

Program Planning Committee Report to the Provost

School of Journalism and Mass Communication

2006-2007 Cycle

December 10, 2010

The Program Planning Committee recognizes the circumstances and challenges facing the School of Journalism and Mass Communication (JMC) in the writing of their Program Plan. Of particular note is the extensive requirements made by the Accrediting Council on Education in Journalism and Communication (ACEJMC) to document progress and achievement in meeting nine accreditation standards. The 192 page self-study, organized around these nine standards, was submitted in 2006 as a Program Plan. Individual descriptions of each program were also submitted although the format used differed from program to program.

The quality of the self-study was criticized by the ACEJMC reviewers as needing more analysis. We agree that additional analysis was needed along with greater attention to University Program Planning guidelines and requirements. In particular, the self-study and individual program descriptions did not focus on planning for the future which is an important aspect of the Program Plan used by this University. In addition, the Program Plan was submitted two years after its preparation and did not include all of the required data elements prepared by the Office of Institutional Research. In the future, Program Plans that do not follow University guidelines for accredited programs will be returned for editing. With the recent appointment of a new interim director, Robert Rucker, the opportunity for program re-analysis and direction are possible.

The School of JMC offers B.S. degrees in Journalism, Advertising, and Public Relations, and a M.S. in Mass Communication. (The M.S. in Mass Communication is currently suspended). The Journalism degree program includes four sequences: broadcast news, magazine, photojournalism, and reporting-editing. The School requires a 240-hour internship which was recognized by the external reviewers and alumni as especially valuable and good. A large percentage of employers who offer internships are alumni, and the School is very active in bringing alumni back to campus.

Since the last program review, JMC moved from a 124-unit program to a 120 unit program. Students are no longer required to have a formal minor in another school or department. Instead, students are required to have a 12-unit “academic focus” in a particular area. Graduate students must complete 30 units, nine of which can be taken in upper-level undergraduate courses without additional work assignments. The external reviewers viewed this negatively and suggested that additional work assignments should be required for graduate students.

The previous ACEJMC report was complimentary about JMC with only one standard in “non-compliance” (Diversity and Inclusiveness). The School responded with increased attention to diversity issues in classes and the hiring of two additional full time female faculty members and three new faculty members of color. (Among part-time adjuncts, one third are women and three are people of color). Although the current ACEJMC reviewers found the School “in compliance” on this standard, and praised the number of student-led projects that addressed diversity issues, members of the College of Applied Sciences and Arts (CASA) Curriculum Committee recommended that at least one required graduate course focus on diversity issues.

The current ACEJMC report found the School of JMC was in “non compliance” with standard 5: Scholarship, Research, Creative and Professional Activity. This applied to both the undergraduate and graduate programs. Considerable recognition was given to faculty involvement in professional activities and their heavy teaching load; nonetheless, scholarship and research, even within this context, was considered “low”. Similar concerns were expressed by the CASA Dean who recommended that the JMC graduate program “remain suspended to new admissions until there is clear direction for the program and sufficient faculty to supervise culminating graduate experiences”, and the CASA Curriculum Committee who encouraged that the School “intensify its efforts to promote an academic environment that emphasizes engagement in research and scholarship among its faculty”. Graduate admissions were suspended in spring 2010 for fall 2010.

The Program Planning Committee has some concerns about program assessment of student learning, as did ACEJMC. Please be aware that WASC requires direct assessment of student learning, though ACEJMC may not. The School adopted the ACEJMC’s eleven Values and Competencies as the School’s Student Learning Outcomes. The department has been working on learning outcome #11: “Students should be able to apply tools and technologies appropriate for the communications professions in which they work” since around 2006 and has implemented a new course to help students learn new technology. The faculty is applauded for developing a rubric for assessing technology use in the course in which it is taught and we look forward to seeing results using the rubric. The program assessment report explains the motivation for implementing the new required courses, though student achievement was not clearly benchmarked. Data for the other ten student learning objectives are reported as having been collected but the data itself is not reported (for reports available to the committee see <http://www.sjsu.edu/ugs/assessment/programs/casa/journalism>). No other changes to curriculum or pedagogy are reported. If additional information is available please send it to the CASA assessment facilitator, Kathy Sucher, for posting to the Website.

The final step in the program planning process is a meeting with Provost Selter (or his designee), AVP of Undergraduate Studies, Dennis Jaehne, AVP of Graduate Studies and Research, Pamela Stacks, Dean of CASA, Charles Bullock, and the Director or Acting Director of the School of JMC, Barbara Conry. The director of JMC should contact the Office of Undergraduate Studies to schedule a final meeting. The following topics for discussion are summarized from the reports:

- Changes in the leadership and direction of JMC
- Use of assessment data to inform discussions about curricular/pedagogical changes, and the development of a new schedule and plan for assessing ALL learning objectives based on the results of data collected
- Curricular requirements and future direction of graduate program (e.g., graduate enrollments for fall 2011)
- Enhancing faculty participation in research and scholarship

If the School would like to propose other issues for the meeting, please discuss the appropriateness of the topics with your Dean.

