

Report of On-Site Evaluation
ACEJMC
Professional master's /Undergraduate programs
2016-2017

Name of Institution: University of Southern California
Name and Title of Chief Executive Officer: President C.L. Max Nikias
Name of Unit: School of Journalism, Annenberg School for Communication and Journalism
Name and Title of Administrator: Director Willow Bay
Date of 2016 - 2017 Accrediting Visit: Oct. 16-19, 2016

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

Date of the previous accrediting visit: Jan. 23-26, 2011
Recommendation of the previous site visit team: Reaccreditation
Professional master's program: Reaccreditation
Undergraduate program: Reaccreditation
Previous decision of the Accrediting Council: Reaccreditation
Professional master's program: Reaccreditation
Undergraduate program: Reaccreditation

Undergraduate program recommendation by 2016 - 2017 Visiting Team: Reaccreditation
Professional master's program recommendation by 2016-2017 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Christopher Callahan, Dean, Professor and Vice Provost
Organization/School: Walter Cronkite School of Journalism & Mass Comm, Arizona State University

Signature 

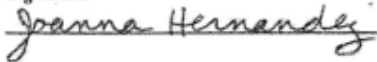
Team Members

Name and Title: Peter Debreceeny, consultant
Organization/School: Gagen MacDonald

Signature 

Name and Title: Joanna Hernandez, Director of Diversity Initiatives
Organization/School: Graduate School of Journalism, City University of New York

Signature



Name and Title: Maryanne Reed, Dean and Professor
Organization/School: Reed College of Media, West Virginia University

Signature



Name and Title: Paul Voakes, Chair and Professor
Organization/School: Department of Journalism, University of Colorado

Signature



PART I: General Information

Name of Institution: University of Southern California

Name of Unit: School of Journalism, USC Annenberg School for Communication and Journalism

Year of Visit: 2016-2017

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.

Please see Attachments Binder: Part I General Information

- **Attachment 1:** USC Articles of Incorporation

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: January 23-26, 2011

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1948

6. Attach a copy of the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

Undergraduate Mission

School of Journalism Undergraduate Mission Statement
Approved at the August 29, 2016, Journalism Faculty Meeting

The mission of the USC Annenberg School of Journalism is to lead the fields of journalism and public relations in a global, multicultural environment through groundbreaking scholarship, teaching, professional work and public service.

Graduate Mission

School of Journalism Public Relations Graduate Program Mission Statement
USC Annenberg School for Communication and Journalism

The M.A. in Strategic Public Relations is a 16- to 20-month program designed to educate the next generation of innovators and leaders in public relations and strategic communication. The program takes a highly applied approach that emphasizes strategic thinking, problem solving and specific skills to qualify graduates for a successful career in the exciting, rewarding and fast-growing public relations and other communication professions.

7. What are the type and length of terms?

Semesters of 16 weeks

Quarters of _____ weeks

Summer sessions of varying sessions of 4, 5, 6, 10 and 12 weeks

Intersessions of _____ weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate and professional master's degrees being reviewed by the ACEJMC. *Indicate online degrees.

Bachelor of Arts in Broadcast and Digital Journalism (terminated summer 2016)

Bachelor of Arts in Print and Digital Journalism (terminated summer 2016)

Bachelor of Arts in Public Relations

Master of Arts in Strategic Public Relations

NOTE: The launch of the new Bachelor of Arts in Journalism (effective fall 2016) is concurrent with the site team visit in the fall.

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

128 Units (semester-hour credit)

Bachelor of Arts in Broadcast and Digital Journalism (terminated summer 2016)

Bachelor of Arts in Print and Digital Journalism (terminated summer 2016)

Bachelor of Arts in Public Relations

NOTE: The launch of the new Bachelor of Arts in Journalism (effective fall 2016) is concurrent with the site team visit in the fall.

Credits hours required for a professional master's degree:

40 Units (semester-hour credit)

Master of Arts in Strategic Public Relations

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

(Note: all units listed are semester-hour credit.)

Students may take the following courses in the School of Journalism for internship credit:

- **JOUR 205** – Journalism Practicum (1,2 units, max 2 units, FaSpSm)
- **JOUR 579** – Journalism Internship (1,2 units, max 2 units, FaSpSm)
- **JOUR 545** – International Internships in the Media (1 unit, Sm) (as part of Annenberg International Programs)
- **JOUR 573** – Graduate Journalism Practicum (1-4 units; Sm) (as part of the Summer Associates Program)

One-unit Internship Classes / Credit Hours:

JOUR 205, JOUR 579, JOUR 545, JOUR 573 / minimum 50 minutes

Two-unit Internship Classes / Credit Hours:

JOUR 205, JOUR 579, JOUR 573 / minimum 1 hour and 40 minutes

Three-unit Internship Class / Credit Hours:

JOUR 573 / minimum 2 hours and 30 minutes

Four-unit Internship Class / Credit Hours:

JOUR 573 / minimum 3 hours and 20 minutes

In an effort to assist students in securing unpaid internships that require “academic credit” – without paying additional tuition units to enroll in a separate internship class – the School of Journalism has continued to implement an internship policy statement to be included in course syllabi. Students who follow the policy below may elect to count an unpaid internship toward one percent academic extra credit of the final grade of one journalism course. This allows students to meet the media organization’s requirement of receiving “academic credit” for their unpaid internships.

INTERNSHIPS

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course who undertakes and completes an approved, non-paid internship during this semester shall earn academic credit herein of an amount equal to one percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism class.

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Bachelor of Arts in Broadcast and Digital Journalism (BRDJ) (terminated in summer 2016)	William Celis
Bachelor of Arts in Print and Digital Journalism (PRDJ) (terminated in summer 2016)	William Celis
Bachelor of Arts in Public Relations (PREL)	Jennifer Floto, Burghardt Tenderich

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

Final numbers as of 2015-2016:

Undergraduate: (Full-time = or > 12 units)	18,208
<u>Graduate: (Full-time = or > 8 units)</u>	<u>16,030</u>
Total Enrollment	34,238

Data retrieved from the USC Office of Institutional Research

14. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):**SPRING 2016**

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Broadcast and Digital Journalism (BRDJ)	182
Print and Digital Journalism (PRDJ)	115
Public Relations (PREL)	286
<u>Pre-majors</u>	<u>0</u>
Total	583

JOUR 351a	Strategic Public Relations Media and Content	21201D	10
JOUR 351b	Strategic Public Relations Media and Content	21206D	10
JOUR 351b	Strategic Public Relations Media and Content	21205D	13
Course Number	Course Title	Section #	Enrollment
JOUR 402	Advanced Television Reporting	21232D	7
JOUR 403	Television News Production	21235D	11
JOUR 405	Non-Fiction Television	21237D	17
JOUR 409	Radio News Production	21250D	13
JOUR 430	Writing the Film Review	21287D	7
JOUR 431	Feature Writing	21290D	15
JOUR 432	Sports Commentary	21293D	13
JOUR 432	Sports Commentary	21294D	20
JOUR 435	Writing Magazine Non-Fiction	21295D	8
JOUR 440	Environmental Journalism	21299D	11
JOUR 475	Publications Design and Technology	21404D	7
JOUR 477	Web Analytics for News and Nonprofit Organizations	21456D	11
JOUR 478	Social Media Analytics: Data and Content Creation for Real-time Public Relations	21462D	3
JOUR 483	Negotiating and Reporting Global Change	21384D	11
JOUR 486	Multimedia PR Content: Introduction to Digital Design Tools	21544D	11
JOUR 487	Multimedia PR Content: Introduction to Audio/Video Tools	21545D	8
JOUR 499	Interactive Media Design for Publishing	21450D	7
JOUR 499	Data Visualization and Interactive Tools	21451D	13
JOUR 499	Python Coding for Data Journalism	21452D	8
JOUR 499	Data Journalism	21455D	6
JOUR 499	Introduction to Coding for Creative Storytelling	21457D	14
JOUR 499	Journalism for Mobile and Emerging Platforms	21458D	14
JOUR 499	Broadcast Newswriting and Reporting for Non-Majors	21459D	4
JOUR 504	Strategic Public Relations Research, Evaluation and Insights	21479D	16
JOUR 504	Strategic Public Relations Research, Evaluation and Insights	21480D	19
JOUR 504	Strategic Public Relations Research, Evaluation and Insights	21481D	14
JOUR 527	Multimedia Content Creation for Strategic Public Relations	21520D	18
JOUR 527	Multimedia Content Creation for Strategic Public Relations	21521D	16
JOUR 527	Multimedia Content Creation for Strategic Public Relations	21522D	16

JOUR 555	Multimedia and Graphics in Online Publishing	21579D	15
Course Number	Course Title	Section #	Enrollment
JOUR 572	Reporting on Entertainment and Popular Culture	21636D	15
JOUR 574	Sports and Society	21638D	9

FALL 2016 (as of 9.12.16)

Course Number	Course Title	Section #	Enrollment
JOUR 202	Newswriting: Print	21018D	3
JOUR 203	Newswriting: Broadcast	21002D	3
JOUR 207	Reporting and Writing I	21093D	19
JOUR 207	Reporting and Writing I * See note below	21094D	21
JOUR 207	Reporting and Writing I	21095D	13
JOUR 207	Reporting and Writing I	21096D	11
JOUR 207	Reporting and Writing I	21097D	7
JOUR 210x	Basics of News Production for Non-Majors	21080D	2
JOUR 306	Production: Broadcast	21091D	5
JOUR 308	Newspaper Editing and Design	21100D	7
JOUR 309	Introduction to Online Media	21111D	15
JOUR 309	Introduction to Online Media	21113D	16
JOUR 309	Introduction to Online Media	21114D	15
JOUR 309	Introduction to Online Media	21115D	10
JOUR 309	Introduction to Online Media	21112D	15
JOUR 310	Investigative Reporting	21121D	5
JOUR 321	Visual Journalism	21168D	20
JOUR 321	Visual Journalism	21169D	19
JOUR 321	Visual Journalism	21170D	20
JOUR 321	Visual Journalism	21171D	20
JOUR 321	Visual Journalism	21173D	17
JOUR 321	Visual Journalism	21174D	20
JOUR 322	Data Journalism	21175D	20
JOUR 322	Data Journalism	21176D	11
JOUR 330	Photojournalism	21130D	15
JOUR 400	Interpretive Writing	21226D	11
JOUR 402	Advanced Television Reporting	21228D	9
JOUR 403	Television News Production	21232D	11
JOUR 405	Non-Fiction Television	21239D	17
JOUR 411	Broadcast Reporting and Newswriting for Non-Majors	21454D	8
JOUR 432	Sports Commentary ** See note below	21260D	21
JOUR 432	Sports Commentary	21261D	17
Course Number	Course Title	Section #	Enrollment

JOUR 433	Writing about Science	21263D	6
JOUR 435	Writing Magazine Non-Fiction	21265D	17
JOUR 475	Publications Design and Technology	21305D	13
JOUR 477	Web Analytics for News and Nonprofit Organizations	21315D	14
JOUR 489	Hands-on Disruption: Experimenting with Emerging Technology	21453D	10
JOUR 495	Journalism for Mobile and Emerging Platforms	21455D	18
JOUR 499	Youth Reporting	21459D	8
PR 209	Effective Writing for Strategic Public Relations	21070D	16
PR 209	Effective Writing for Strategic Public Relations	21071D	16
PR 209	Effective Writing for Strategic Public Relations	21072D	13
PR 209	Effective Writing for Strategic Public Relations	21073D	16
PR 209	Effective Writing for Strategic Public Relations	21074D	9
PR 351a	Strategic Public Relations Media and Content	21190D	14
PR 351a	Strategic Public Relations Media and Content	21192D	17
PR 351b	Strategic Public Relations Media and Content	21201D	15
PR 351b	Strategic Public Relations Media and Content	21202D	9
PR 351b	Strategic Public Relations Media and Content	21204D	16
PR 351b	Strategic Public Relations Media and Content	21205D	18
PR 478	Social Media Analytics: Data and Content Creation for Real-time Public Relations	21316D	18
PR 486	Multimedia PR Content: Introduction to Digital Design Tools	21320D	7
PR 535	Writing for Strategic Public Relations	21554D	14
PR 535	Writing for Strategic Public Relations	21555D	10
PR 535	Writing for Strategic Public Relations	21557D	14

* JOUR 207 -- the exception to exceed the 20 person cap was made for medical reasons. The student entered USC in fall 2016. Therefore, she had to register for fall classes after all of the continuing students. Per the medical note we received, the student has a serious medical condition. Based on the days and times of her other classes (GE's and other required JOUR major classes) and her medical treatments, this was the only section she could take. Since the class was closed at 20, we had to raise the cap to 21 to accommodate her. If not, she would not be on track to graduate on time. Please note that we cannot release the student's name or any other identifying factors, because of FERPA.

