's university citizenship. Much of the respect is earned by the dean's valued contributions in university councils and students' tactical support for communications of campus programs and events. According to these university colleagues, the SJMC students who take courses in other units demonstrate excellent writing skills, professional orientation and great flexibility.

The dean is seen as encouraging purposeful collaboration – "uniquely so", according to one university member. Also seen is the dean's commitment to progress on diversity. At the time of the site visit, she was the only dean to respond to the university's Intercultural Development Inventory. The survey was designed to provide "valuable information about orientations toward cultural difference and commonality found within a group of three or more people." The unit is perceived by peers as having a strong partnership with the community.

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

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

*With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.*

Unit performance with regard to indicators:

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

According to the Drake SJMC Faculty Handbook, “Promotion and tenure in the School are closely related to the faculty member's level of performance and professional contributions in the important areas of 1) teaching effectiveness, 2) professional and scholarly activity, and 3) service to the University and to the community.” The university is not shy in saying teaching is the primary faculty activity; faculty typically teach three courses per regular semester and have heavy service obligations (compounded for this relatively small faculty with required representation on various campus committees).

Faculty, including those on tenure-track, say they feel supported in their scholarship efforts. Given lean budget and funding times, the School provides generous financial support for faculty scholarship activity (defined broadly), spending more than \$230K since the last accreditation visit in 2011. This includes faculty travel funds totaling more than \$27K in 2015-2016 (or more than \$1900/faculty member) and endowment disbursements. The university provides research stipends for a new faculty member's first two summers and has other research grants available. Faculty say there has never been an issue paying for academic and professional memberships, travel and conference fees. Faculty also noted a good culture of mentorship for junior faculty, although the broad definition of scholarship and small faculty results in little overlap in research agenda.

Scholarship activity seems to be rewarded by the unit: five faculty members (or about one-third of their total faculty) were tenured and/or promoted in this accreditation cycle.

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

Scholarship expectations are outlined in the Faculty Handbook and include a wide-ranging definition of scholarship and professional activities that “are evaluated by examining outcomes that clearly serve the faculty member's profession and/or scholarly interests.” These include both traditional scholarly research, such as books and academic journal articles, and professional participation, such as group membership and holding office, writing for popular and trade publications, and professional outreach. The provost said she appreciates the unit's broad definition of scholarship and thinks it is doing well in this regard.

In addition to details about the tenure and promotion process, the unit's Faculty Handbook outlines probationary review procedures. These include members of the School's tenure and promotion committee visiting the classes of “eligible tenure-track and consecutive-term appointment faculty,” reviewing course evaluations and letters of support and meeting individually with the faculty member. Tenure-track and consecutive-term faculty require annual recommendations of reappointment from the committee submitted to the dean each year.

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

The self-study says that the School “takes a broad view of appropriate scholarly and professional activity, consistent with the School’s long focus on experiential learning and applied research.” As mentioned, measures of professional and scholarly activity outlined in the Faculty Handbook include several criteria related to faculty professional involvement and interests, including speeches to professional groups and professional performances. “Letters of recommendation from colleagues and/or professionals in the field” are also measures of professional and scholarly activity, emphasizing the importance of, and the weight given to, a professional perspective.

**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.**

Given their heavy teaching and service loads, the SJMC faculty completed an impressive 284 scholarly, professional or creative works since the last accreditation cycle, as compared with 163 total reported during the previous visit:

- 2 textbooks co-authored
- 17 book chapters
- 16 articles in refereed journals
- 30 refereed conference papers
- 27 articles in non-refereed publications
- 30 non-juried creative works
- 90 invited presentations about teaching and learning
- 72 invited professional presentations and workshops created and presented

The self-study adds that “SJMC faculty have received 22 awards or honors for scholarly and professional accomplishments from the University, local and national professional organizations and industry groups, the governor’s office and the Iowa Supreme Court.” Faculty regularly participate in organizations such as the Association for Education in Journalism and Mass Communication, Public Relations Society of America, Broadcast Education Association, Online News Association, Associated Collegiate Press, College Media Association, American Marketing Association and Popular Culture Association.

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

Faculty describe an atmosphere supportive of intellectual endeavors and various scholarship agendas and interests. Site team interviews with faculty and students support this. While faculty were candid about occasional disagreements, they explicitly mentioned mutual trust and respect. In respect to the noted lack of racial and ethnic diversity among the faculty and students and how this may affect differing points of view, SJMC faculty respond with class assignments and service learning projects that incorporate different perspectives. Students were overwhelmingly excited about these opportunities, such as *Urban-Plains*, the cross-discipline-team capstone experience that creates a multimedia website reporting stories from across the Midwest.

