

## Report of On-Site Evaluation

ACEJMC

Graduate/Undergraduate programs

2015- 2016

Name of Institution: University of South Florida (USF) St. Petersburg  
Name and Title of Chief Executive Officer: Sophia Wisniewska, Chancellor  
Name of Unit: Department of Journalism and Media Studies  
Name and Title of Administrator: Deni Elliott, Chair  
Date of 2015 - 2016 Accrediting Visit: Jan. 31 – Feb. 3, 2016

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

Date of the previous accrediting visit: Jan. 24-27, 2010

Recommendation of the previous site visit team:

Graduate program: Reaccreditation

Undergraduate program: Reaccreditation

Previous decision of the Accrediting Council:

Graduate program: Reaccreditation

Undergraduate program: Reaccreditation

Undergraduate program recommendation by 2015 - 2016 Visiting Team: Reaccreditation

Graduate program recommendation by 2015-2016 Visiting Team:

JMS: Reaccreditation

DJ&D: Accreditation

*Prepared and submitted by:*

### Team Chair

Name and Title: Joel Kaplan, Associate Dean for Professional Graduate Studies

Organization/School: S.I. Newhouse School of Public Communications at Syracuse University

Signature \_\_\_\_\_

### Team Members

Name and Title: Marianne Barrett, Senior Associate Dean

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

Signature \_\_\_\_\_

Name and Title: Michael Fancher, retired editor

Organization/School: Seattle Times

Signature \_\_\_\_\_

## PART I: General information

**Name of Institution:** University of South Florida (USF) St. Petersburg

**Name of Unit:** Department of Journalism and Media Studies

**Year of Visit:** 2016

**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.**

The institution was formally established as a regional campus of the University of South Florida (USF) in 1968; USF St. Petersburg became a separately accredited campus of USF effective July 1, 2001, through the Florida Education Governance Reorganization Implementation Act. As a result, USF St. Petersburg received authority to operate as a "separate organizational and budget entity of the University of South Florida."

Effective July 1, 2001, the government entity that authorizes which degrees can be awarded is the Florida Board of Education (F.S. 240.2011).

**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 24-27, 2010

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

Spring of 2004

**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.**

The Department of Journalism and Media Studies, a "Program of Distinction" at USF St. Petersburg, strives for teaching excellence, supports faculty and student research and community and professional service, and promotes multicultural understanding. We work untiringly to graduate accomplished students who can make valuable contributions to and understand the workings of their chosen fields and to be excellent and active

citizens. Our overall values reflect those of the university in that we endeavor to provide our students with an education rich in practical experience and theory; collaborate with each other and the campus community; promote respect for others and their views; develop desire and ability for innovative and creative expression and unfettered pursuit of truth; nurture deliberative dialogue and shared governance; promote ethical behavior imbued with honesty, integrity, and openness; and to encourage civic awareness and service.

Our Specific Mission is to:

- Educate journalists who can report, edit, present and interpret the news with skill, responsibility and social consciousness in an evolving media world
- Engage in research, service, creative endeavors and professional activities that contribute to the academy, the community and the profession
- Detect and explore emerging issues in journalism, mass media and society
- Question journalism's traditional methods and values and test alternatives
- Promote cultural understanding and broaden perspectives
- Develop abilities and expand imaginations of students and faculty
- Affirm the belief that journalism, at its best, encourages and protects the democratic process

Our Additional Mission for M.A. students is to:

- Prepare them for leadership in their professional or academic callings
- Help them explore and demonstrate understanding of historical, theoretical, legal, ethical and professional context for journalism and other media work

Our mission statement was penned at the formation of our department in 1991. It is reviewed regularly.

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

Semesters of   15   weeks

Quarters of        weeks

Summer sessions of   6 and 10   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 ACEJMC.**

**\*Indicate online degrees.**

Journalism and Media Studies B.A.

Journalism and Media Studies M.A.

Digital Journalism and Design M.A.\*

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

Journalism and Media Studies B.A.      124 semester hours

#### **Credits hours required for a professional master's degree:**

Journalism and Media Studies M.A.      36 semester hours

Digital Journalism and Design M.A.      30 semester hours

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

The limit on internship or practicum credit is six credit hours total. At the undergraduate level, the internship course is a variable credit (1-3 credit hours) offering. As it is now, graduate students can take a three-credit-hour Professional Practicum. Internships (undergraduate or graduate) may either be paid or gratis.

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

Beginning in fall 2008, all majors were considered to be in the Journalism and Media Studies sequence. Students may craft their own specializations from a menu of courses, but these are not formal specializations, and are done through consultation with faculty member-advisors.

The department operates as a single unit with a graduate coordinator for the JMS and DJD graduate programs and an undergraduate coordinator for the JMS B.A. program.

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Journalism and Media Studies (undergraduate)	Dr. Monica Ancu
Journalism and Media Studies (graduate)	Dr. Mark Walters
Digital Journalism and Design (graduate)	Dr. Mark Walters

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

In fall 2014-2015, the university enrolled 4370 students.