** JOUR 432, Professor Michael Parks made a plea for the student. The student entered USC in fall 2016. She is in the specialized journalism program. She came to USC to do this program, because "she is doing a career change from electrical engineering at ESPN to working as a sports journalist." The student wasn't able to add the class like the continuing students, because of the USC graduate admission process and she wasn't able to register until the summer. Per Michael, "the delay in registering was totally due to Grad Admissions policies." The class is being taught by Shelley Smith. Shelley agreed to add her, because she knows her from working at ESPN.

**17. Total expenditures from all sources planned by the unit for the 2016 – 2017 academic year:
Percentage increase or decrease in three years:**

FY2016-2017 - \$11,779,432, or a 9.1% increase
FY2015-2016 - \$10,796,133, or a 6.7% increase
FY2014-2015 - \$10,115,089, or a 12.4% increase
FY2013-2014 - \$9,000,372

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

FY2016-2017 - \$6,094,728, or a 9.1% increase
FY2015-2016 - \$5,587,599

18. 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.

FALL 2016 – FULL-TIME FACULTY

Alan Abrahamson, Lecturer
Amara Aguilar, Associate Professor of Professional Practice
Sasha Anawalt, Associate Professor of Professional Practice
Willow Bay, Professor of Professional Practice and Director, School of Journalism
Dan Birman, Professor of Professional Practice
Daren Brabham, Assistant Professor
Peggy Bustamante, Associate Professor of Professional Practice
Laura Castañeda, Professor of Professional Practice
William Celis, Associate Professor
Dana Chinn, Lecturer
K.C. Cole, Professor
Fred Cook, Professor of Professional Practice
Geoffrey Cowan, University Professor and Annenberg Family Chair in Communication Leadership
Laura Davis, Assistant Professor of Professional Practice
Jennifer de la Fuente, Lecturer
Jennifer Floto, Professor of Professional Practice
Jeff Fellenzer, Senior Lecturer
Ulrike Gretzel, Visiting Professor
Vince Gonzales, Professor of Professional Practice
Rebecca Haggerty, Associate Professor of Professional Practice
Robert Hernandez, Associate Professor of Professional Practice
Henry Jenkins, Provost's Professor of Communication, Journalism and Cinematic Arts
Gabriel Kahn, Professor of Professional Practice
Jonathan Kotler, Associate Professor
Robert Kozinets, Professor and Jayne and Hans Hufschmid Chair in Strategic Public Relations and Business Communication
Leon Krauze, Wallis Annenberg Endowed Chair in Journalism
Matthew Le Veque, Associate Professor of Professional Practice
Alan Mittelstaedt, Associate Professor of Professional Practice
Judy Muller, Professor
Mary Murphy, Senior Lecturer
Tim Page, Professor

Michael Parks, Professor
Lisa Pecot-Hébert, Lecturer
Richard Reeves, Senior Lecturer
Joe Saltzman, Professor – **sabbatical**
Stacy Scholder, Professor of Professional Practice
Philip Seib, Professor
Willa Seidenberg, Professor of Professional Practice
Roberto Suro, Professor
Burghardt Tenderich, Professor of Professional Practice
Sandy Tolan, Professor – **mini-sabbatical**
Myra Turner, Lecturer
Jian Wang, Associate Professor
Diane Winston, Associate Professor and Knight Center Chair in Media and Religion
Aimei Yang, Assistant Professor – **maternity leave**

SPRING 2016 – FULL-TIME FACULTY

Alan Abrahamson, Lecturer
Amara Aguilar, Associate Professor of Professional Practice
Sasha Anawalt, Associate Professor of Professional Practice
Mike Ananny, Assistant Professor
Willow Bay, Professor of Professional Practice and Director, School of Journalism
Dan Birman, Professor of Professional Practice
Daren Brabham, Assistant Professor
Peggy Bustamante, Associate Professor of Professional Practice
Laura Castañeda, Professor of Professional Practice
William Celis, Associate Professor
Serena Cha, Professor of Professional Practice
Dana Chinn, Lecturer
K.C. Cole, Professor – **not teaching**
Fred Cook, Professor of Professional Practice – **not teaching**
Geoffrey Cowan, University Professor and Annenberg Family Chair in Communication Leadership
Laura Davis, Assistant Professor of Professional Practice
Jennifer de la Fuente, Lecturer
Jennifer Floto, Professor of Professional Practice
Jeff Fellenzer, Senior Lecturer
Vince Gonzales, Professor of Professional Practice
Rebecca Haggerty, Associate Professor of Professional Practice
Robert Hernandez, Associate Professor of Professional Practice
Henry Jenkins, Provost's Professor of Communication, Journalism and Cinematic Arts
Gabriel Kahn, Professor of Professional Practice
Jonathan Kotler, Associate Professor
Robert Kozinets, Professor and Jayne and Hans Hufschmid Chair in Strategic Public Relations and Business Communication
Matthew Le Veque, Associate Professor of Professional Practice
Alan Mittelstaedt, Associate Professor of Professional Practice
Judy Muller, Professor
Mary Murphy, Senior Lecturer
Tim Page, Professor
Michael Parks, Professor
Lisa Pecot-Hébert, Lecturer

Larry Pryor, Associate Professor
Richard Reeves, Senior Lecturer
Joe Saltzman, Professor
Stacy Scholder, Professor of Professional Practice
Philip Seib, Professor
Willa Seidenberg, Professor of Professional Practice
Roberto Suro, Professor
Burghardt Tenderich, Professor of Professional Practice
Kjerstin Thorson, Assistant Professor – **junior sabbatical**
Sandy Tolan, Professor
Myra Turner, Lecturer
Jian Wang, Associate Professor
Diane Winston, Associate Professor and Knight Center Chair in Media and Religion
Aimei Yang, Assistant Professor – **junior sabbatical**

19. 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.)

FALL 2016 – ADJUNCT FACULTY

Kyle Acquistapace
Jason Alcorn
Victoria Arriola
Paula Askanas
Lincoln Bandlow
Gregory Bishop
Phuong (Kim) Bui
Rick Bursky
Julie Cart
Megan Chao
Gary Cohn
Nick Cuccia
Dotty Diemer
David Dreyer
Les Dunseith
Robert (Bob) Feldman
Matt Ferner
Henry Fuhrmann
Daniel Gaines
Carolina Garcia
Alexandra Garreton
(John) Scott Glover
John Gonzales
Ron Grover
Ann Herold
Laura Jackson
Kate Jacobs
Shirley Jahad
Josh Jenisch
Lisa Johnson
Matthew Lait
Stacey Leasca

Albert Lee
Jacqueline Liu
Brenda Lynch
Pat Maio
Arash Markazi
David Measer
David Medzerian
Robert Meeks
Jeffrey Moeller
Julio Moran
Nomi Morris
Sonia Narang
Chris Nelson
Eric Orvieto
Lata Pandya
Paul Pflug
Barbara Pierce
Keith Plocek
Stefan Pollack
David Quast
Monique Rad-Stein
Graham Robertson
Melissa Robinson Coggins
Lew Rothbart
Darryl Ryan
Susan Seager
Stuart Sender
Michelle Sherman
John Cyrus Smith
Kingsley Smith
Shelley Smith
Arjuna Soriano
David Stamper
Maya Sugarman
Teresa Todd
Susan Valot
Jess Weiner
Jose Zavala

SPRING 2016 – ADJUNCT FACULTY

Erikk Aldridge
Victoria Arriola
Paula Askanas
Max Benavidez
Gregory Bishop
Rick Bursky
Julie Cart
Megan Chao
Gary Cohn
Nick Cuccia
Dimitri Czuppylo
David Daniel
Katherine Davis-Young
Shirley Dent
Les Dunseith
Matt Ferner
Natalya Filippova
Brian Frank
Carolina Garcia

Kimberly Getty
 Scott Glover
 Ron Grover
 Taylor Harrington
 Ann Herold
 Dennis Hodgson
 Joy Horowitz
 Laura Jackson
 Kate Jacobs
 Josh Jenisch
 Rob Jones
 Matthew Lait
 Jacqueline Liu
 Karen Lowe
 Brenda Lynch
 Arash Markazi
 Elizabeth McHale
 David Medzerian
 Eric Miller
 Sean Miller
 Jeffrey Moeller
 Randy Paige
 Barbara Pierce
 Keith Plocek
 Stefan Pollack
 Ben Poston
 David Quast
 Monique Rad-Stein
 Graham Robertson
 Lew Rothbart
 Darryl Ryan
 Steve Sabicer
 Clinton Schaff
 Jon Schleuss
 Stuart Sender
 Michelle Sherman
 John Cyrus Smith
 Kingsley Smith
 David Stamper
 Karen Tongson
 Kenneth Turan
 Susan Valot

20. 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	<u>144</u>	<u>144</u>	<u>100</u>
2014-2015 academic year	<u>158</u>	<u>158</u>	<u>100</u>

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:

(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 University of Southern California, a 136-year-old Research I private institution located in Los Angeles, has experienced a dramatic ascent over the past 25 years, first under President Steven Sample and for the past six years led by President C.L. Max Nikias. During the six-year accreditation period, University enrollment has increased 16 percent, from 37,000 to 43,000, while its national rankings continue to rise and the leadership readies to wrap up a \$6 billion capital campaign. The University's successes have been mirrored by the Annenberg School for Communication and Journalism, which over the past 20 years has been on an impressive trajectory that has made it one of the leading journalism schools in the nation, with an emphasis on digital media and innovation.

Journalism education has a long, but at times bumpy, history at the USC. The first campus newspaper started in 1891. In 1914, USC offered its first journalism class in the English Department, and two years later a new Department of Journalism was created. The Department was elevated to school status within the College of Letters, Arts and Sciences in 1933.