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



<b>Scholarship, Research, Creative and Professional Activities 2010-2016</b>	<b>Total from Unit*</b>	<b>Full Professors (3)</b>	<b>Associate Professors (9)</b>	<b>Assistant Professor s (5)</b>	<b>Totals (17)</b>
Awards and Honors	22	8	9	5	22
Grants Received Internal	3		3		3
Grants Received External	3		3		3
Textbooks, Sole- or Co- authored	2			2	2
Book Chapters	17		13	4	17
Articles in Refereed Journals	16		14	7	21
Refereed Conference Papers	30		24	12	36
Invited Academic Papers	1	1			2
Encyclopedia Entries	1			1	1
Book Reviews	2		2		2
Articles in Non-refereed Publications	27	2	12	13	27
Non-juried Creative Works	30	6	8	16	30
Invited Academic Presentations About Teaching and Learning	90	4	49	42	95
Invited Professional Presentations and Professional Workshops Created and Presented	72	19	24	32	75

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

\*\*Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

## PART II — Standard 6: Student Services

*The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.*

Unit performance with regard to indicators:

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

The dean's assistant for student services regularly updates and distributes print and online materials about academic standards and degree requirements. This information is also generally available on the university's online catalog, and on several places on the SJMC website. Check sheets with graduation requirements for majors are also available online and in hard copy outside the dean's assistant's office. The process of informing students begins with the orientation of admitted students when graduation requirements and academic policies are discussed and material distributed to students and their parents. It is reprised when faculty advisers discuss these subjects during Welcome Week in August. Updates continue until graduation.

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

Students express high satisfaction with the availability and effectiveness of faculty as instructors and advisers. Although the adviser loads are heavy (20-60 students per faculty member), the faculty provide near-universal access. Their counsel often extends beyond academic advising and well into career counseling. Networking with former colleagues in the profession, alums often have been instrumental in providing internships and job recommendations. Virtually all alumni enter the profession upon graduation or soon thereafter.

The School takes great pride in faculty accessibility, advising and mentoring, calling it a cornerstone of the "Drake promise." Faculty are expected to hold office hours; they post an average of six office hours a week. They also have an open-door policy for student engagement outside of office hours and are responsive to students via electronic communication.

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

Students can check postings on the School's weekly electronic newsletter for group advising sessions and reminders to meet individually with faculty advisers to review their academic progress before registering for the next semester. A special registration advising session is included in an introductory class, and the School has created time management and planning tools for students. The public relations and magazine media faculty address these matters in weekly memos to their majors. Students who experience academic difficulties are sent warning letters that they may fail graduation requirements and are encouraged to seek help from the dean's office or a faculty adviser.

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

SJMC extra-curricular/co-curricular opportunities assist professional and intellectual development. Among them: Students are involved in the campus *The Times -Delphic* weekly newspaper and website; *Drake Magazine*, published at the end of every semester; the *Annual Magazine*; and the *Drake Political Review* magazine. They also participate in running KDRA 94.1FM "The Dog", a 24-hour low power FM radio station and the Drake Broadcasting System, an ad hoc field video production unit, which organizes

yearly broadcast and streaming coverage of the popular Drake Relays track meet. Pre-professional student clubs – Public Relations Student Society of America, Ad Club and Society of Professional Journalists – provide access to professionals and developments in those respective disciplines and frequently receive awards and other recognitions.

Students are also well served with the unit's internship stewardship. Students almost universally take internships, some with multiple such experiences. A required course for freshmen, Mass Media in a Global Society, provides initial exposure to the subject. A sophomore course, Pre-Professional Workshop, emphasizes tools for acquiring jobs and internships. The School's informal faculty and alumni network is highly effective in connecting students and internship opportunities.

**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.**

Drake Admissions is responsible for enrollment management. The Drake Office of Institutional Research and Assessment collects and analyzes university-wide retention and graduation data, publishing yearly reports broken down by academic unit. Both functions are in the provost's office. The dean coordinates with that office to annually review SJMC data for public accountability posting.

Enrollment in the current academic year is 421. In 2015-1016 it was 444 and in the prior 450. Retention rates for entering first-year students averaged about 90% from 2010-11 to 2014-15. Most recent four-year completion rates -- for entering classes 2005 – 2009 – have averaged 72%. The unit publishes this information on its website.

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

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

*The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.*

Unit performance with regard to indicators:

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

The School provided a detailed annual budget and seems to do a great deal given its modest budget and funding for an operation of this size (14 full-time faculty, 400+ students and six academic majors). The university-allocated operating budget of about \$100K/year has been stable and consistent. The School has a long-term relationship with the Meredith Corp., the large Des Moines-based media company best known for publishing magazines like *Better Homes and Gardens* and *Family Circle*, and the Meredith Family Foundation. The School is able to generally double its operating budget with endowment disbursements to support scholarship-related faculty travel and professional development. The Meredith Corp. recently renewed a five-year pledge to give \$100K/year to support a service journalism apprentice program (that also pays for a magazine faculty member's salary, with the university paying benefits) and recently completed a \$1 million pledge to support the School's E.T. Meredith Center for Magazine Studies, including the online, multimedia senior capstone project *Urban-Plains*, an annual student field trip to New York and faculty development.