**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):**

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>
Journalism and Media Studies (undergraduate)	72
Pre-majors	71
Total	143

**15. Number of graduate students enrolled onsite: 13 online: 33**

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

**Spring 2016**

<u>Skills Course</u>	<u>Number of Students</u>
JOU 2100 Beginning Reporting	11
JOU 4181 Public Affairs Reporting	15
JOU 4201 News Editing 1	20
MMC 2100 Writing for the Mass Media	20
JOU 4188 Neighborhood News Bureau	15

MMC 6936 Neighborhood News Bureau	03 (Grad Section)
MMC 4936 Video Storytelling	11
MMC 6936 Video Storytelling	02 (Grad Section)

<u>Online Skills Course</u>	<u>Number of Students</u>
JOU 6114 Multimedia Reporting	15 (Grad Section)
JOU 6360 Digital Media Technology	17 (Grad Section)
MMC 6936 Digital Production	13 (Grad Section)
VIC 6007 Visual Communication Theory and Design	13 (Grad Section)

## Fall 2015

<u>Skills Course</u>	<u>Number of Students</u>
JOU 4188 Neighborhood News Bureau	10
MMC 6936 Neighborhood News Bureau	04 (Grad Section)
JOU 2100 Beginning Reporting	20
JOU 4201 News Editing I	08
MMC 2100 Writing for the Mass Media	19
MMC 2100 Writing for the Mass Media	17
MMC 4131 Video Storytelling	15
MMC 6936 Video Storytelling 1	05 (Grad Section)
PGY 3610C Photojournalism 1	15
MMC 6936 Photojournalism 1	05 (Grad Section)
MMC 4936 Food Writing	17
MMC 6936 Food Writing	02 (Grad Section)
<u>Online Skills Course</u>	<u>Number of Students</u>
JOU 6114 Multimedia Reporting	15 (Grad Section)
JOU 6708 Digital Ethics and Law	13 (Grad Section)
MMC 6936 DJD Social Media	16 (Grad Section)
MMC 6936 DJD Web Publishing	20 (Grad Section)

### 17. Total expenditures from all sources planned by the unit for the 2015 – 2016 academic year:

\$868,293

#### Percentage increase or decrease in three years:

.95% decrease in the three years 2013-14 to 2015-16.

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

\$657,431

**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.**

Name	Rank
Monica Ancu, Ph.D.	Associate Professor
Deni Elliott, Ed.D. (Research Leave Fall 2015)	Full Professor
Casey Frechette, Ph.D.	Assistant Professor
Janet Keeler, M.A.	Visiting Assistant Professor
Bernardo Motta, Ph.D.	Assistant Professor
Tony Silvia, Ph.D.	Full Professor
David Snyder, J.D.	Visiting Assistant Professor
Mark Walters, D.V.M.	Full Professor

**19. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)**

Spring 2015

Amy Cox  
 Rob Hooker  
 Donovan Myrie  
 Vidisha Priyanka  
 Mary Shedden  
 Elliott Wiser

Fall 2015

Chris Campbell  
 Amy Cox  
 Rob Hooker  
 Julie Patel  
 Deb Wolfe

Spring 2016

F. Foster Barnes  
 Amy Cox  
 Rob Hooker  
 Donovan Myrie  
 Vidisha Priyanka

**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
2014-2015 academic year	<u>13</u>	<u>13</u>	<u>100</u>
2013-2014 academic year	<u>12</u>	<u>12</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 engages in strategic or long-range planning 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 South Florida St. Petersburg is part of the University of South Florida system and was established in 1968. It became separately accredited in 2001. Journalism was taught at USF beginning in 1988 but most students completed their degrees at the South Florida Tampa campus. The St. Petersburg campus founded a journalism master's program in 1991, followed two years later by an undergraduate program.

The Department of Journalism and Media Studies was the first department in the College of Arts and Sciences and was considered a "program of distinction" at the university. (The university no longer has programs of distinction).

In 2012, the department created an online master's program in Digital Journalism and Design.

USFSP has a strategic plan called Vision 20/20 Strategic Plan (2014-19). The JMS department chair was a primary editor of the plan. University policy requires departments to connect their strategic plans to the university's. JMS adopted its most recent strategic plan in February 2015.

"The program is in great shape," said the interim regional vice-chancellor. "We have been able to give them a fair amount of support."

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

The Department meets monthly and has nine standing committees. Ad hoc committees are often created for specific tasks. All departmental decisions are made at faculty meetings. Faculty governance is inclusive and collegial.

**(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.**

JMS has been marked by steady and effective leadership. The first chair (at the time called director) served for 13 years until 2004. The current chair took over in 2012, took a research leave in the fall of 2015 and has returned for another three-year term through 2018. A succession plan also is in place.

Faculty, students, alumni, university leaders and other department chairs universally praise the leadership of the department.

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

When the university began a formalized chair structure in 2009, the JMS chair began being evaluated annually by the departmental evaluation committee and by the College of Arts & Sciences dean. The selection process for a new chair is based on a recommendation by the faculty and approval of the dean.

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

The unit has never had a faculty grievance. Student complaints are handled by the chair. The university does have policies for formal avenues of complaints, but to date no student, faculty member or staff member has taken a complaint outside the department.

**Overall evaluation (undergraduate program): COMPLIANCE**

**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 Strategic Plan for the JMS master's programs was written in 1991 and modified in 2015.

**(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.**

The department has a graduate program coordinator who reports to the chair. The coordinator is responsible for recruitment, admission and oversight of the programs. Beyond departmental oversight, the master's programs also fall under the USFSP Graduate Studies Office. The coordinator served as interim chair in fall 2015.

**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) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.**

The Journalism and Media Studies Department at the University of South Florida St. Petersburg offers a single undergraduate degree, the Bachelor of Arts in Mass Communications. It also offers an undergraduate minor, also in Mass Communications.

To be eligible for the major, prospective students must successfully complete a three-course, nine-credit pre-core, have satisfied their general education requirements or taken 45 credit hours of courses with at least a 2.75 GPA.

Students in the 124-credit-hour degree program are required to complete between 44 and 52 hours in journalism and mass communications and 72-80 credit hours outside the department. Of the hours taken outside the department, 65 must be in liberal arts. Additional degree requirements include ANT 2410 Introduction to Cultural Anthropology and at least two courses from a list that includes Micro Economics, Environmental Politics and Policy and Survey of the Criminal Justice System.