The School suffered through a period of significant decline. By 1964, there were only 40 majors. But new leadership and new programs put the program back on a positive course. In 1967, the print sequence was accredited. Public relations, which started in 1959, was accredited in 1970, and four years later a broadcast journalism specialization was added. The School started Master of Arts degree programs in 1979, and those were accredited in 1987. The School became part of the Annenberg School for Communication in 1994, but university-wide budget cuts again staggered the program. (To avoid confusion in this report, "Annenberg" or "the Annenberg School" will refer to the college-level Annenberg School for Communication and Journalism while "School" will refer to the unit-level School of Journalism within Annenberg).

The modern era of the School of Journalism can be traced back to 1996, when the University's financial outlook began to improve and the director of Voice of America was hired as dean of the Annenberg School for Journalism and Communication. Under the Dean's 11-year tenure, Annenberg saw unprecedented growth and quickly established itself as a national leader in journalism and communications education, driven by stunning fundraising successes and major faculty hires while taking strategic advantage of its Los Angeles location. His successor, a renowned communications scholar now in his 10th and final year as dean, has continued Annenberg's sharp trajectory with new facilities, curriculum, programs, faculty, centers and an increasingly accomplished and diverse student body.

Faculty members overwhelmingly agree that the School of Journalism is better today than it was six years ago during the last site team visit. The biggest change over the accreditation cycle was the School's new home. Wallis Annenberg Hall is a magnificent four-story, 88,000-square foot structure that opened in 2014, funded by a \$50 million gift from the Annenberg Foundation. The new home and

its centerpiece, the 20,000-square-foot Julie Chen/Leslie Moonves and CBS Media Center, helped pave the way for a dramatic curriculum transformation that puts broadcast journalism and the print/digital major into one unified, multiplatform undergraduate degree program.

The past six years also saw steady increases in both full-time faculty (41 to 45) and financial resources (a 21.3 percent increase in the annual operating budget, from \$8.9 million in FY11 to \$10.8 million in FY16). While the overall faculty size increased by 9.8 percent during the accreditation cycle, the faculty makeup changed much more dramatically. Thirty-one percent of the full-time faculty (13 out of 41) left the School during the six-year period, most from retirements.

The School had offered three 128-credit bachelor of arts degrees during the review period: Broadcast/Digital Journalism, Print/Digital Journalism and Public Relations. But under a new undergraduate curriculum starting in Fall 2016, there is now a single journalism degree offer, combining digital, print and broadcast, along with the public relations degree.

The undergraduate student population has remained mostly steady during the accreditation cycle (554 to 583 students), but the interests of students have changed significantly in those six years. Public Relations undergraduates increased by nearly 36 percent while Print/Digital students declined more than 30 percent (the Broadcast Journalism population was largely flat). In Fall 2010, Public Relations students made up 38.1 percent of the undergraduate students; today they represent almost half. At the same time, the self-study notes, there is now a “proportionally greater number of faculty teaching in the journalism program than in public relations.” The self-study identified the hiring of additional full-time Public Relations faculty as a top priority. There is currently one Public Relations faculty search underway (to replace a PR faculty member who left for another institution); meanwhile, there are two ongoing Journalism faculty searches.

The School has a variety of M.A. programs, but only the Strategic Public Relations program is being offered for ACEJMC review. The currently accredited Journalism program is not under consideration for reaccreditation. The PR Master's population has remained largely the same during the review period (105 to 102 students). Like the undergraduate curriculum, the master's degree is taught overwhelmingly by part-time faculty. In the past three years, full-time faculty taught just 25 percent of the master's courses and 22 percent of the undergraduate core courses. Six years ago, full-time faculty taught 38 percent of the curriculum.

During the review period, the School created the Media, Economics and Entrepreneurship Committee, or M{2e}, which has developed new undergraduate and graduate courses on the intersection of communications and economics and launched an undergraduate minor. M{2e} also runs weeklong executive-in-residence programs featuring senior executives visiting classes and conducting workshops, and leads the Women's Leadership Society program for mentoring female students. The Annenberg School also created the Institute of Diversity and Empowerment, which enlists scholars to develop new courses, research and programs on diversity. And the Annenberg School launched the Center for Third Space Thinking, which developed a communications-centric model to help organizations frame and solve problems. The School continues to operate the Center for Health Journalism, the Center for Public Relations, the Knight Digital Media Center and the Selden Ring Award for Investigative Reporting.

The Provost said the Annenberg School is one of two USC colleges (the other being the School of Cinematic Arts) that has an international reputation. He added that Annenberg plays major roles in numerous USC initiatives and is relied upon to help craft the University's messages to external

audiences. The Provost and other University leaders praised the School for its significant interdisciplinary approaches, saying it is a model for the University.

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

The School of Journalism faculty meet monthly to discuss issues and vote on new proposals and curriculum revisions and additions. A simple majority is required for approval. Faculty committees make recommendations to the full faculty. Standing committees include: Journalism Curriculum (with subcommittees for undergraduate and graduate programs); Public Relations Curriculum; Graduate Recruitment and Admissions; M.A. in Specialized Journalism Recruitment and Admissions; Merit Review; Diversity; Faculty Affairs; Media Center; and Grade Appeal. The School also has two ad hoc committees: Accreditation and Digital Curriculum. There also are college-wide faculty committees at the Annenberg School for Communication and Journalism, including the Faculty Advisory Council and the Media, Economics and Entrepreneurship Committee.

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 program has enjoyed stability on the college-level leadership with the Dean, who started his tenure in 2007. He is stepping down at the end of this academic year and will return to the faculty. A national search is underway. On the unit-level, however, the School of Journalism has had three directors during the six-year period. A leading newspaper editor completed a five-year term in 2013. A former School director served as an interim for a year. The current director started in 2014.

University leaders, industry executives, faculty, staff and students praise the Director as a high-energy, forward-looking and highly collaborative leader who also can make difficult decisions. Many credit the Director, now in her third year, with helping to drive the new undergraduate curriculum and working closely with the leadership of Annenberg's other division, the School of Communication. The Provost said the Director has been "nothing but spectacular." The Dean echoed those sentiments, saying she has exceeded his very high expectations. It is clear the Director works well with the Dean. Coming from the news industry, the Director also was praised for making what often times is a difficult transition to the academy smoothly.

The Dean, in his 10th and final year before returning to the faculty, is praised as a strong intellectual leader who enabled the School's march into the digital era with a heavy focus on innovation and experimentation. He also has proven to be a master fundraiser (the School has raised \$137 million of its \$150 million capital campaign that started in 2011). And significantly, the Dean succeeded in largely breaking down the long-existing silos of Annenberg's two schools, Journalism and Communication. There is widespread agreement that the two schools now work in concert much more so than in the past and continue to find new ways to collaborate.

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

The Director and other faculty administrators go through the faculty appointment process, which includes a national search with a committee appointed by the Director. Recommendations are sent to the Dean, who makes the final appointment pending review and approval by the Provost and President. The Director is evaluated by the Dean following the third year of service in accordance with University policies. That process includes a 360-degree review, with input from all full-time faculty, staff and

Annenberg peers. Beyond the formal review, the Director meets with the Dean monthly to discuss progress, priorities and future planning. Other School administrators meet annually with the Director to review the past year and set goals for the new year.

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

Students' rights, university policies and student grievance procedures are outlined in SCampus, an annual guidebook for all USC students. Student complaints at the School typically go first to the student's academic adviser, who then will either guide the student on how to approach the faculty member or contact the School Director or Annenberg Assistant Dean of Student Affairs for further guidance. Most student complaints center on grade disputes. The School follows University policies, which instructs students to first contact the professor and then, if the issue cannot be resolved, to write a grade appeal to the Director. The Director will either make a decision or refer the issue to a hearing by a special committee of faculty and students. The student can appeal those decisions to the Dean.

Faculty and staff complaints typically go first to the School's Director of Operations or the Director. Faculty complaints on academic issues are often referred to the Associate Dean of Faculty Affairs.

Students, faculty or staff with a complaint related to harassment, discrimination or sexual harassment are referred to the University's Office of Equity and Diversity in accordance with USC policy.

Professional master's program / Unit performance with regard to indicators:

f) The unit has a separate written mission statement and a written strategic or long-range plan that provides vision and direction for the professional master's program's future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The School currently has two accredited master's programs – in Strategic Public Relations and Journalism, with specialties in Broadcast, Online and Print. The two-year M.A. in Journalism was transformed in Fall 2014 into a nine-month, 36-credit M.S. in Journalism. The new degree, along with nine-month M.A. degrees in specialized journalism and arts journalism, are not being offered for ACEJMC consideration. The two-year Master's in Strategic Public Relations is under consideration for reaccreditation. The Public Relations Studies Committee recently reconfigured the degree with some new required courses and areas of concentration in Year 2. Those focus areas include civic engagement, computational PR, corporate communication, digital skills, lifestyle, entertainment and sports PR.

g) The unit has designated administrative oversight of the professional master's program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional master's program.

Two faculty members serve as co-chairs of the School's PR Studies program for both the graduate and undergraduate levels. One co-chair focuses on the hiring, training and oversight of the part-time PR faculty, student issues and course scheduling; the other coordinates career development, marketing and interaction with the Center for Public Relations. There are five faculty committees to lead the program, including: Admissions, Curriculum, Marketing, Research and Thesis/Comp Exam. One of the co-chairs serves on each committee.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): Compliance

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, 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)

Prior to Fall 2016, the School of Journalism offered a Bachelor of Arts degree in Broadcast and Digital Journalism and a Bachelor of Arts in Print and Digital Journalism. For the sake of clarity in this report, this curriculum will be referred to as the *old* Journalism curriculum. In Fall 2016, the School launched a new converged major in Journalism, which will be referred to in this report as the *new* Journalism Curriculum. The School also offers a Bachelors of Arts in Public Relations.

Each of the undergraduate majors consist of 44 credits in the major, and an additional 84 credits outside of the major. There are 128 total credits required for graduation. The graduating classes in 2014-15 and 2015-16 were in 100 percent compliance.

The breakdown of credits is as follows.

- 44 hours of major requirements
- 32 hours of USC general elective courses
 - The Arts — 4 hours
 - Humanistic Inquiry & Social Analysis — 8 hours
 - Life Sciences, Physical Sciences, Quantitative Reasoning, Citizenship in a Diverse World, Traditions and Historical Foundations — 20 hours
- USC expository writing courses — 8 hours
- Foreign Languages — 12 hours
- Electives — 32 hours (could be used toward a double major, or minors, or random electives)

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.

Journalism— Undergraduate

The *old* Journalism curriculum is focused on helping students achieve professional competencies, both in journalism as a whole and within specific media. Notably, the required curriculum provides an exposure to both print and broadcast practices. In the advanced curriculum, students have the opportunity to drill down into more specialized areas, such as TV news or long-form video storytelling. The large majority of courses are skills-based, with a smaller number of conceptual and theoretical-based courses.

Broadcast and Digital Journalism:

Required courses, lower division:

- *JOUR 201 History of News in Modern America*

- *JOUR 202 Newswriting: Print*
- *JOUR 203 Newswriting: Broadcast*

Required courses, upper division:

- *JOUR 302 Reporting: Print*
- *JOUR 303 Reporting: Broadcast*
- *JOUR 306 Production: Broadcast*
- *JOUR 309 Introduction to Online Media*
- *JOUR 310 Investigative Reporting*
- *JOUR 462 Law of Mass Communication*

Two courses from:

- *JOUR 402 Advanced Television Reporting*
- *JOUR 403 Television News Production*
- *JOUR 405 Non-Fiction Television*
- *JOUR 409 Radio News Production*

Plus 6 upper-division journalism elective units chosen in consultation with an adviser.