After much discussion, the Program Planning Committee recommends conditional acceptance of the Program Plan. The condition requires JMC to submit the following documents to UGS one

week prior to the meeting with the Provost: Required Data Elements (RDE), Student Learning Objectives (SLO), course map, and assessment plan. Please come prepared to discuss these updated documents with the Provost and others.

The next Program Plan for all programs in the School of JMC is due to Dean Bullock fall 2014, assuming the next accreditation site visit is spring 2014.

Spring 2011 Program Planning Committee Members:

Debra Caires, Chair	Tina Peterson	Sutee Sujitparapitaya
Stephen Chen	Annabel Prins	Shailaja Venkatsubramanyan
Elaine Collins	Alaka Rao	Ashwini Wagle
Bob Cooper	Jinny Rhee	Chunlei Wang
Dennis Jaehne	Jacqueline Snell	Wenbin Wei
Susan McNiesh	Pam Stacks	Charles Whitcomb
Lisa Oliver	Gary Stebbins	Yasue Kodama Yanai

CC: Robert Rucker, Interim Director, School of Journalism and Mass Communications
Barbara Conry, Associate Dean, College of Applied Sciences and Arts
Charles Bullock, Dean, College of Applied Sciences and Arts
Lynda Heiden, Chair, Curriculum and Research
Dennis Jaehne, AVP Undergraduate Studies
Pam Stacks, AVP Graduate Studies and Research
Charles Whitcomb, Vice Provost for Academic Administration & Personnel

Appendix: Summary of Program Planning Report for the School of Journalism and Mass Communication

Self-Study: AY 2006-2007 (Submitted March 31, 2010)

Overview

The School of Journalism and Mass Communication (JMC) offers a B.S. in Advertising, Journalism, and Public Relations, and a M.S. in Mass Communication (currently on hold). There were 719 undergraduate majors (276 in Advertising, 287 in Journalism, and 156 in Public Relations) and 71 graduate students in Fall 2006. JMC awarded 167 B.S degrees and 23 graduate degrees in 2006-2007.

Of the 12 full-time, tenure track faculty, four are full professors, five are associate professors and three are assistant professors. Another four professors are on the University's Faculty Early Retirement Program (FERP). Approximately 38% of teaching duties are carried out by part-time faculty. The School successfully recruited faculty for the Advertising and Photojournalism sequence and for Public Relations, but continue to look for a faculty member in broadcast news as well as journalism/new media.

Curriculum

- JMC offers a 120-unit undergraduate major leading to a BS degree, and a 30-unit master's program leading to an MS degree (currently on hold). The PPC was informed that the masters program is being suspended and that new students will not be accepted in the masters program.
- Undergraduate majors in the JMC programs must complete six core Mass Communication courses. A formal minor in another school or department is no longer required. Instead, all majors are required to have a 12-unit "academic focus" in a particular area. National accreditation standards require that 80 units be taken outside the major, 65 of which must be in liberal arts and science courses.
- Current graduate students are required to take a common substantive/conceptual core of three courses. Nine units (30%) of the program consist of electives that may be taken inside or outside the School at either the upper division or graduate levels. Graduate students can choose whether to do a thesis, project or comprehensive paper. Graduate students can also elect to obtain a MS in Mass Communication with a Communications Management emphasis by taking 12 units of MBA courses which are substituted as electives in the regular MS Program.
- The School offers one core general education course, MCom 72, "Mass Communication and Society. The School's faculty also developed and taught five different freshman seminars as part of the Metropolitan University's Scholar's Program (MUSE).
- The content of courses has changed to reflect new media technologies. For example, Journalisms 61A/B/C, "Beginning News Writing", became News Writing for Online and

Print Media”, and Advertising 123, “Radio-Television Advertising”, is now “Radio-Television, Digital, Interactive and Direct Advertising.”

Assessment

- The School adopted ACEJMC’s eleven values and competencies as Student Learning Outcomes (SLO) for both the graduate and undergraduate programs.
- Assessment of student learning included direct assessment of performance through tests and class assignments (e.g., MC101 test on First Amendment for SLO#1) and indirect assessment through a survey of internship supervisors (e.g., MCOM 111).
- Assessment resulted in action (e.g., changes to assignments, topic areas covered, creation of new course) to better address 5 out of the 11 SLOs.
- A new required course was introduced to help students learn new technology. The new course appears to be a lower division course, which may raise the question of whether a similar course is required of transfer students and whether community colleges are aware of the requirement.
- Faculty members include SLO’s in their course syllabi.

Students

- Females make up about 70% of the unit enrollment and have since 2003. Whites are about 1/3 of the unit enrollment followed by Asians (1/4), Hispanics (17%) and Blacks (10%). Most students are from Santa Clara County, although international students make up about 30% of the graduate program.
- From 2002 until 2006 the number of applications to the School has increased (with the exception of applications from foreign students which have remained about the same). Asians and Whites are admitted at about the same rate and a smaller percentage of Hispanics and Blacks are admitted. The enrollment rate is about the same for all groups (about 20%).