Review of a sample of transcripts indicated that at least 95 percent of the graduating class in the two years preceding the site visit met those requirements.

**(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)**

The unit's single undergraduate degree program has a clear focus that balances conceptual and skills courses beginning with the nine-credit hour pre-core that students take before declaring the journalism and mass communications major.

Pre-core classes are:

MMC 2100 Writing for Mass Media

MMC 3602 Mass Communication and Society

VIC 3001 Introduction to Visual Communication

Once they have completed the pre-core and have declared the major, students concurrently take the nine-credit hour foundation core:

MMC 4200 Mass Communication Law

MMC 4203 Ethics

MMC 4420 Research Methods

and the 11-credit hour professional core:

JOU 2100 Beginning Reporting

JOU 4200 News Editing

JOU 4188 Neighborhood News Bureau

JOU 4938 Senior Seminar

Fifteen credit hours of electives that include courses like JOU 4206 News Editing and Design, MMC 4106 Science Writing, MMC 3141 Web Publishing, PGY 3610 Photojournalism I, PGY 3620 Photojournalism II and MMC 4936 Entrepreneurial Blogging round out the curriculum.

Students interested in broadcast, public relations or advertising can take courses at the University of South Florida's Tampa campus and use those courses as electives.

**(c) Instruction, whether onsite 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. (If the unit has more than one sequence, address the quality of instruction by sequence.)**

The University of South Florida St. Petersburg's Journalism and Media Studies Department offers a mix of onsite, online and hybrid classes and teaches diversity, technology, writing and visual literacy across its curriculum. The department began incorporating digital media in its offerings in 2008 and currently offers approximately 18 courses over two years, all of which have digital components and about half focus on digital technology and multimedia production.

Students report being challenged in classes and commented on how timely and relevant the program is. They underscored the program's emphasis on writing and storytelling across platforms and appreciate the way it teaches them to apply the traditional journalism values of objectivity, balance and accuracy to online and digital media.

**(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 courses are exempt from the 20-1 ratio.)**

As reported by the department and supported by a review of course offerings, student-faculty ratios in skills classes are 20-1 or less, with similar ratios in all of the department's in-person classes.

In our conversations with them, students repeatedly told us how accessible and involved the faculty are. Comments such as “everyone cares about whether we succeed” were common. Students also frequently mentioned faculty members by name and said interactions with them “changes the way you think.”

**(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. Schools 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).**

Although it doesn't require students to complete an internship it encourages students to do so and has a structured and well-designed internship program. A designated faculty member coordinates the internships, develops new opportunities, holds monthly face-to-face seminars for interns and provides feedback to the students' online weekly updates.

At the end of the internship students submit summaries of their experiences and site supervisors evaluate the individual student's performance. All internships are three credits, students may complete up to two for credit, are required to spend at least 120 hours at the internship over the course of the semester to earn three credits and are graded pass/fail.

Of the 43 students who earned their Journalism and Mass Communications degrees in spring, summer or fall 2015, 16 or about 40 percent completed an internship. One recent alumnus reported having difficulty securing an internship while another reported hers led to full-time employment. The department is aware of the need to secure more internship opportunities for students and is working to do so.

**Overall evaluation (undergraduate program): COMPLIANCE**

**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 Department of Journalism and Media Studies at the University of South Florida St. Petersburg offers the 36-credit hour Master of Arts in Journalism and Media Studies (JMS MA) and the fully online 30-credit hour Master of Arts in Digital Journalism and Design (DJD MA).

The department is seeking re-accreditation for its JMS MA and initial accreditation for the DJD.

The JMS MA, which launched in 1991 was the first degree offered by the department. Students in the program take three core classes:

MMC 6206 Mass Communications Ethics

MMC 6400 Mass Communication Theory

MMC 6612 Seminar: Law & Mass Media

Students also take an additional nine to 12 credit hours of course work in the Journalism and Media Studies department, three or six of which are an applied project or thesis and 18 to 24 credits of electives that can be taken in Journalism and Media Studies or outside the department.

A review of a sample of the courses taken by recent JMS MA graduates revealed classes that focused on skills and those that integrated theory with skills comprised at least 50 percent of the students' course work.

The DJD program is highly structured with a limited number of electives. Five of the 10 courses required for the degree are skills-based and include the following:

JOU 6114 Multimedia Reporting

JOU 6360 Digital Media Technology

MMC 6936 Viscomm Design & Theory

The remaining five courses include conceptual classes such as JOU 6006 Digital Media and Democracy, MMC 6936 Digital Ethics and Law and an applied project.

**(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 in the Journalism and Media Studies MA program enroll in designated graduate sections of the core courses, most of which are taught as seminars rather than as lectures. Graduate students also are required to analyze more complex cases in the media law class, for example, and regularly engage in informed dialogue and debate.

Additionally, graduate students are allowed to take for academic credit selected Poynter Institute seminars.

The department's skills classes are open to undergraduate and graduate students with grading criteria for graduate students more stringent than that for undergraduates.

As noted above, the fully-online MA in Digital Journalism and Design is highly structured with all classes required for the degree offered at the 600-level.

**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 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 department's current written diversity and inclusion policy and plan was adopted in February 2015 and is due to be updated by full-faculty review in February 2016. It includes the department's definition of diversity and identifies "groups that have experienced de facto or de jure discrimination or lack representation in the mass media presentation."

The diversity statement is included in the faculty, graduate student and undergraduate student handbooks.