Print and Digital Journalism

Required courses, lower division:

- *JOUR 201 History of News in Modern America*
- *JOUR 202 Newswriting: Print*
- *JOUR 203 Newswriting: Broadcast*

Required courses, upper division:

- *JOUR 302 Reporting: Print*
- *JOUR 303 Reporting: Broadcast*
- *JOUR 308 Newspaper Editing and Design*
- *JOUR 309 Introduction to Online Media*
- *JOUR 310 Investigative Reporting*
- *JOUR 462 Law of Mass Communication*

Two courses from:

- *JOUR 431 Feature Writing*
- *JOUR 435 Writing Magazine Non-Fiction*
- *JOUR 440 Environmental Journalism*
- *JOUR 448 Government and Public Affairs Reporting*

Plus 6 upper-division journalism elective units chosen in consultation with an adviser.

Public Relations — Undergraduate:

USC's undergraduate program in public relations is designed to prepare graduates for entry to the workforce, and give them the leadership skills and adaptability to keep pace with a profession that is experiencing constant and accelerating disruption and change. Significant changes to the curriculum were made in 2012 – reportedly the first wholesale upgrading of the curriculum in 40 years – and

additional improvements have been made since then. There is a particular focus on strong writing, multimedia and digital production, social media and strategic planning skills, understanding of public relations theory, data analytics and understanding of business. Earlier in 2016, the school renamed courses as PR rather than JOUR to improve tracking and management of the public relations curriculum.

Required courses, lower division:

- *PR 209 - Effective Writing for Strategic Public Relations*
- *PR 250 - Strategic Public Relations: An Introduction*
- *PR 253 - Theoretical Foundations of Strategic Public Relations*

Required courses, upper division:

- *PR 351a - Strategic Public Relations Media and Content (traditional)*
- *PR 351b - Strategic Public Relations Media and Content (digital)*
- *PR 428 - Social, Legal and Ethical Foundations of Public Relations*
- *PR 429 - Business and Economic Foundations of Public Relations*
- *PR 450 - Advanced Strategic Public Relations*
- *PR 463 - Strategic Public Relations Research, Analysis and Insights*

Plus 8 upper-division journalism elective units chosen in consultation with an adviser.

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.

Journalism — Undergraduate:

The *old* Journalism curriculum appears to be fairly traditional in its approach, with two separate majors in broadcast and digital journalism and print and digital journalism. However, both majors emphasize multiplatform storytelling and visual literacy and offer electives in newer areas such as coding for mobile, social media journalism and VR journalism. Prior to Fall 2014, students had access to contemporary tools and digital technologies in the original Annenberg and editing labs, including the Annenberg TV News newsroom.

Effective Fall 2016, the *new* Journalism major has a significant digital emphasis, with a core curriculum that prepares students for the current, dynamic news environment. The new core curriculum emphasizes multi-platform storytelling, with required courses in data journalism, coding, digital-publishing and distribution, and media law and ethics taught within a digital context. The new curriculum unpacked several required courses to be more streamlined and less redundant. The following is the list of required courses in the *new* major:

Required courses, lower division:

- *JOUR 201 Culture of Journalism: Past, Present and Future*
- *ASCJ 200 Navigating Media and News in the Digital Age*
- *JOUR 207 Reporting and Writing I*
- *JOUR 208 Media Law and Ethics*

Required courses, upper division:

- *JOUR 307 Reporting and Writing II*

- *JOUR 320 Introduction to Coding for Storytelling*
- *JOUR 321 Visual Journalism*
- *JOUR 322 Data Journalism*
- *JOUR 323 Creating Your Digital Footprint and Brand*
- *JOUR 372 Engaging Diverse Communities in the Digital Era*
- *JOUR 408 Advanced Media Law in the Digital Age*
- *JOUR 414 Advanced Digital Media Storytelling*

The School has hired several new faculty members with relevant, current skills to form a strong digital faculty team. These include a renowned digital innovator, a former mobile editor at the *Los Angeles Times* and a former news and interactive developer at Digital First Media.

The *new* Journalism curriculum is complemented by the new, state-of-the-art, 20,000-square-foot Media Center, which opened in Fall 2014. The Media Center is a fully converged, student-run and faculty-advised student media operation in which students produce and distribute multimedia content (audio, video and text) through a variety of channels. The central hub for all content is the converged Annenberg Media website. A subset of the Center is devoted to producing native content for social platforms, known as JEDI, or Journalism and Emerging Digital Innovation. Public Relations students have a desk in the newsroom in which they monitor analytics on digital platforms for student-produced stories.

Journalism students are required to put in four-hour-a-week shifts at the Center for three consecutive semesters, typically beginning their sophomore year. This is considered the lab component for the first three required courses in the *new* Journalism major. The work shift counts toward 15 percent of students' overall grades in each of these courses.

While faculty and students are mostly enthusiastic about the opportunities afforded by the new curriculum and Media Center, the transition to the new major and building has not been without bumps. There is some concern that the curriculum isn't closely enough linked to the activities in the Media Center, and that the work done during students' four hour-per week shifts is not being effectively monitored and evaluated by the course instructors. But there is a sense that the School is moving in the right direction and that this remains a work in progress.

Public Relations — Undergraduate:

Faculty have kept the Public Relations curricula current with a major review in 2012 and a continuing evolution since then. Some courses take advantage of the integration opportunities in the new Media Center, and courses emphasize newest techniques in video production from a public relations perspective and social media research methods. The newly invigorated Center for Public Relations, which connects corporations, agencies, academics and students to define the future of the profession, is providing an extra dimension of thought leadership to the program. Students appreciate the connection to the network of leaders in the wider public relations community provided by faculty.

Students also commented that they appreciated the intimate class sizes and the opportunity for involved and engaged dialog and discussion. They find the instruction to be hands on and practical, while the internship program has been very beneficial. Faculty are personally connected to students and care about their progress and equipping them for successful entry to the workforce. Some students reported that they find the Media Center to be dominated by journalism students, and there appears to be an

opportunity to continue to expand the public relations specific technology capabilities in the Media Center.

The School also houses a number of programs that fall outside the regular curriculum but can provide students with high-level learning and cutting-edge experiences. For example, since Fall 2013, the School has offered a minor in Media Economics and Entrepreneurship, cross-listed in Journalism and Public Relations and Business. Funded by a major grant from the Annenberg Foundation, the School is also now partnering with the Viterbi School of Engineering to develop new media products and journalism applications.

Excellence in teaching is an expectation of all faculty members. Both full-time and adjunct faculty are expected to achieve a minimum of 4.0 (out of 5) on key scores in student evaluations. Several faculty have won teaching awards, both at the University level and nationally, including the Charles E. Scripps Award for Journalism and Mass Communication Teacher of the Year (2011) and the Society of Professional Journalists Teacher of the Year Award (2015). Several faculty regularly write about their experiences in the classroom in several venues, including the future-of-media blog *MediaShift*.

The School provides various types of support to faculty to help them improve their teaching. For example, all new faculty are assigned mentors, who are usually seasoned faculty with strong teaching records. In addition, all faculty members are encouraged to seek assistance from the USC Center for Excellence in Teaching. This semester, the School is offering two workshops in syllabi writing to address consistency in grading, learning objectives and outcomes, and the building toward progressively difficult assignments.

In 2015-16, the School offered free enrollment in the Poynter Institute's online teaching classroom management course to the nearly 100 adjuncts who teach journalism and public relations. The School also created a \$2,000 stipend in 2015 to encourage adjunct instructors to develop new and innovative courses.

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

The School is mostly in compliance with the 20:1 faculty student ratio, with just two courses in Fall 2016 exceeding the cap by one student each.

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

Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

For the most part, internships are encouraged but not required, with the exception of the PR 450 course (Advanced Strategic Public Relations) that has a mandatory internship requirement supervised by faculty. Some students seek academic credit through the JOUR 205 Journalism Practicum online course that is also supervised by faculty members. In the graduating class of 2015, 96 percent (of 104 respondents) said they completed at least one internship during their course of study. Many of these students interned at major market media outlets, agencies and organizations.

Internship and job postings are shared with students through the School's online platform, Annenberg Career Link. The School also offers students one-on-one assistance through a robust Career Development office staffed with six full-time positions, including several career advisers.

Professional master's program

Unit performance with regard to indicators:

f) At least half of the required credit hours are in either professional skills or courses that integrate theory and skills appropriate to professional communication careers.

The M.A. in Strategic Public Relations degree requires the completion of 40 credit hours and is typically finished in 16 to 20 months. Students are required to prepare either a thesis or a comprehensive written examination to complete their coursework. As many graduate students come from other disciplines, the School ensures that all students master a core body of knowledge. During the first two semesters, students complete six required courses:

- *PR 504 - Strategic Public Relations Research, Evaluation and Insights*
- *PR 508 - Introduction to Strategic Public Relations*
- *PR 510 - Legal, Ethical and Social Foundations of Strategic Public Relations*
- *PR 527 - Multimedia Content Creation for Strategic Public Relations*
- *PR 535 - Writing for Strategic Public Relations*
- *PR 599 - Business and Economic Foundations for Public Relations*

To complete the Strategic Public Relations master's program, students must either prepare a thesis or participate in a two-part comprehensive exam. The thesis option allows students to select a topic of interest to them and research it over a period of two semesters. Students have the option of preparing a traditional thesis of approximately 80 pages or writing a professional project, essentially a well-researched public relations plan or a compelling white paper that runs between 50 and 70 pages.

Those selecting the comprehensive text examine a topic of their choosing over a compressed period of time (usually 12 to 14 days) and complete a 20- to 25-page public relations plan or white paper. The white-paper option allows students the flexibility to choose a side of an issue and defend their position. For the final portion of the comprehensive exam option, students sit for an oral exam in which faculty proctors query them about elements of their six required courses.

Students electing to write a thesis must complete 18 hours of approved elective courses. Students electing the comprehensive examination option must complete 22 hours of approved elective courses. Elective courses are selected in conjunction with the academic adviser. Two of the electives can be taken from other USC units, for example the Marshall School of Business. The remaining units are

taken within the Annenberg School and relevant graduate courses include:

- *PR 563 - Promotional and Product Public Relations*
- *PR 529 - International Journalism and Public Relations Seminar (China, Cape Town, London)*
- *PR 565 - Corporate Public Relations and Reputation,*
- *PR 537 - Public Relations and Branding,*
- *PR 538 - Image Management in Entertainment*
- *PR 597 - Financial and Investor Communications.*

The School has determined that to keep pace with the rapidly evolving nature of the public relations discipline there is an increased need for specialists who are experts in specific skills or practices. Accordingly, from Fall 2016 students enrolled in the program will be able to follow the current Strategic Public Relations approach as outlined above or adopt concentrations or “specializations” in their second year of study.

For those who choose to specialize, there are six different options — three skills specializations (Computational Public Relations; Digital, Interactive and Converged Communication; and Corporate and Business Communication), and three practice specializations (Sports & Entertainment; Lifestyle Public Relations; and Civic Engagement).

g) Instruction and curricular requirements for professional master's students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.