Faculty

- In spring 2007, the School of JMC had 12 full-time tenure track professors: Four full professor, five associate professors, and three assistant professors. Another four are in FERP
- In spring 2007, the School of JMC had 13 part-time faculty. All of the part-time faculty had over 15 years of full-time professional experience.

Resources

- The School of JMC reports that, “While any unit could want/use more funding, the JMC allocations seems reasonable and allows successful pursuit of our educational mission....At present JMC is being funded fairly relative to other units in CASA and better than other units in the university.”

- Fund-raising, both through class/lab competitions, and through association with the University's fund raising efforts, has been quite successful. The School has been able to upgrade equipment and provides roughly 60+ scholarships throughout the degree programs.
- Adequate classroom and lab space is available in the building (Dwight Bentel Hall) for all the courses offered by the school's faculty.
- A student lounge was carved out of an unused space so that students can congregate for meetings.

Summary of External Reviewer's Report (Visit: February 3-6, 2008)

- The external review was conducted by a team chaired by Gerald Baldasty from the Department of Communications, University of Washington. The other members included Pamela Creedon from the School of Journalism and Mass Communication at the University of Iowa, Patty Reksten from the Oregonian, Linda Shipley from the College of Journalism and Mass Communication at the University of Nebraska-Lincoln, and Mark Trahan from the Seattle Post-Intelligencer.
- The submitted report was a "draft" without signatures. The nine ACEJMC standards were evaluated. All but one standard (Scholarship) were evaluated as being "in compliance."
- The team summarized that "The self-study was not well synthesized; there was a great deal of data but some of them appeared without analysis. Some sections were incomplete, typos were fairly common. The self-study really undersold the program; it failed to capture the school's many strengths."
- **Standard 1: Mission, Governance, and Administration.** Reported that faculty and the dean of CASA appreciated the job being done by the director of JMC at that time.
- **Standard 2: Curriculum and Instruction.** Praised the 240-hour internship. Recommended that SJSU catalog be more explicit about identifying appropriate courses for meeting the ACEJMC requirement of 80 semester hours outside the major and 65 or semester hours in liberal arts. Expressed concern that JMC skills courses may become overcrowded if budget cuts occur. Expressed "serious" concerns that graduate students can take undergraduate classes without completing additional assignments.
- **Standard 3: Diversity and Inclusiveness.** Praised the number of student-led projects that address diversity issues and the number of students who are Chips Quinn Scholars. Recognized that the School of JMC does not have its own written diversity plan. Questioned if diversity issues are truly incorporated into courses "when some key courses, ranging from reporting and editing to information gathering, do not mention diversity as a class competency." Expressed concern about student retention.
- **Standard 4: Full and Part-time faculty.** Appreciated attention given to evaluation of faculty performance through SOTEs, peer evaluations, and faculty activity reports. Recognize the credentials of the full-time faculty as strong both academically and

professionally. Expressed sentiment that faculty are well respected by other representatives from different units. Wondered about additional collaborations with RTP.

- **Standard 5: Scholarship.** Recognized how heavy teaching load can impact scholarly production. Expressed concern that “half, at most, of the full-time faculty appear to be involved actively in research, creative or professional activity.... Even within the context of the university’s great emphasis on teaching, the school has a low profile in this area.”
- **Standard 6: Student Services.** Praised for centralized advising system which the undergraduate students like and appears to “work well”. Recommended more formal advising for graduate students when they begin the program. Praised for faculty involvement with students. Praised for the numerous extra-curricular activities and opportunities for students. Concerned that graduate students who work are unable to take upper level undergraduate classes which are typically held during the day.
- **Standard 7: Resources, Facilities, and Equipment.** Praised facilities (e.g., “smart rooms”, student lounge). Concerned that year-by-year funding makes it difficult to engage in long-range strategic planning. Recommended updates in software in broadcast sequence, along with upgrades to high-definition digital.
- **Standard 8: Professional and Public Service.** Praised for alumni involvement with school as guest lecturers and as internship supervisors.
- **Standard 9: Assessment and Learning Objectives.** Recommended development of an overall written assessment plan along with assessment of each of the 11 professional values and competencies.

Summary of College Committee Report dated June 15, 2010

- The committee identified several strengths in the School of JMC: governance, curriculum, inclusive learning environment, and relationships with wider community.
- The committee made the following recommendations: intensify faculty efforts in research and scholarship and offer a required graduate course that addresses diversity issues.

Summary of Dean’s recommendations dated August 10, 2010

- Continue to refine vision and mission to respond to changing world of journalism and mass communication.
- Continue suspension of new admissions to graduate program until there is clear direction for the program and sufficient faculty to supervise culminating experiences.
- When graduate program resumes, students should be involved in research that is supervised and monitored for quality control.
- JMC faculty should continue to be productive in scholarly activities (e.g., grant writing, publications in peer-reviewed journals, scholarly book publications).

- JMC faculty should continue to contribute to ongoing, evidence-based and evolving pedagogical strategies, theories and research that optimizes and informs their teaching and curriculum, as well as enhances student learning outcomes for their diverse population.