The School does have a strategic plan, but direct connections between the budget and plan are difficult to make, although the plan explicitly mentions faculty development. This should change as the School transfers its strategic plan to a Continuous Improvement Plan spreadsheet with measurable outcomes.

**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 university provides adequate resources for SJMC in terms of operating budget, professional development funds, equipment and institutional support, such as with technology. During the site team visit the university's chief information officer expressed continuing support for the School's computing and broadcast infrastructure (including an aging TV studio, modern field cameras and DSLRs) after the recent and unexpected resignation of the School's 30-year broadcast engineer and computer support person (the CIO's direct report, not the School's) and pledged to replace him for the School's use.

Regarding resources in relation to other units, the self-study notes that the School is the smallest academic unit on campus and that "Every unit on campus is in the same boat regarding their operating budgets. The SJMC has been treated fairly regarding requests for funds to keep technology current, and in fact in some past years seems to have received favorable treatment in recognition of the technology-intensive nature of our work. ... All requests to fill SJMC faculty and staff positions left open by retirements and resignations in recent years have been granted." The university provides technology funding, such as for teaching computer labs, on an as-needed basis for units across the university. The School supplements such funding as necessary.

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

The Drake SJMC is housed in the center of Drake's campus on the first floor and in the basement of Meredith Hall, named after the Des Moines-based magazine publisher Meredith Corporation. The two-story glass, steel and brick 1964 building was designed by famed modernist architect Ludwig Mies van der Rohe (and is featured on the website of the Museum of Modern Art in New York). The main floor

features wide hallways, a main floor atrium (rung by faculty offices), two large lecture halls used by classes from across campus, other classrooms, two large computer labs, a dedicated space for the School's cross-discipline capstone course and an outside courtyard, while the basement houses a TV studio and control room, offices, audio booths, video editing suites and the campus low-power FM radio station (which is not controlled by the unit). Faculty consider it an attractive building, but have said it is showing age and note problems with the HVAC, among other systems. Students overwhelmingly shared their frustration with the building, citing the temperature problems and lack of expected modern amenities, like small meeting spaces and power outlets for electronic devices.

The School is planning a major renovation in the next few years (to coincide with the School's 100-year anniversary in 2019) and after a proposal process has selected an architect with experience dealing with historically significant buildings. The dean is planning on what will most likely be a \$20 million fundraising campaign to pay for renovations and Drake's provost said fundraising for the building and necessary equipment will be part of the upcoming capital campaign.

**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 and faculty expressed overall support for the quality of equipment for teaching and learning, except for the basement TV studio. The computer labs feature large, newer Mac computers and teaching technology, while students across the School's curricula may sign out modern digital video and still cameras (the latter having video capability). Students expressed frustration with after-hours building and computer lab access and how computer labs that are fully scheduled with classes prevent many open lab hours. Based on student requests, the School did expand building access to 2 a.m. beginning in the spring 2017 semester. Although students are not required to purchase a computer, many bring their own laptop. Necessary software, like the Adobe Creative Cloud, is on the lab computers, but for graphic-intensive classes students are encouraged to purchase their own subscription.

The 2011 accreditation site team report cited the basement TV studio and control room as an issue, and it continues to be one. The standard definition cameras are close to 30 years old (yet still operational), the studio lacks a modern lighting grid and the control room lacks modern production capability. Students graciously noted how they can still learn general principles and techniques on this very old equipment. The planned building renovation includes a new, highly visible media production studio on the first floor.

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

The School provides each faculty member with a desktop computer and necessary technology for teaching, scholarship and professional development, and students have access to computer labs and media production technology. Drake's Cowles Library has a "digital literacy librarian" whose responsibilities include specifically assisting SJMC students and faculty. This librarian said she was impressed with the enthusiasm and quality questions from typical School students, and with the broad and interesting research topics of faculty.

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

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

*The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.*

Unit performance with regard to indicators:

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

The School continues to maintain and grow deep and multi-faceted relationships with professional communities and leverages these connections to benefit faculty and students. Internships play a central role in the School's orientation toward currency in the professions it serves.

The School and Drake have a unique and integrated relationship with area and regional communities, community organizations, alumni and employers. This aspect of the School empowers students and faculty by providing agency through access to professional development.