Students report that they find the Master's program challenging and fulfilling. Many had come to the School specifically for the Master's program, based on its excellent reputation nationally. Those who have undergraduate degrees in a different discipline appreciate the thorough grounding they receive in public relations. The level of rigor increases as the semesters proceed. Students report that while there is some variability of instruction between adjunct instructors, the more challenging courses provided by the full-time academic faculty have been particularly rewarding. They appreciate the hands-on practical approach that is adopted in the program and the connection to the real world of public relations as it is currently practiced. Faculty is demonstrating their commitment to continue to evolve the program to the highest international standards, as evidenced by the introduction of the specializations in Fall 2016.

Both students and faculty reported that the low numbers of PR faculty compared to the number of students has created practical problems – particularly for those undertaking or evaluating theses. Students also commented that communication within the program could be improved, saying that on occasion, significant programming decisions were announced without context or explanation.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): 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 Annenberg School for Communication and Journalism published an 18-month self-study in 2011 that reported on the status of diversity. It included 12 recommendations for action. The recommendations include a strategy for curriculum revision, extracurricular and co-curricular programming with other USC schools, and faculty hiring for full-time and adjunct positions. The School assesses its progress through a series of faculty-led reviews, along with observation of issues and events on and off campus.

The 18-month self-study report was recognized with an AEJMC Equity and Diversity Award in 2012. The report and the University's strategic plan comprise the foundational blueprint for the school's diversity efforts, in addition to several institutional initiatives.

In April 2016, the Provost asked each academic unit to develop a five-year diversity plan that includes evidence-based policies, strategies that reflect data trends and recommendations for implementation. The School extended its timeline for creating a new diversity plan to align its own efforts with USC's process and requirements. As part of the process of building a new diversity plan, the School is reviewing current means to assess progress on matters of diversity, inclusion and equity across all fronts, including admissions, personnel and curriculum. Also, in line with the University-wide directive, the School is working on a new five-year diversity plan. The work of developing a new Annenberg diversity plan is proceeding within the framework, guidelines and timeline of the university, with completion expected by the end of the Fall 2016.

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 review of curriculum in 2014 assessed all core courses and electives, across both schools, for issues related to diversity. Those findings were integrated into the planning process of a new journalism curriculum launched in fall 2016.

Examples of the unit's curriculum include such courses as *JOUR 493 Comics and Graphic Storytelling*, which fosters discussion on the role of women in the underground comics movement as well as discussion of representations of diversity in contemporary superhero comics (American Muslim, African-American, Asian-American; and *JOUR 469 Money, Markets & Media*, a course devoted to understanding how different policies impact wealth and poverty, from interest rates to the tax code and trade and spotlights how global trade and trade deals impact different communities globally.

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 School of Journalism distributes “Casting the Net Widely,” the university’s policy on recruiting and hiring faculty and staff, to all search committees. In addition to advertising in publications with diverse audiences, the Director and search committees make direct and personal contact to potential candidates from underrepresented groups for every open position, including adjunct faculty. Each group of final candidates includes members of underrepresented groups.

Since the previous accreditation visit, the School of Journalism hired 17 faculty members: nine women (including the Director) and eight men; seven of these hires were minorities. As a result of faculty recruitment efforts since the last accreditation, the journalism faculty as of the 2015-2016 consisted of 46 percent women and 29 percent people of color.

**Faculty Populations, Full-time and Part-time
Full-Time Faculty 2015-2016**

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	3	6.3%	0	0.0%
White	13	27.1%	20	41.7%
American Indian/Alaskan native	0	0.0%	0	0.0%
Asian	3	6.3%	1	2.1%
Hispanic/Latino (any race)	2	4.2%	4	8.3%
*Native Hawaiian/other Pacific Islander	1	2.1%	0	0.0%
**Two or more races	0	0.0%	0	0.0%
**Other race	0	0.0%	0	0.0%
***International (any race)	0	0.0%	1	2.1%

Part-Time Faculty 2015-2016

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	2	2.2%	3	3.4%
*****White	22	24.7%	50	56.2%
American Indian/Alaskan native	0	0.0%	0	0.0%
****Asian	6	6.7%	0	0.0%
Hispanic/Latino (any race)	2	2.2%	4	4.5%
*Native Hawaiian/other Pacific Islander	0	0.0%	0	0.0%
**Two or more races	0	0.0%	0	0.0%
**Other race or unknown	0	0.0%	0	0.0%
***International (any race)	0	0.0%	0	0.0%

Note: USC rounds up percentages of .5 or higher.

**USC includes Native Hawaiian/other Pacific Islander statistics under the Asian category.*

***USC does not report ethnic origin data under the two or more races or the other races category.*

****At USC, all international/non-resident faculty are listed under one category and not broken down by individual ethnic origin.*

*****India, Pakistan, or other Indian Subcontinent statistics are included under the Asian category.*

******Middle Eastern statistics are included under the White category.*

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 Annenberg Admissions Office has an ongoing diversity initiative designed to provide underrepresented student populations with advocates in recruitment, selection and conversion activities. These populations include African-Americans, Native Americans, Chicano/Mexican-Americans and LGBT students. Efforts include recruiting at historically black colleges and universities, Hispanic-serving institutions, conferences of journalists of color associations; and through outreach to alumni. The Annenberg Civic Engagement Initiative brings diverse groups of high school students to campus for engagement with faculty, the Dean, current students and admissions officers.

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.

The University of Southern California and Annenberg School for Communication and Journalism have documented their commitment to providing an educational and work environment that welcomes and respects their diverse group of students, faculty and staff. One example is a message to the USC community titled "University's Commitment to Access and Opportunity and Diversity and Inclusion," which is published online on the University's website.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): Compliance

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.

The School has increased the number of its full-time faculty from 41 to 45 since the last accreditation six years ago. A total of 17 hires were made during this period, including faculty with digital expertise, while several long-time faculty retired or left the University. The current full-time faculty is made up 17 tenured or tenure-track faculty and 28 non-tenure track faculty, including professors of practice, lecturers and a visiting Wallis Annenberg Endowed Chair in Journalism.

The majority of faculty have at least a master's degree, including 15 faculty with terminal degrees (either a Ph.D., J.D., or E.D.D). For the most part, both tenure-track and non-tenured faculty have significant full-time professional experience in major and/or national media markets and agencies.

The faculty mix has become more heavily weighted with non-tenured track faculty, which School leaders say they are addressing with three tenure-track faculty searches this semester. Some professional faculty say they are carrying a disproportional burden of teaching and service, while a few tenured faculty expressed concern that research is becoming a lower priority. The larger issue of concern for some faculty is the relative lack of full-time Public Relations faculty. Despite a growing student enrollment in the PR programs (now 49 percent of the School's undergraduate population), the School has just eight PR faculty — three of whom are working part-time in the School. Of the three ongoing searches for tenure-track faculty, only one of those searches is in Public Relations. The School did add a new chair in Public Relations in 2015.

Annenberg follows University guidelines to advertise and hire full-time faculty. The Director appoints a search committee, consisting of both tenured and non-tenure track faculty, to review the applicants' credentials, skills and experience. The committee ranks the candidates and presents its findings to the full faculty, who then vote on which candidate will receive an invitation to join the faculty. The Director and/or Dean then negotiates with the chosen candidate. Lecturers and part-time instructors are hired by the Director on as-needed basis and in consultation with the academic program managers.

Tenure-track faculty are expected to teach, publish and provide service across a 40-40-20 percent allocation of time. Junior faculty face an imperative to publish, with an emphasis on publishing books. A typical teaching assignment for tenure-track faculty is a 2/2 teaching load. Professional practice faculty are typically given a 60-40 assignment with a higher teaching and service load, but no research expectation.

Evaluation for tenure and promotion occurs at multiple levels. The School's Faculty Affairs Committee appoints a subcommittee of tenured faculty that conducts the first level of review. The candidate's dossier is then reviewed by the Journalism Director and then by the Dean of the School of Communication and Journalism. It is then forwarded to the University's P&T committee, then to the Provost. Promotion reviews for non-tenure-faculty typically remain in the School, with a review by the

faculty subcommittee, followed by a vote by the entire School faculty. The dossier then is reviewed by the Director and Dean. The School has a written policy outlining the promotion process for non-tenured faculty — from Lecturer to Assistant Professor of Practice to Associate Professor and then Professor of Practice.

All faculty are reviewed regularly for performance-based raises by a Merit Review Committee, consisting of tenured and non-tenured faculty across all ranks and disciplines within the School. Tenure-track and non-tenure track faculty are reviewed annually; tenured faculty are reviewed every other year. In recent years, the leadership has worked aggressively to address the issue of salary compression and pay inequity, particularly across gender lines.

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

Full-time faculty do not have primary responsibility for teaching the majority of required courses. In fact, the percentage of courses taught by full-time faculty in 2015-16 was just 23 percent. While it is not unusual for a school in a major media market to rely heavily on adjuncts, this percentage has decreased from 38 percent six years ago. The Director said one reason for this imbalance may be that the multiple faculty assigned to the Media Center have significantly reduced “traditional” teaching loads.

To ensure academic standards are met, full-time faculty are assigned as “lead instructors” to meet with and mentor faculty, including adjunct instructors, who teach required courses in the Journalism and PR programs. The School draws upon the Los Angeles media market from a talented pool of adjunct instructors, who bring significant professional experience into the classroom. Instructors come from major media organizations, such as ESPN, CNN and the Los Angeles Times, as well as top PR agencies and brands. Both the Director and program managers review the student evaluations of adjunct instructors to determine if they are a good fit and should be maintained.

Journalism students spoke enthusiastically about the quality of instruction provided by adjunct faculty, citing their instructors’ relevant, real-world experience and willingness to provide students with valuable industry connections.

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.

Annenberg provides generous travel support to both academic and professional conferences, where faculty can present their work and network with other scholars and media professionals. Faculty are also encouraged to seek out opportunities to enhance and update their teaching and courses. For example, the School’s Undergraduate Program Manager interned at a public radio station in 2013, which led him to revamp his own courses and later, the wholesale revision of the journalism curriculum. Faculty also have attended and taught at Poynter’s Teachapalooza faculty workshop.

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

Per University guidelines, student evaluations are conducted for each course at the end of the semester. Additionally, the School conducts its own mid-term and end-of-term evaluations within core courses to determine if the course is working, or if adjustments are needed to be made mid-stride.

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

The School of Journalism and its faculty are highly respected among campus leaders. It is considered among the top tier of USC schools, and its students and faculty are seen as both high performers and highly engaged in the University and external communities. The quality of instruction is well-recognized, as is the high job placement of its students.

For units requesting evaluation of a professional master's program:

f) Faculty members teaching in the professional master's program meet the criteria for graduate instruction at that university.

As a professional degree, the master's in Strategic Public Relations offers a blend of academic and professional experience within the teaching faculty. The School reports that while some of the coursework has theoretical underpinnings, the majority of the required and elective classes are experiential in nature, and several are completely skills-based. The graduate faculty was selected to provide theoretical insight and teach skills-based classes.

g) Graduate faculty teach the majority of professional master's courses.

Full-time faculty do not have primary responsibility for teaching the majority of required courses. In the 2015-16 school year, full-time faculty members taught 32 percent of the courses, compared to 20 percent and 23 percent in the two previous years. Six of the eight (current) faculty members have taught graduate coursework over the last three years. The program uses professionals from the surrounding area to supplement teaching efforts, and approximately 20 adjuncts teach in the graduate program. While mostly positive in their feedback, several Public Relations master's students referenced a lack of consistency in instruction among adjunct instructors.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): 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.