The plan identifies goals and action steps for:

- Faculty and staff diversity;
- Student demographic diversity;
- Curricular diversity;
- Atmosphere of inclusion inside and outside the classroom;
- Diversity as a competency (individual and global diversity)

While the plan could be improved with more specific targets and timelines, the department's record of achievement in diversity and inclusion is undeniable. The mix of faculty and students, the curriculum and the atmosphere all are noteworthy in terms of diversity and inclusiveness.

**(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of 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.**

Beginning in fall 2015, all syllabi include links to the department's diversity policy. An emphasis on diversity and inclusiveness extends throughout the undergraduate and graduate curricula. The department's curricular instruction efforts include assignments, instructional materials, and discussions of issues from diverse cultures.

Noteworthy among the department's activities to embrace diversity in its teaching is the creation of the Neighborhood News Bureau (NNB), which connects students and faculty to St. Petersburg's African-American community. Through assignments in all professional classes, NNB has focused on stories about the people, history, and experiences of Midtown residents and others serving the community. Students learn to develop, report, write, and, in many cases, publish Midtown's stories. The NNB website includes news, special projects, a community events calendar and a Midtown K-12 news section

that brings students and faculty together with school children in the community.

The department recently hired a tenure track faculty member whose primary task is to run NNB and expand the curriculum to deepen the perspective and broaden the diversity-reporting skills of the students who pass through it. The position description for the recent hire said, “The ideal candidate will have demonstrated expertise in reporting the stories of underserved populations and bringing those stories to the attention of the broader community through online publications and other initiatives.”

All of the visiting committee’s meetings with students and faculty groups reflected the program’s diversity and its inclusive atmosphere. Many students and faculty spoke about a sense of caring and belonging in the department.

The department keeps an extensive record of diversity components that are included in the curriculum. It also documents visiting professionals and other guest speakers, field trips and other activities that reflect its commitment to diversity and inclusiveness. The department is fortunate to have access to the Poynter Institute and its people who are nationally regarded experts on diversity. Several Poynter faculty have been hired as consultants to the department.

The department is one of nine institutions in the U.S. chosen for the U.S. State Department’s Edward R. Murrow Program for Journalists. The program brings in journalists from all over the world to visit the U.S. The department has hosted four Murrow programs that bring journalists from English-speaking African countries to campus. Students are actively involved with the Murrow Program both in and outside of the classroom.

The department created a study abroad program in food and travel writing that takes students to France and Germany, introducing students to rich food cultures and diverse perspectives they would not easily acquire in America.

**(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.**

The department’s commitment to faculty diversity is illustrated in the composition of its full- and part-time faculty, which more than reflects the racial diversity of its geographic service area. The 2014-2015 full-time faculty of eight includes two non-white individuals and three females. Since then, one minority male left and one minority male was hired. The 2014-2015 part-time/adjunct faculty of eight includes two non-white individuals and four females.

Since the prior accreditation visit, the department has incorporated more diversity in terms of ethnicity and gender in both its full-time and part-time faculty. Compared to the department’s makeup in 2008-2009, 2014-15 full- and part-time faculty saw two additional white women, one Asian woman, one African-American man, and one Latino man on the department’s faculty.

Despite its small size, the department has international faculty members and students, which fosters an open environment where students are exposed to diverse cultures, different views, and varying perspectives. The department had a faculty member from China, one from Romania and a newly hired assistant professor originally from Brazil. Both graduate programs have students from countries including Canada, China, Japan, Ethiopia, Russia and the Dominican Republic.

**(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 department's student population is racially more diverse than its geographic service area as a whole. Since the most recent accrediting visit, the department growth in undergraduate diversity has mirrored and, in some cases, surpassed the degree of progress made at the university level, with particular growth in Hispanic/Latino and African- American student populations.

**(e) The unit has a climate that is free of harassment and 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.**

By all accounts, the department maintains a climate that meets the highest standards – not just free of harassment and discrimination, but genuinely valuing diversity and inclusion. Many faculty and staff say this commitment starts at the top, with a department chair who is legally blind, uses a guide dog and is a champion for diversity and inclusion. Students said faculty and staff reinforce this commitment in their demeanor, teaching and work performance.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Overall evaluation (professional master's program): COMPLIANCE**

**Table 7. Faculty Populations, Full-time and Part-time**

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

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

**Academic year: 2014 – 2015 Full-time faculty**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American				
White	3	18.75%	3	18.75%
American Indian/Alaskan native				
Asian			1	6.25%
Hispanic/Latino (any race)			1	6.25%
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

**Academic year: 2014 – 2015 Part-time/adjunct faculty**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African American			1	6.25%
White	3	18.75%	3	18.75%
American Indian/Alaskan native				
Asian	1	6.25%		
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				



## **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.**

Decisions for hiring full-time faculty members are determined by the faculty based upon need, the strategic plan and vacated positions. Once that is determined, the chair makes a request of the dean, who must approve as must the vice chancellor, the university's chief financial officer and the chancellor.

Once all those approvals are granted, the chair appoints a five-member search committee composed of three JMS faculty members, a graduate student and an outside member who can either be a professional or a faculty member from outside the unit. The search follows the university's human resources processes and a final field of two to four candidates is brought to campus. Both the search committee and the chair can make recommendations to the dean.

Part-time faculty are selected more informally based on the needs of the department. The College of Arts and Sciences posts requests for adjunct positions and the department can be a part of that request.

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

The department has eight full-time faculty members. Six of them are either tenured or on tenure-track. They include four Ph.Ds., an interdisciplinary Ed.D. and a doctor of veterinary medicine. There also are two visiting professors, one with a J.D. and the other with a masters in journalism.