All SJMC majors have undergone program reviews since 2013, a process that included input from alumni and industry professionals. The SJMC works with its National Advisory Council to regularly receive feedback on curriculum, facilities, recruitment, fundraising and other issues and opportunities.

**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.**

Exceptional public service continues to the professions and community and is one of the hallmarks of the School. In 2014, the School teamed with the Poynter Institute to host a three-day seminar on covering the Iowa Caucuses for journalists around the country. The School also regularly brings in visitors including speakers from NPR, The New York Times, The Des Moines Register, Politico, Bloomberg Politics and CNN, political consultants and others. In fall 2015, SJMC hosted a public lecture on polling and sponsored campus events in conjunction with Iowa Public Radio and National Public Radio about presidential election media coverage.

Public Relations, Advertising and Digital Media Production incorporate service learning, including work for non-profits and community organizations. Students expressed overwhelming support for these efforts, noting the professional skills-building and job-readiness aspects, as well as exposure to diverse populations and perspectives.

**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.**

Faculty and the self-study describe extensive faculty service, including faculty participation in relevant professional conferences and organizations, also leadership and participation in academic and community service projects. The School generously supports membership fees and travel to conferences. Faculty research, publish and serve on editorial staffs of recognized journals and have served as contributors, chapter authors and reviewers for book projects, textbooks and other publications.

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

The School is integrated and interwoven with Des Moines and Iowa. This includes involvement and collaboration in class projects, coverage of Des Moines and Iowa by campus media and sponsorship for high school journalism workshops. The Iowa Caucuses continue to provide the School with world-class opportunities for community, regional, national and international interconnectivity and learning.

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

SJMC faculty members conduct sessions at the Journalism Education Association and national College Media Association conferences. In July 2016, SJMC teamed with Media Now in St. Louis to host 40 area high school students for the Media Now Drake summer camp. The School will offer the camp in 2017 and 2018, with continued offerings dependent upon funding. SJMC also partners with the Iowa Newspaper Foundation to offer a one-day workshop for Iowa high school journalism students and their advisers.

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

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

*The unit regularly assesses student learning and applies results to improve curriculum and instruction.*

Unit performance with regard to indicators

**a)The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction.)**

The School has developed 15 professional values and competencies, adding three of its own to ACEJMC’s list of 12. Faculty include the list in their syllabi and copies of the list are displayed in the classrooms. The SJMC’s additional three are:

1. Take ownership of their own academic experience.
2. Be engaged with the community: the university, the local community and professional groups.
3. Cope and thrive in the workplace.

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

The School has an assessment plan, revised most recently in 2015-2016, that employs a variety of direct and indirect measures to assess student learning. Among the measures:

- Pre- and post-studies conducted by faculty in the core and skills classes;
- Senior capstone course projects that are reviewed both inside the School and by outside professionals;
- Internship evaluations;
- Student performance in regional and national contests;
- A School climate survey that addresses ACEJMC issues of diversity and inclusiveness;
- Various informal surveys conducted by the dean (such as a post-election caucus survey to learn about student participation in the Iowa caucuses); and
- A survey to track student progress from freshman to senior year regarding core values and competencies.

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

The self-study provides ample evidence that the faculty are involved in collecting and reviewing surveys and other data. Since the last site visit, the faculty have made some notable changes in their curriculum based on feedback from their assessment measures. The School’s faculty and administration work within the Drake system to synchronize their measures and outcomes with campus surveys, such as the National Survey of Student Engagement, which allows the SJMC to distinguish results of its majors from those of the campus at large.



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

The SJMC has a professional advisory board composed of both alumni and other professionals. In addition, the self-study includes a long list of visitors who come to speak in classes and more publicly in the School. In communication with the site team prior to the visit, area alumni and professionals praised the School for its hard work to keep the curricula current and relevant.

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

The School has a National Advisory Council, which meets twice a year and provides input on curricular matters, among other issues. Projects students complete for their capstone experience are reviewed by their peers, faculty and members of the profession, often alumni.

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

### PART III: Summary by site visit team

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

##### Strengths:

- A hardworking, productive and dedicated faculty who are passionate about teaching
- Strong leadership that values faculty governance and engenders great loyalty among students and respect among colleagues
- Award-winning students who are professionally oriented and partake in multiple internship opportunities
- The “Drake way” system of advising, which focuses on lifelong mentorship between students/alumni and faculty
- Focus on diversity imbued throughout the curriculum
- Connectivity and partnerships with Des Moines and Iowa business and professional communities

##### Weaknesses:

- Lack of a diverse faculty and student body
- Aging building and an obsolete TV studio that lack modern amenities

#### 2) List the standards with which the unit is not in compliance. N/A

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

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

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

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

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

The self-study was concise and informative. All the relevant information and data was easily explained and accessible. The team had no difficulty finding important details relevant to each standard.