The 17 tenured and tenure-track fulltime faculty (out of a total of 45) produce the vast majority of the School's research and professional/creative work. These faculty members are well supported in their efforts, from both internal and external sources.

USC grants sabbatical leaves after six years of faculty service at the university, and professors may take a one-semester leave at full salary or two consecutive semesters at half salary. The Annenberg School also provides "junior sabbaticals" to help assistant professors ready their research/creative dossiers for tenure review, and it also provides "mini-sabbaticals" for shorter, limited-purpose projects. During the study period 12 faculty members took sabbaticals, two assistant professors took junior sabbaticals and two professors took mini-sabbaticals.

Faculty report that the research culture at Annenberg is highly entrepreneurial; that is, they are not only encouraged to seek external grants and gifts to underwrite their work but the School's fund-raising staff will actively seek funding for specific faculty research projects. During the study period the School's faculty received more than \$21 million in external funds, much of which supported multi-year research or creative projects (while many other of these grants supported teaching, outreach and other service projects).

In addition to a \$1,000 annual "Teaching and Research" grant to each fulltime faculty member (for membership dues, books and the like), the Director has a discretionary fund to underwrite faculty travel to conferences and research sites. Thirty-six faculty members availed themselves of these discretionary funds during the study period. The fund also provided special-project support to five faculty members, with those grants ranging from \$1,000 to \$5,000.

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

Policies are clearly set forth in both the University's faculty handbook and the School's own documents. The average expectation of time and effort on research/creative is about 40 percent for tenured and tenure-track faculty (and 40 percent for teaching and 20 percent service). Only four of the 28 non-tenure-track fulltime faculty have any expectation for research at all, as this group's teaching and service duties are considerably higher than those of the tenure-track faculty.

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

The School's faculty guidelines, as approved by the Annenberg Faculty Advisory Council, state that research expectations are high, the School's reputation as a professional school notwithstanding. For merit evaluations and promotion and tenure, the faculty seems to value scholarly research and

professional/creative work equally. According to the self-study, "In evaluating the research professional achievement of all candidates, whether their scholarly work is primarily professional or academic, the school will consider the creativity, excellence and quality of the work, the perception of the work by others in the candidate's field, and the continuity and focus of the work." The School especially values work that "meets societal needs," is interdisciplinary, "expands the international presence of the School," and "promotes lifelong, learner-centered education."

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.

This is a remarkably productive faculty. Taking an average head-count of 17 tenured or tenure-track faculty during the study period, the typical research faculty member (between 2010 and 2016) presented nine refereed conference papers, wrote five book chapters, published four articles in refereed journals, received three external grants, published 16 articles in non-refereed publications – and wrote or co-authored a scholarly book. For good measure, the non-tenure-track faculty contributed a total of 19 book chapters, seven articles in refereed journals and four scholarly books.

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

Throughout the academic year, the Director organizes a weekly Director's Forum, with roughly one-third of these sessions dedicated to faculty presentations of their research or creative work, to an audience of Annenberg students and faculty colleagues. The School also organizes numerous workshops and discussions of contemporary issues, often inviting the university community.

Faculty members reported an appreciation of the School leadership's fostering of different points of view, including during faculty meetings.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): Compliance

Productivity Grid

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals							Totals
		Full Prof	Assoc Prof	Assist Prof	Prof. of PP ¹	Associate Prof. of PP ²	Assistant Prof. of PP ³	Other Faculty**	
Awards and Honors	146	39	48	10	27	13	0	9	146
Grants Received Internal	41	22	6	9	1	1	0	2	41
Grants Received External	66	35	12	4	2	7	0	6	66
Scholarly Books, Sole- or Co-authored*	33	20	1	2	6	4	0	0	33
Textbooks, Sole- or Co-authored*	4	3	0	0	0	1	0	0	4
Books Edited	17	8	3	0	0	1	0	5	17
Book Chapters	150	51	18	24	3	19	0	35	150
Monographs	5	3	0	1	3	1	0	0	8
Articles in Refereed Journals	76	15	2	51	1	7	0	0	76
Refereed Conference Papers	150	25	16	107	2	0	0	0	150
Invited Academic Papers	72	55	17	0	0	0	0	0	72
Encyclopedia Entries	4	1	0	3	0	0	0	0	4
Book Reviews	43	30	9	3	1	0	0	0	43
Articles in Non-refereed Publications	339	198	64	10	45	15	5	2	339
Juried Creative Works	12	11	0	0	0	0	0	1	12
Non-juried Creative Works	5	5	0	0	0	0	0	0	5
Other (specified)	599	547	1	0	5	3	0	43	599

* Coauthored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are coauthors 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.

*** Includes 260 appearances, 264 Op-Ed columns, 40 oral presentations, 17 obituaries for Washington Post, 5 produced documentaries, 4 IJPC database/website/journal co-editor and H&S website, 3 crossover special issues articles, 2 industry white papers, 1 published trans/misinformation website on media coverage of religion, 1 organizer of Climate Palooza, and 2 nonfiction books.

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.

On entry to the School, students are provided with a summary sheet outlining the semester-by-semester options over the four-year cycle for the particular degree being pursued. Annenberg maintains an advising office with a team of 10. Students work with the professional adviser they are first assigned over the course of their undergraduate degree. Students are required to meet with their adviser before registering for classes each semester to review their curricular options, including compliance with all graduation requirements, USC policies and ACEJMC's 72-credit-hour requirement. Student records are kept on the STARS (Student Academic Record System) system, the primary means for students and advisers to monitor academic progress. Undergraduate students reported that they were very satisfied with the advising system, and appreciated the personal interest that advisers took in them as individuals and their academic and career options.

USC and the Annenberg School conduct regular evaluation of advising and counseling services, including both results-oriented data, such as graduation and retention rates, and student feedback on their experience with the academic advising and career counseling services. Based on this data, the Annenberg School as a whole and the School of Journalism are both performing at a very high level for each of these metrics.

b) Faculty is available and accessible to students.

The faculty is expected to be accessible to their students. Faculty detail their office hours in each course syllabus and students report that typically they arrange to see faculty by emailing or texting to set appointments. Adjunct faculty make themselves available before and after class for any requested follow-up conversations. Faculty also make themselves available by email, cellphone, texting and other technologies such as Skype.

In some cases, faculty use the University Blackboard system to connect with students throughout the semester. Some introduce class-specific websites for students to share slides and turn in assignments. Where appropriate, faculty will assist with career development, including providing letters of recommendation and informal networking to facilitate job interviews or placement. Students commented that they felt both full-time and adjunct faculty took a close personal interest in them and went out of their way to facilitate their connections with the professional community.

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

Students are kept abreast of activities in the School through emails distributed via listservs, printed flyers and information posted on highly visible video boards in Wallis Annenberg Hall. Email advisories can come from a variety of areas within the School, and the email distribution does not appear to be coordinated so they can sometimes seem confusing to students. Some students commented that they did not feel sufficiently informed about developments in the School, and were sometimes surprised by decisions that had been taken and announced with no context provided.

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.

Using the facilities in the Julie Chen/Leslie Moonves Media Center, students produce live daily TV newscasts and long-form documentary-style reports; audio newscasts, podcasts, and documentary work; long-form investigative, feature and narrative magazine writing; sports and arts and culture reporting; opinion and analysis. Media Center students also produce social media updates using platforms such as Periscope and Snapchat and produce viral digital videos. Public relations students at the Media Center use social media analytics to identify trending topics as well as marketing and branding ideas for individual reporters and stories.

A variety of offerings are produced from the center including:

Ampersand, an award-winning online arts and culture magazine that specializes in long-form storytelling through a variety of media, predominantly a podcast.

The *Journalism Emerging Digital Innovations* (JEDI) Desk, fosters innovation and experimentation through student-created content on various new media platforms, including social media, virtual reality and mobile apps.

The School has initiated exchanges of reporting and other content with numerous Los Angeles news sites, including KPCC, the Los Angeles Times, ABC News, The Huffington Post and KCET public television, which have each published or broadcast Annenberg student work.

Some Annenberg students also take part in other on-campus media overseen by the university's Student Publications Board, including the Daily Trojan, Trojan Vision, El Rodeo and KXSC-AM 1550.

There is a small student-run public relations firm, TriSight Communications, that works with an array of largely not-for-profit clients. Graduate students undertake assignments for clients, including providing strategic planning services and integrated public relations campaigns to support client goals. None of the three public relations undergraduates who attended the team's discussions with students were familiar with the opportunities to participate in TriSight. The firm could play a prominent role in the School.

The School supports involvement in a variety of professional organizations, including the USC Chapter of the Public Relations Society of America, the Graduate School of Journalism Student Association, Annenberg Ambassadors, which represents the Annenberg student community at special events throughout the school and the university, the National Association of Black Journalists, the National Association of Hispanic Journalists and the Asian American Journalists Association. Awareness of and involvement in these organizations varied.

The School reports that several student-run special interest groups, including the Annenberg Asian Student Network, the Annenberg Black Student Association and the Annenberg Latino Student Association have helped establish viable communities of interest within the Annenberg School and facilitate student interaction with faculty and alumni and other professionals who are working in communication fields.

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.

USC has created a university-wide Task Force on Graduation and Retention to study and encourage positive trends in retention and graduation. The School is represented on this task force by the Assistant Dean for Student Affairs, who also plays a primary role in reviewing trends in enrollment, retention and graduation. The School publishes a variety of data on the undergraduate programs on a publicly available website, including retention and graduation rates extending back to 2003; departmental scholarships provided to students; and job placement statistics. The School reports graduation rates significantly in advance of the USC norm.

Professional master's program

Unit performance with regard to indicators:

f) The unit has appropriate admissions and retention policies for the professional master's program. The retention and graduation data are published on the unit's website.

The School adopts the same policy approach to retention and graduation as in the undergraduate courses. Data on the graduate programs, including retention and graduation rates extending back to 2013; departmental scholarships provided to students; and job placement statistics are posted on the same publicly available website as the undergraduate data.

Documents and records demonstrating the professional master's program have appropriate admissions and retention policies

Enrollees in the master's program in Strategic Public Relations come from a variety of undergraduate majors, universities, countries and work experiences. Roughly half of the graduate students recently completed undergraduate studies, while the other half has been in the workforce for five to 15 years. The most common undergraduate degrees for graduate students during the assessment period were English, history, communication, philosophy, political science and psychology, though an increasing number studied journalism or media studies before enrolling in the program. Few, if any, have experience working in public relations, though many are employed in the communication field but lack strategic insight and specific skill sets.

To apply for the master's program in Strategic Public Relations, applicants must have the equivalent of a four-year U.S. bachelor's degree from an accredited college or university. Applicants submit a graduate admission application with undergraduate transcripts and relevant test scores, as well as supplementary materials, including a statement of purpose with responses to seven questions about the public relations profession and why the applicant has selected Annenberg as the choice for graduate studies; a public relations essay; one writing sample; a résumé; and three letters of recommendation, preferably from faculty members and internship or job supervisors.

The School of Journalism faculty admission committee, chaired by a Professor of Professional Practice, reviews all completed applications, with each file being read by at least two faculty members. The review is comprehensive and takes into account all aspects of the applicant's academic background, professional experience and commitment to public relations. Also, as part of the review process, each completed application is considered for scholarship and fellowship awards. The University maintains records of applications, admissions and enrollments and makes the data publicly available.