The full time teaching load is five courses per academic year. Faculty can receive stipends and/or course reductions for administrative responsibilities. The teaching load for visiting professors is four courses per semester, though that too can be reduced for departmental service.

During the self-study year, full-time faculty taught 75 percent of the courses in the undergraduate program; 100 percent of the courses in the JMS master's program and 67 percent in the online DJD program.

Tenure and tenure-track faculty also are expected to perform service and conduct substantial research. In addition to scholarly research, creative activity can count for both service and research.

**(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.**

While most of the full-time faculty have terminal degrees, they also have substantial professional experience including extensive work in newspapers, magazines, broadcast and book writing. The department chair has been described as a “world class ethicist.” The faculty keeps current by authoring textbooks, trade books, and writing for both scholarly and popular publications.

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

Each semester students evaluate courses and teachers using a course evaluation system that has been purchased by USF. That system provides a quantitative assessment that is shared with faculty and compared to other raw scores of the department and college.

In addition, the department’s evaluation committee evaluates all full-time faculty. Those faculty also are evaluated by the department chair. The evaluations are then sent to the dean and the regional vice chancellor for academic affairs.

The areas of evaluation include teaching, research, scholarship and creative activity, academic advising and student mentoring, service and administration.

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

Faculty across campus and the dean of Arts and Sciences laud the JMS faculty. The A&S dean said the department is “perhaps the strongest we have on campus” and added that the department’s faculty is “near the top because of their entrepreneurial spirit.”

**Overall evaluation (undergraduate program): COMPLIANCE**

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

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

All full-time faculty also are members of the graduate faculty. To be on the graduate faculty one must have a terminal degree or a master’s degree and substantial professional experience. If a faculty member who does not meet these criteria teaches a cross-listed course with graduate students, then the department chair becomes the instructor of record.

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

Graduate faculty have taught the majority of the professional master's courses over the past three years.

**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.**

“Establishing an original, coherent and meaningful program of research or creative activity. . .through which the faculty member is expected to make continuing contributions throughout his or her career” is required of all full-time tenure-track faculty. Non-tenure-track full-time faculty members are expected to engage in professional activity and community engagement.

Faculty members’ activities in these areas are part of the annual review process and are used to determine salary adjustments and merit awards.

The department’s senior faculty members actively mentor those on the tenure track, junior faculty receive reduced course loads to pursue their research and a junior faculty member who played a lead role in coordinating departmental assessment will receive a one-semester release from teaching to pursue his research.

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

The university’s guidelines for hiring, promotion and tenure clearly specify its expectations for research, creative and/or professional activity. The guidelines are reinforced by the college and the unit, and the criteria are included in the department’s faculty handbook, which is updated annually.

During the review period all of the department’s faculty members who sought promotion and/or tenure were successful.

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

Both the university’s guidelines for promotion, tenure and merit recognition and those of the department acknowledge that faculty engage in a variety of activities and state “original, creative works may be considered an equivalent to academic research and scholarship.”

The department’s mission statement also recognizes the value that comes from having its faculty members engage in the practice of journalism as well as conducting more traditional academic research.

**(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.**

All of the unit's faculty members have active programs of research, creative and/or professional activity, regularly present their work at journalism, mass communication and other conferences and publish books, journal articles and pieces in trade publications.

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

Meetings with the university's senior leadership underscored the institution's support of intellectual and creative activity that is wide ranging.

Three of the department's faculty members were mentioned by name and one was lauded for being entrepreneurial. One university administrator said "the quality of their scholarship sets them apart."

As a result of retirements, the unexpected death of a senior faculty member and the resignation of a recently tenured associate professor, the scholarly and creative output of the department is down slightly from the previous site visit. The department has been able to replace those faculty members with new assistant professors all of whom have active programs of research.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Overall evaluation (professional master's program): COMPLIANCE**

SCHOLARSHIP, RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITIES	TOTAL FROM UNIT	FULL PROFESSORS (3)	ASSOCIATE PROFESSORS (3)	ASSISTANT PROFESSORS (1)	OTHER FACULTY* (4)	TOTALS
AWARDS AND HONORS	22	3	2	0	17	22
GRANTS RECEIVED INTERNAL	5	3	2	0	0	5
GRANTS RECEIVED EXTERNAL	3	1	1	0	1	3
SCHOLARLY BOOKS, SOLE OR CO-AUTHORED	5	5	0	0	0	5
TEXTBOOKS, SOLE OR CO-AUTHORED	0	0	0	0	0	0
BOOKS EDITED	1	1	0	0	0	1
BOOK CHAPTERS	17	11	5	1	0	17
MONOGRAPHS	0	0	0	0	0	0
ARTICLES IN REFEREED JOURNALS	5	1	3	1	0	5
REFEREED CONFERENCE PAPERS	10	0	6	2	2	10
INVITED ACADEMIC PAPERS	0	0	0	0	0	0
ENCYCLOPEDIA ENTRIES	3	3	0	0	0	3
BOOK REVIEWS	0	0	0	0	0	0
ARTICLES IN NON-REFEREED PUBLICATIONS	7	6	0	0	1	7
JURIED CREATIVE WORKS	0	0	0	0	0	0
NON-JURIED CREATIVE WORKS	1	0	0	0	1	1
OTHER (SPECIFIED)	0	0	0	0	0	0

\* "Other Faculty" include three visiting assistant professors and one instructor who served the department during the review period.

## PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

The department has substantially improved its student advising in recent years. Three layers of advising are available to students:

- The USFSP Office of Academic Advising has assigned an adviser to serve the JMS program and majors.
- Starting in fall 2012, the department created the position of undergraduate coordinator to serve as an adviser to all undergraduate students in the department. The coordinator organizes regular advising sessions with all the undergraduate students in the department at least once a semester and works with individual students to resolve problems. The coordinator works with the rest of the faculty to inform and educate them on existing and changing undergraduate rules, policies, requirements, etc., and develops forms, guides and other materials required to advise students, faculty and other interested parties at the college and university level.
- Each student is assigned an individual faculty adviser. Faculty members use an advising form to help plan, track and document student progress. At the end of each advising session, either collective or individual, the student signs an advising form. Every semester, the undergraduate adviser checks student files to determine whether all students received advising during that semester, and reaches out to students who didn't.

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

Faculty availability seems to be a hallmark of the department. Students say faculty members are available, responsive to their needs and take a personal interest in them. Students say faculty members have office hours and are often available throughout the day and into the evening. As one student said, "Everyone cares about whether we succeed or not." Another said, "The professors are always available, always there."

Faculty members' e-mail addresses and phone numbers are included on syllabi, along with office hours. Students and faculty communicate through email and Canvas, which is used by faculty members to post and receive assignments as well as to evaluate them, return them, and engage in conversations in and outside of class.

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

Students are kept informed through a website that is frequently updated and an undergraduate handbook updated annually. Faculty and staff are available for online and face-to-face meetings.

**(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.**

Students write, shoot and edit *The Crow's Nest*, USFSP's weekly student newspaper funded by student government. Students enrolled in MMC 4203 Media Ethics have the opportunity to argue controversial cases at the Southeast Regional Ethics Bowl as an extension of the class. All graduating seniors are required to present their portfolios to faculty and guests at the conclusion of Senior Seminar. The required Neighborhood News Bureau class puts students out on the streets of St. Petersburg's traditionally most ignored neighborhoods.

The department created a student chapter of the Online News Association, and the department is a member of the local Tampa Bay chapter of ONA. The Robert Dardenne chapter of Kappa Tau Alpha accepts outstanding undergraduates into the national honor society annually. *Her Campus* is a global online community of women with branches on 250 campuses, including USFSP.

Students are encouraged to spend a semester in an internship. Some work at newspapers and other traditional media, while others work in multimedia, social media, marketing, public relations, and media law. The department works to make sure curricular changes are matched by particular internship opportunities, especially when it comes to the digital frontier of journalism. Current and recent internships include the *Tampa Bay Times*, *Tampa Tribune*, *Sarasota Herald-Tribune*, *Citrus County Chronicle*, all three broadcast television affiliates in Tampa Bay, the area's 24 hour Cable News outlet (Bay News 9), NPR, the Dali Museum, the Tampa Bay Lightning and Tampa Bay Rays, *Creative Loafing* magazine, several social media companies, and corporate and institutional public relations firms such as AARP, as well as graphic design companies.

**(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit's website.**

USFSP's Office of Institutional Research (IR) tracks enrollment data, graduation and retention rates, and diversity information for undergraduate and graduate students throughout the university. The department has three cohorts: (1) an undergraduate major in mass communication with a concentration in journalism and media studies; (2) a Master of Arts Degree program in Journalism and Media Studies; (3) an online Master of Arts in Digital Journalism and Design.

The undergraduate cohort (newly declared majors) was 10 in 2010-11, 25 in 2011-12, 16 in 2012-13, 21 in 2013-14 and 19 in 2014-15. Information related to enrollment, first year retention, and graduation rates is updated on the department's website in August of each year. A master accounting of these statistics for the 2010-11 cohort through the 2014-15 cohorts is available on the department's website.

**Overall evaluation (undergraduate program): COMPLIANCE**



**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 enrollment, retention and graduation data are published on the unit's Website.**

USFSP's Office of Institutional Research (IR) tracks enrollment data, graduation and retention rates, and diversity information for undergraduate and graduate students throughout the university. The Journalism and Media Studies M.A. cohort was 16 in 2010-11, 12 in 2011-12, 11 in 2012-13, 3 in 2013-14 and 4 in 2014-15. The Digital Journalism and Design M.A. cohort was 28 in its first year 2012-13, 21 in 2013-14 and 20 in 2014-15.

Information related to enrollment, first year retention, and graduation rates is updated on the department's website in August of each year.

**Overall evaluation (professional master's program): COMPLIANCE**

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

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

Unit performance with regard to indicators:

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

Since the 2008-09 economic crisis, the college went to a centralized budgeting model where the college funds the needs of all the departments. The department prepares an annual budget after consulting faculty members on their needs. Funding for those needs has remained relatively stable. While the unit has discretionary control over only a small part of the budget it says that the college continues to provide it with necessary levels of support.

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

The majority of funding for the unit comes from the state and student tuition. For many years the department received extra funding as a result of being designated a “program of distinction.” With the university ending that designation and the expectation that any new initiatives be self-funded, the department must become more entrepreneurial, which it has.

Despite the reduction in enrollment, the department has maintained its level of resources and continues to be supported by the college.

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

The Department of Journalism and Media Studies shares the second floor of the Peter Rudy Wallace Florida Center for Teachers with the Florida Humanities Council. The faculty offices are together on its half of the floor, which encourages collegiality and cooperation. A 20-computer Mac lab, exclusively controlled by the department, is on the building's first floor, along with other classrooms. The layout and facilities, which includes an atrium and courtyard, are inviting and promote a family atmosphere between the students and faculty.

**(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.**

JMS faculty members like to say they have the best facilities and most up-to-date equipment of any department on campus. In 2013 the department also was able to convince Tampa Bay's public radio station, WUSF, to open a bureau in its building. The WUSF studio allows faculty and students to work with the station's professional staff.