As with the undergraduate students, graduate students have mandatory and individual academic and career counseling. All graduate public relations students are assigned to the same academic adviser and are required to meet with the adviser before registering for classes each semester. Students reported that with the adviser having a large load of advisees, it's sometimes difficult to arrange advising appointments. Career advisement for graduate students begins as soon as they enter USC.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): Compliance

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The School has a systematic process for annual budgeting that seeks feedback from key constituencies and includes a series of six revenue-forecasting meetings. The School's budget has increased by 21.3 percent during the six-year accreditation period – from \$8.9 million to \$10.8 million. And the School saw another 9.1 percent increase this year, bringing the annual operating budget up to \$11.8 million. Most of that funding (86 percent) comes from tuition, with 11 percent from the School's endowment, 2 percent from sponsored research and 1 percent from miscellaneous sources.

Additionally, the School receives annual funding from the Annenberg Trust. This year the School received \$2.4 million from the Trust, which went to faculty salaries, housing subsidies and student scholarships. And a new \$150-a-semester student technology fee started in 2014 helps defray annual technology costs, while a new "BYOD" (Bring Your Own Device) policy eliminates the need for numerous computer laboratories.

The Annenberg School provides additional support to the School of Journalism beyond the operating budget and Trust. A \$50 million gift from the Annenberg Trust to the Annenberg School led to the creation of the new Wallis Annenberg Hall. And the Annenberg School also invested \$5.4 million for specialized media production technologies in the new building and another \$2.3 million in technology-enhanced teaching and learning systems. Additionally, much of the service needs for the School are provided at the college level by the Annenberg School serving both Journalism and the School of Communication, including a 27-person technology support staff, 10-person advising staff and a six-person career services team.

The School of Journalism also has enjoyed fund-raising successes during the accreditation cycle, including the \$5 million Annenberg Leadership Initiatives, which each year for five years supports three student scholars, three Media Center fellows, an interdisciplinary project with the Viterbi School of Engineering and funding for the Media Center's Community Desk; a \$3 million gift for the Jayne and Hans Hufschmid Chair of Strategic Public Relations; \$2.3 million from the California Healthcare Endowment to support the Center for Health Journalism; and a \$1 million grant from the Lily Endowment to expand online religion coverage. The self-study also notes that new partnerships with technology companies have been established to provide support and services.

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.

School leaders believe resources allocated by the University to Annenberg are comparable to funding received by other mid-size and large schools and colleges at USC. But the self-study notes that the University in recent years has "dramatically curtailed" its support of Annenberg by increasing how much it charges the college for administrative expenses through a University imposed tax to cover services such as security, transportation and other general administrative service. The taxes to the Annenberg School have increased about \$2 million to \$3 million a year since FY12, a five-year increase of \$12.8 million.

The Provost, however, noted the Annenberg School has seen the largest growth at USC over the past 15 years – doubling in both budget and physical space – and that the increased taxes are a recalibration of the University taxes to make charges to Annenberg equitable when compared to the other USC schools and colleges.

The School also noted its annual technology costs have more than doubled – up to \$720,000 in FY16 – due to the increased technology in the new Wallis Annenberg Hall. The self-study listed a central digital infrastructure for the Media Center, at an estimated cost of \$100,000 a year, and more funds for replacement field equipment, as two of the School's most urgent needs.

The School reports that undergraduate enrollment is capped at 140 freshmen each year by the University, eliminating that potential added revenue stream. It can increase revenue through added enrollment in the master's programs, but the School said the lack of a recruitment budget has impeded master's program recruitment. The Annenberg School hired a new Associate Dean for Communication and Marketing in Fall 2016, which School leaders hope will help graduate program recruiting.

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

The new Wallis Annenberg Hall is nothing short of spectacular – in design and functionality. With an exterior that matches the traditional Collegiate Gothic architectural style of the USC campus, students and visitors alike are quickly transported to the digital age as soon as they enter the building. The modern interior design places a premium on transparency, openness and flexibility, mirroring the culture and values of the School itself.

The four-story, 88,000-square-foot structure boasts a stunning array of state-of-the-art learning spaces. The Forum, an open meeting space on the ground floor, features a dramatic 32-foot-high HD video screen. But the centerpiece of Wallis Annenberg Hall is the Leslie Moonves/Julie Chen and CBS Media Center, a spectacular 20,000-square-foot multiplatform newsroom that includes a fully converged digital newsroom with 20 editing workstations; a fully automated TV studio and control room with the latest hardware and software; an audio studio and three control rooms with state-of-the-art acoustical isolation; a 360-degree direct-to-web vodcast set for live or recorded multimedia news broadcasts; and the Jacki and Gilbert Cisneros Central Assignment Desk, which services as the Media Center's news hub.

Another differentiating feature of Annenberg Hall is the Digital Lounge, a 32-seat creative “maker-space” where students and faculty learn and experiment with a host of digital tools. A partnership with Adobe allows students to receive Adobe certification for various digital software products, paid for by the new student technology free. Last year about 700 students received training across five programs.

With the addition of Wallis Annenberg Hall, the Annenberg School now is spread across three locations on USC's University Park Campus, comprising 195,644 useable square feet (shared between the School of Journalism and School of Communication). The ASC Building (Annenberg School for Communication) was designed by award-winning architect and former USC Architecture Dean A. Quincy Jones in the 1970s. The four-story building has 95,000 useable square feet. Additionally, just north of campus is the Annenberg Research Park, a collection of three small buildings (the Carriage House, used by Annenberg's administrative and development teams; the Kerckhoff building, a historic Tudor estate that houses some faculty; and the EGG building, which is shared with the Viterbi School of Engineering).

Across the three locations, the Annenberg School has, in addition to the Media Center and Digital Lounge: four auditoriums (the largest holds 220 students); five 36-seat “Parliamentary” classrooms, eight “standard” classrooms; three 20-seat skills classrooms (where students bring their own laptops); a 64-person multipurpose room; a smaller multipurpose room that holds 32; three research and learning centers that range from 12 to 32 occupants; eight small collaboration spaces designed for four to eight students; seven conference rooms ranging from 12 to 24 seats; and a laptop lounge.

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

The learning spaces described above are outfitted with top-flight teaching technologies. The technologies are supported by an impressive Annenberg School Technical Services and Operations (“TechOps”) team that is staffed by 27 full-time employees and another 60 part-time student workers with a \$3 million annual operating budget. The School also provides dozens of workshops during the year to train students and faculty in everything from audio field recording to Adobe Premiere video editing to studio operations. Technology support at Annenberg is, quite simply, unparalleled in journalism education.

Students can check out field equipment Mondays through Thursdays, 8 a.m. to 6 p.m., and Fridays 10 a.m. to 6 p.m. Annenberg Hall is open 6 a.m. to 10 p.m. on weekdays and closed on weekends. Some students expressed a desire for weekend hours to check out equipment.

Equipment can be checked out 24 hours, three days or an entire semester, depending on the class and equipment. Available field equipment includes:

- 208 HD Canon camcorders with handheld microphones, Lavs, headphones, cabling and cases
- 38 DSLR cameras
- 230 tripods
- 360 batteries
- 12 360-degree cameras
- 10 audio recorders
- 7 4K video cameras
- 3 Go Pros

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

USC has a collection of 20 libraries. The main library, Doheny Memorial Library, is open seven days a week while the Leavey Library is open 24/7 on weekdays. The system has a librarian dedicated to Annenberg, available to all School of Journalism students. The library system also offers a wide array of journals, newspapers, databases, web resources, video archives, social media tools, fact-checking sites, mapping and demographic tools and financial databases.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master’s program): 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 of Journalism and the Annenberg Office of Alumni Relations have documented how they work in tandem to promote the exchange of ideas in a variety of ways, including alumni expert panels, professional guest speakers and corporate partnerships. Alumni Relations regularly collaborates with alumni members on events and programs in cities across the country. Alumni of Annenberg host company visits, small group mentoring lunches and a reception welcoming new students to the city. This allows students to visit a variety of companies and businesses in the media and communications ecosystem and have the opportunity to engage in small group settings directly with key industry players.

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 of Journalism documented a broad portfolio of public service programs and activities, including externally funded professional-education programs for journalists and public relations professionals, student media projects, community partnerships, conferences and programs to bring prominent journalists, media professionals and newsmakers to campus.

The School is involved in initiatives that allow Annenberg students, faculty, staff and alumni to become involved with journalism and public relations issues affecting the community at large. These initiatives include: the highly touted Knight Digital Media Center, a partnership of the Annenberg School and the Graduate School of Journalism at the University of California, Berkeley, that provides competitive fellowships to journalists from print, broadcast and digital media who seek the technical skills, leadership skills or storytelling techniques needed to make the transition to today's journalism environment; the Center for Health Journalism, focused on nurturing impactful reporting about health and place, health care access and the underserved; Center on Communication Leadership & Policy, which unites visionary ideals with impactful scholarship and practical applications; and The Norman Lear Center, a research and public policy center that studies the social, political, economic and cultural impact of entertainment on the world.

In addition, the Annenberg Dean and professors created The Center for Third Space Thinking, which is based on the concept that five soft skills — adaptability, empathy, intellectual curiosity, cultural competence and 360-degree thinking — are essential leadership talents needed to be successful in the workplace today. The Center offers half-day and full-day workshops for organizations that want to explore Third Space thinking.

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.

The School encourages faculty's active participation in academic associations and professional societies. Faculty receive budgetary support for travel and involvement in such activities. Faculty members serve on boards such as the Online News Association (ONA), Social Media + Society, the National Association of Hispanic Journalists (NAHJ), the Maynard Institute for Journalism Education and Jacaranda, a new music advisory board.

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.

Several multiplatform initiatives are committed to community service. This includes The *Alhambra Source*, a hyper-local community website that started through a partnership between Alhambra High School and USC Annenberg with a goal to create a multilingual local news site that responds to community information needs; Annenberg Radio News, where students focus on Los Angeles stories in the communities near campus, including Crenshaw, Leimert Park, Vernon, Jefferson Park and the Vermont Corridor; Annenberg TV, which provides aspiring broadcast journalists experience covering campus, local community, national and international news; and *Impact*, a television newsmagazine program written, reported, edited and produced by journalism students. Many of the projects are produced in the *JOUR 526 Advanced Broadcast News Production* class.

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

The School offers programming for high school journalists from across the metro area. Annenberg students provide mentorship and help teach them the journalism skills needed to cover their communities. The school has incorporated several programs and workshops over the years that involve high school students, including: High School Journalism Day, which provides an opportunity for high school juniors and seniors to participate in workshops and panels taught by professional journalists and USC faculty members; and *Intersections: South LA*, a community news website dedicated to covering South Los Angeles and surrounding areas, with contributions from residents, high school students and journalism students from Annenberg.

Overall evaluation (undergraduate program): Compliance

Overall evaluation (professional master's program): 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 unit has two distinct undergraduate assessment plans: one for its B.A. program in Journalism and one for its B.A. program in Public Relations. Each plan includes the 12 values and competencies stipulated by ACEJMC.

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

Journalism: The School was found out of compliance in the 2011 site team report, as it had only just begun implementing its assessment plan for Journalism. The Journalism faculty revised this plan in 2012.