In addition, the department has established VideoWorks, a digital production initiative that has helped in establishing the online DJD program. One benefit of VideoWorks is that it also is being used by other

units on campus, which helps boost departmental revenue. One concern of the department is that the funding for VideoWorks is unstable, which could impact the plans to expand into areas of student production.

Students say they have plenty of access to the equipment necessary for their multi-media classes. Even local online students say they have been able to borrow equipment.

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

The University of South Florida St. Petersburg Poynter Library has a designated fund for purchase of JMS materials.

The department also has access to the Poynter Institute's library.

**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 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 its alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.**

The University of South Florida St. Petersburg's Department of Journalism and Media Studies keeps in contact with its alumni in a variety of ways including social media platforms, emails and informal communication between faculty members and individual alumni.

The department recently launched a Digifolio.me website as a way to keep in touch with alumni and as a way for alumni to keep the department apprised of their activities.

Although it doesn't take as much advantage as it might of its proximity to the Poynter Institute, the department as part of its efforts to expand its digital media offerings hired a Poynter staff member initially as a visiting assistant professor. The person is now on tenure track.

Each semester the department hires a number of working journalists as part-time instructors who often participate in faculty meetings and contribute to discussions about curriculum.

Individual faculty members also frequently invite industry professionals to their classes as guest speakers which provide different perspectives on a number of topics.

During the review period department faculty members served on a number of professional association boards and as reviewers or judges for academic and professional awards.

**(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 department's chair is a nationally and internationally recognized professional ethics scholar and expert. Other members of the department's faculty frequently lecture on current journalism issues. One of its visiting professors is a member of the Florida First Amendment Foundation and often provides pro bono legal counsel. Another partnered with local companies to run the Florida Food Conference and recently launched a speaker series that has drawn members of the community to campus.

**(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.**

Each full-time faculty member receives from the department \$750 in travel funds that enables them to present their work at academic and professional conferences. When necessary the department chair supplements those funds. One faculty member reported she never had a request for support turned down.

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

The University of South Florida St. Petersburg's Department of Journalism and Media Studies contributes to its communities through a number of initiatives and programs, the most significant of which is its Neighborhood News Bureau. Based in St. Petersburg's Midtown section, the bureau partners with local media and community groups to report on the city's underserved populations.

Undergraduate students are now required to spend at least a semester working in the bureau and Journalism and Media Studies master's students are strongly encouraged to do so.

In fall 2015 the department hired a full-time assistant professor who became the bureau's first permanent director and created an advisory board to expand its community connections.

The department has two additional advisory boards, Culinary Communication and Community Journalism, both of which have representation from alumni, local professionals and community members.

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

The department supports scholastic journalism in a number of ways. It teaches skills-based classes at magnet elementary, middle and high schools in St. Petersburg, offers enrichment programs at community centers and has had an almost 20-year relationship with scholastic journalism boards.

During the review period, JMS students volunteered at an area elementary school and the department partnered with the Tampa Bay Times to provide journalism training for students at John Hopkins Middle School. The resulting publication, the JHop Times, has been recognized with a number of Pacemaker Awards from the National Scholastic Press Association.

**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.**

The department’s assessment plan was originally conceived in 2002. Revisions were made in 2006, 2008, 2009, 2012 and 2015. In 2010 the department was found to be out of compliance. Since then the department has developed a set of tools and processes to measure student learning and incorporate assessment results into curriculum planning. New approaches have enabled aligning state-mandated learning outcomes with ACEJMC “Professional Values and Competencies,” or, as the dean said, “We’re jumping through the hoops together.”

The current plan defines goals for learning students must achieve, including the ACEJMC competencies. In 2012, the department adopted two additional competencies -- business and entrepreneurship and visual literacy. The 14 competencies were subsequently assigned to five categories to mesh with state-mandated Academic Learning Compacts. Also beginning in spring 2012, the department began formally mapping competencies to courses in its undergraduate program.

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

Across its program, the department has identified a critical assessment that measures learning for every competency assigned to each course. These assessments form the basis of its data collection efforts. (See item (c) below.) The department monitors student performance on key direct and indirect measures of learning.

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

In 2009, the department designed a web-based survey to track assessment results on a course-by-course basis. This tool is used to collect data on student performance and faculty observations about assignments and courses. The department also created annual academic learning compact reports based on data collected.

In spring 2012, a new faculty member whose background includes adult learning and instructional technology, led efforts to refine and expand the assessment system to provide better tracking, easier analysis, and closer integration with university-wide assessment practices. The new system launched in fall of that year.

At the end of each semester, faculty submit raw scores for each critical assessment in their courses. Faculty also reflect on what the results say about student learning and report on what course changes might make sense given the results. This information is entered and stored in an online departmental database. All faculty, including adjuncts, participate in this process. Individual entries are compiled into Academic Learning Compacts (ALCs). These state-mandated annual reports summarize student learning in five critical areas. The department brought the ACEJMC competencies in alignment with ALCs by

assigning each of the competencies to an ALC category.

The department adopted an 80 percent standard for mastery. If a student achieves a score of at least 80 percent on a critical assessment, he or she is assumed to have achieved mastery on the related competency. As part of the data collection process, faculty record student performance on critical assignments and reflect on their courses and interpret student performance on critical assignments. The faculty list observations for changes in teaching and curriculum. The department has identified an area for improvement – to find ways to separately track what faculty members plan to do, what they have done and the results.

In spring 2015, faculty began holding an end-of-semester meeting to discuss assessment results across their program and learn from one another. Minutes of the spring 2015 faculty meeting documented this discussion. Examples of how this informs the assessment process include:

- identifying the need for changes in testing student writing proficiency, which led to changes in the design of two courses;
- recognizing and responding to problems of plagiarism in several courses, which resulted in changes to syllabi and instructional materials;
- beginning to develop a syllabus creation system that will ensure greater consistency across syllabi.

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

Alumni are involved in the assessment process primarily through periodic surveys that focus on programmatic issues. The most recent survey provided insights from 100 alumni who were asked to rate how their coursework developed skills and knowledge in areas derived from the professional competencies. This feedback informs the assessment process.

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

All adjuncts who are professionals are involved in course design and curricula development. Internship supervisors evaluate students' work and relay this feedback to the internship coordinator who, in turn, factors it into an overall assessment of student performance. Community advisory boards made up of communication professionals, educators and civic leaders provide guidance that informs the assessment process, which leads to changes such as a new partnership with K-12 schools and the Neighborhood News Bureau.

**Overall evaluation (undergraduate program): COMPLIANCE**

**Professional master's program / 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.**

The department's assessment plan was originally conceived in 2002. Revisions were made in 2006, 2008, 2009, 2012 and 2015. In 2010 the department was found to be out of compliance. Since then the

department has developed a set of tools and processes to measure student learning and incorporate assessment results into our curriculum planning. New approaches have enabled aligning state-mandated learning outcomes with ACEJMC “Professional Values and Competencies,” or, as the dean said, “We’re jumping through the hoops together.”

The current plan defines goals for learning students must achieve, including the ACEJMC competencies. In 2012, the department adopted two additional competencies of business and entrepreneurship and visual literacy. The 14 competencies were subsequently assigned to five categories to mesh with state-mandated Academic Learning Compacts. Also beginning in spring 2012, the department began formally mapping competencies to courses in each of its graduate programs.

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

Across its programs, the department has identified a critical assessment that measures learning for every competency assigned to each course. These assessments form the basis of its data collection efforts. (See item (c) below.) The department monitors student performance on key direct and indirect measures of learning.

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

In spring 2012, a new faculty member whose background includes adult learning and instructional technology led efforts to refine and expand the assessment system to provide better tracking, easier analysis, and closer integration with university-wide assessment practices. The new system launched in fall of that year.

At the end of each semester, faculty submit raw scores for each critical assessment in their courses. Faculty also reflect on what the results say about student learning and report on what course changes might make sense given the results. This information is entered and stored in an online departmental database. All faculty, including adjuncts, participate in this process. Individual entries are compiled into Academic Learning Compacts (ALCs). These state-mandated annual reports summarize student learning in five critical areas. The department brought the ACEJMC competencies in alignment with ALCs by assigning each of the competencies to an ALC category.

The department adopted an 80 percent standard for mastery. If a student achieves a score of at least 80 percent on a critical assessment, he or she is assumed to have achieved mastery on the related competency. As part of the data collection process, faculty record student performance on critical assignments and reflect on their courses and interpret student performance on critical assignments. The faculty list observations for changes in teaching and curriculum. The department has identified an area for improvement – to find ways to separately track what faculty members plan to do, what they have done and the results.

In spring 2015, faculty began holding an end-of-semester meeting to discuss assessment results across their programs and learn from one another. Minutes of the spring 2015 faculty meeting documented this discussion. The merger of three one-credit classes, digital audio production, digital video production and photojournalism into a single three-credit course, multi-media production, is an example of how the process informs curricular changes.



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

All adjuncts who are professionals are involved in course design and curricula development. Internship supervisors evaluate students' work and relay this feedback to the internship supervisor who, in turn, factors it into an overall assessment of student performance. Community advisory boards made up of communication professionals, educators and civic leaders provide guidance that informs the assessment process, which leads to changes such as a new partnership with K-12 schools and the Neighborhood News Bureau.

**Overall evaluation (professional master's program): COMPLIANCE**

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

(A separate summary is required of the professional master's program)

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

Strengths:

Strong departmental leadership that encourages a collegial and collaborative culture

A smart focus on journalistic and digital skills

A commitment to diversity that runs through faculty, students and instruction

Respect across campus and in the community

Weaknesses:

Falling enrollment, which could jeopardize future college resources including departmental lines

Despite a culture of diversity, the lack of a rigorous diversity plan

Failing to take full advantage of professionals, including the nearby Poynter Institute, in assessment and other activities

**(2) List the standards with which the unit is not in compliance. None**

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

N/A

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

N/A

**(5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to 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 unit was previously out of compliance on assessment because the assessment plan failed to clearly describe multiple direct and indirect measures and the unit was inconsistent in collecting and reporting results. Learning assessments and improvements were also not conducted systematically.

Since the last visit, the unit began formally mapping competencies to each of its undergraduate courses, refining and expanding the assessment procedure to include direct and indirect measures and collected and reported results to the faculty.

**(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 written, succinct and easy to follow. Given that the self-study was put together by the entire faculty, the department should be applauded for such a consistent and smooth read.

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

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

Strengths:

Strong and innovative leadership over the two graduate programs

An entrepreneurial spirit among the faculty that informed the creation of the new online program

Availability and accessibility to grad students seeking help

Weaknesses:

Some DJD students would like more flexibility in designing a program with more advanced skills

Better documentation that the unit has been able to close the loop on graduate program assessment

**(2) List the standards with which the unit is not in compliance. None**

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

N/A

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

N/A

**(5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to 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 unit was previously out of compliance on assessment because the assessment plan failed to clearly describe multiple direct and indirect measures and the unit was inconsistent in collecting and reporting results. Learning assessments and improvements were also not conducted systematically.

Since the last visit, the unit began formally mapping competencies to each of its graduate courses, refining and expanding the assessment procedure to include direct and indirect measures and collected and reported results to the faculty.

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