The Journalism plan lists four direct measures: (1) the independent external review of final projects from lower-level classes, (2) AP Style Modules (a web-based, self-paced set of lessons in AP Style), (3) an exam in grammar, spelling and punctuation (GSP), and (4) classroom visits. The implementation of the first three has been problematic, and the fourth is not a direct measure of learning outcomes.

A direct measure was successfully completed only once during the study period, and that was in year six of the six-year study period. This was an external review of student work: the School provided a random sample of final projects from JOUR 202 (Newswriting: Print) to a respected, experienced local journalist; from JOUR 203 (Newswriting: Broadcast) to an Emmy Award-winning television journalist; and from JOUR 309 (Introduction to Online Media) to a local journalist with both print and digital experience. Such samples typically represent capstone-course work from seniors about to graduate, rather than from introductory courses, in order to gauge whether the students have learned enough to become “professional-ready” upon graduation. Thus while the feedback from the assessors provided valuable feedback to those teaching the beginning courses, it did not provide an assessment of true “learning outcomes” from the program. The unit had actually attempted an external review of student work previously, in 2012, but the data was accidentally deleted from the unit’s electronic storage platform, and the assessment could not be completed. A related glitch also compromised aspects of the 2016 assessment (e.g. the broadcast assessor could view only scripts rather than video packages).

The AP Style Modules require the students to pass quizzes at the end of each AP Style lesson, in the semester in which the students are taking introductory writing courses. While this mechanism shows a level of competency in AP Style, there is no baseline from which to compare levels of student learning over time.

The GSP exam likewise assures a certain level of competence in grammar, spelling and punctuation during the sophomore year, but the lack of a pre-test makes it impossible to measure levels of learning for the course.

The assessment plan lists as a fourth direct measure Classroom Visits, wherein experienced faculty,

acting on the results of mid-term student evaluations of instructors, visit some classrooms to help with instructional effectiveness. This strategy, certainly laudable, does not directly measure learning outcomes.

Taken together, these direct measures attempt to address six of the 12 ACEJMC competencies (writing, reporting, visual competence, U.S. diversity, technologies and editing). There is no evidence of assessment of student learning about global diversity, critical/creative thinking, media law, media ethics, numeracy or the societal role of media professions – other than a faculty survey indicating broad assurance that they are teaching all 12 in their courses.

The Journalism plan also includes four commendable indirect measures: student evaluations of required courses, exit surveys (of those about to graduate) and alumni surveys; student awards, and graduation and employment data. The exit and alumni surveys specifically ask, among other areas, how well the former students think they learned the 12 ACEJMC competencies. All four indirect measures produced solid, usable data sets.

Public Relations: The Public Relations assessment plan was adopted in 2015; the self-study reports that before 2015 there was no written assessment plan but that assessment measures were being taken nonetheless. After a change in leadership, however, the new PR program co-managers could locate no direct-measures data.

The new plan calls for assessment of seniors by their internship supervisors, but the rubrics address only two of the ACEJMC competencies (writing and creative thinking). It also calls for a review of student portfolios by PR faculty, for the same GSP test the Journalism students must pass, and for visits to the classrooms of newer instructors by experienced faculty, to provide feedback and guidance.

Like the Journalism plan, the PR plan includes indirect measures -- student and alumni surveys, graduation and employment data, and student PR awards. However, the student and alumni surveys do not address any of the ACEJMC competencies. These survey results still produce useful feedback about the PR program in a broader sense.

The examination of the unit's assessment efforts is truly a study in contradictions. The use of indirect measures has been useful to curricular and instructional reform, but the use of direct measures during the study period has been minimal, at best. The appearance of faltering early steps (toward an eventually robust, systematic assessment program) came as no surprise to either the Dean or the Provost. Both agreed that an "assessment culture" has been slow to develop at Annenberg, and at USC, but that assessment is now a higher priority for the University.

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

For Journalism, the application of data to improve curriculum and instruction has focused on indirect measures, especially the exit and alumni surveys. The self-study reported that this input helped shape the major revision of the Journalism curriculum in 2015 (the convergence of the print and broadcast sequences); it helped inform the introduction of the course "Engaging Diverse Communities in the Digital Age" and the use of the Maynard Institute's "Fault Lines" modules in teaching diversity; it informed decisions to place new emphases on both digital and business/entrepreneurship coursework, among other contributions.

For Public Relations, the application of indirect-measure data has also occurred throughout the study period. The self-study reported that input from former students, as well as from other external constituents, led to a switch in emphasis from writing instruction to video production in the JOUR 351a/351b courses, and to a new required course in business and economics for PR. The data also was said to have helped inform the appointment of lead instructors for each course being taught in multiple sections by different instructors.

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 alumni surveys for both Journalism and Public Relations alumni were conducted in 2012 and 2016. The Journalism survey specifically asks alumni to reflect on their learning in the 12 competencies, but the PR survey asks questions unrelated to the competencies.

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

In early 2016 the Journalism program had three professionals assess students' final projects in the areas of digital media competence, broadcast writing and text writing, but the PR program did not undertake anything similar.

Professional master's program

Unit performance with regard to indicators:

The master's program in Public Relations is creating the building blocks for an excellent assessment program, but – having been adopted in 2015 – it is just now underway.

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 graduate assessment plan includes 12 values and competencies stipulated by ACEJMC, but it omits the 13th requirement (for professional master's students only): “contribute to knowledge appropriate to the communications professions in which they work.”

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

The written graduate assessment plan is combined with the undergraduate assessment plan for PR, but the plan very clearly separates the two levels. The graduate program lists as direct measures the master's thesis and Comprehensive Exam — neither of which is considered a direct measure. Master's students may choose to take an exam that covers subject matter from six courses (in addition to a research paper), or they undertake a professional project or traditional thesis. The purpose seems more to evaluate the work of individual students for qualification for the degree, than to aggregate the findings to assess each cohort. Also, the evaluation of students' exams or thesis projects seems in no way connected to the assessment of student learning of any of the 13 competencies. Both evaluative instruments show great promise, however, of becoming direct measures, if the exam's evaluation rubrics were to include some of the competencies, and if the thesis projects were to be evaluated by external professionals in accordance with some of the competencies.

The master's assessment plan also cites the same tutorials and exam in grammar, spelling and punctuation (GSP) as the undergraduates must pass.

The master's program has been using the indirect measures of exit and alumni surveys, graduation and employment data, student evaluations of internship employers and the annual evaluation of the program's partnership with PMK/BNC and Edelman (similar to internship experiences). However, none of these measures have been connected to the 13 competencies.

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

Even without direct measures for most of the study period, the unit said it utilized data from indirect measures to help inform curricular changes, both in 2013 and in 2016. Changes include removing the "Crisis Management" course from the required core; reordering the sequence of required courses, and creating electives on Transmedia and PR and on business and economics for PR. More recently, the Public Relations faculty met with 24 PR professionals – some adjuncts, some alumni – to gather advice in creating the new specializations in the MA curriculum. These meetings also led to new strategies to improve adjunct instruction and a new process for hiring adjuncts.

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 alumni surveys for both undergraduate and graduate Public Relations alumni were conducted in 2012 and 2016. The survey instruments did not address the 13 ACJEMC competencies, but they provided useful feedback about the PR program more generally.

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

As noted above, the faculty did meet in 2015 with several alumni and adjuncts for advice on curricular and instructional reform, but this has not been done in any systematic way during the study period. Professionals were not used in any direct measures.

Overall evaluation (undergraduate program): Non-compliance

Overall evaluation (professional master's program): Non-compliance

PART III: Summary by site visit team of the undergraduate program

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- The new Wallis Annenberg Hall is nothing short of magnificent. The Julie Chen/Leslie Moonves and CBS Media Center, the two-story, 20,000-square-foot centerpiece of Annenberg Hall, is a model for the 21st multiplatform digital newsroom. The interior of the building reflects the values of the School – an open, transparent design that encourages collaboration and experimentation. And the new building helped propel the design of the new converged journalism curriculum.
- The School successfully places a premium on the kind of digital media education, experimentation and innovation that is critical to the ever-changing media markets in the digital era.
- A dynamic, passionate and dedicated new Director who has the confidence of faculty, students, industry leaders and University administrators alike has helped infuse new energy into the School and drive its digital design.
- The School continues to smartly take advantage of its Los Angeles location in ways both strategic and tactical, tapping into the city's news, media and entertainment industries with partnerships, guest lecturers, programs, advisers, internships, career placement, adjunct professors and more.
- Diversity is a cornerstone of the School, with impressive results on all fronts – student, faculty curriculum and research. The School was recognized for its efforts with the 2012 AEJMC Equity and Diversity Award and the 2011 AEJMC Lionel C. Barrow Jr. Award for Distinguished Achievement in Diversity Research.
- Service to the professions continues to be a strength through ongoing programs such as the Knight Digital Media Center, the Center for Health Journalism and the Center for Public Relations.
- A large faculty with an enviable 16-1 student-to-faculty ratio, diversity (nearly 30 percent faculty of color), deep professional experiences and a genuine dedication to teaching is a significant strength.
- Resources from both the University and an endowment that is unparalleled in journalism education allows for continued growth and innovation.

Weaknesses:

- The system of assessing learning outcomes, which the last site team found to be in a nascent stage six years ago, has improved, with substantive indirect measures. Assessment, however, during the past accreditation cycle still lacked appropriate direct measures that were deployed on a regular basis, collected, analyzed and used for curricular development.
- The self-study noted that additional full-time public relations faculty is a high-priority need, especially as the undergraduate PR population increased from just more than one-third six years ago to nearly half today.

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).

- Direct measures need to be implemented on a regular basis, collected, analyzed and looped back into curriculum-making decisions.

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

- N/A

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that 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 assessment standard was out of compliance six years ago and is out of compliance again during this review. The site team believes this is largely a consequence of three directors serving during the six-year period – one who was wrapping up her tenure, followed by an interim, followed by a new Director who served in only the final two years of the review period. The School's plans to add an external review to its capstone class – and to regularly implement, collect, analyze and utilize the information mapped to ACEJMC values and competencies – should quickly address the deficiency.

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

- The self-study was well organized, clearly written and easy to read and use. It can serve as a model for other programs. The turnout for undergraduate meetings (10 students total in two meetings) was poor and impeded the site team from receiving broader student input.

**PART III: Summary by site visit team
(Professional master's program)**

1) Summarize the strengths and weaknesses of the unit.

The strengths of the master's program are similar to the undergraduate strengths: The stunning and technologically sophisticated new Wallis Annenberg Hall, a high-energy new Director, capitalizing on the LA location, impressive professional connectivity and outstanding resources from the University and endowment.

Assessing learning outcomes was a glaring weakness on the graduate level. The building blocks for a strong assessment program were only adopted in 2015 and have just started to get underway.

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).

Direct measures need to be implemented on a regular basis, collected, analyzed and looped back into curriculum-making decisions.

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

N/A

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

N/A

6) If the unit's professional master's program was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the master's program 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 assessment standard was out of compliance six years ago and is out of compliance again during this review. The site team believes this is largely a consequence of three directors serving during the six-year period – one who was wrapping up her tenure, followed by an interim, followed by a new Director who served in only the final two years of the review period. The 2015 plan, fully implemented and looped back into the curriculum, will address the deficiency.

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

The self-study was well organized, clearly written and easy to read and use. It can serve as a model for other programs.