**Accreditation in Journalism
and Mass Communications**

Revisit Report

Department of Journalism
(Name of accredited program)

Central Michigan University
(Name of institution)

Sean Baker, Department of Journalism Chair (former)
(Name of administrator)

January 16-17, 2024
(Revisit date)

November 28-December 1, 2021
(Date of original site visit)

Preface

In 2022-23 the College of Arts and Media instituted some restructuring. A major component was the Department of Journalism was merged with the Department of Communication and the School of Broadcasting and Cinema Arts. In the new structure there are 4 areas: Journalism, Strategic Communication, Media Arts, and Communication. Journalism and Photojournalism majors are part of the Journalism area. The Public Relations Concentration and Advertising majors are part of the Strategic Communication area. Areas in the new school have an area coordinator whose main duties are to serve as the administrative leader for the unit. Under the new structure, the accredited areas are empowered, act with autonomy, and have support from the school's director and dean.

Since the current revisit is based on the organizational structure prior to the new school, this report is written based on the structure during the original visit. At that time, the unit was the Department of Journalism and all majors (Advertising, Journalism, Photojournalism, and Public Relations Concentration) within the department were accredited. For the remainder of the report, "unit" refers to the former Department of Journalism.

Dean Campbell appointed Dr. Sean Baker (Chair, Department of Journalism 2022-23), as ACEJMC Accreditation Coordinator for 2023-23. Dr. Baker will serve as the unit head for the purposes of this report.

INSTRUCTIONS: Add additional pages as necessary to this report. Send an electronic copy of the report in word document format to the ACEJMC office and to the revisit team no later than six weeks before the visit.

1. List each standard in noncompliance and the reasons as cited in the original team report.

Standard 1: Mission, Governance and Administration
Reasons cited:

> The climate within the unit is one of trauma, victimization and deep distrust of upper administration. Although the interim chair, brought in from outside the unit, has done an admirable job of calming troubled waters, the unit needs and deserves stable leadership with expertise in and connection with the discipline.

> The strategic plan is outdated and has been largely ignored for nearly a decade.

Standard 2: Curriculum and Instruction
Reasons cited:

> Students, alumni and employers reinforced the site team's own assessment that the unit's curriculum is outdated, particularly as it pertains to the use of modern delivery platforms for media.

> Curriculum and instruction is far too siloed, both within the majors of the unit itself and particularly in the stark separation that exists between the Department of Journalism and the School of Broadcast and Cinematic Arts. This deprives students of opportunities for learning many of the skills they are seeking in video, audio and emerging technologies.

> The curriculum shows little if any evidence that it is tied to assessment of student outcomes.

Standard 9: Assessment of Learning Outcomes
Reasons cited:

> The unit has an assessment plan that was once promising but has neither been updated nor executed for many years.

> Data has been gathered on a basis enough to comply with university requirements but has not been effectively utilized to inform curricular changes.

> Some direct measures, such as the exit exam, have not been implemented consistently. Others, such as professional evaluations of the capstone classes, have not used the feedback to make substantive and effective curricular changes.

> There is a need for a new champion who understands assessment and can work with faculty to close the loop between assessment findings and curricular improvement.

2. For each standard in noncompliance, describe actions taken by the unit to correct the problem. (Present a separate narrative response for each of the standards in noncompliance. Add additional pages as necessary.) Attach supporting documents.

Standard 1: Mission, Governance and Administration
Reasons cited:

> *The climate within the unit is one of trauma, victimization and deep distrust of upper administration. Although the interim chair, brought in from outside the unit, has done an admirable job of calming troubled waters, the unit needs and deserves stable leadership with expertise in and connection with the discipline.*

> *The strategic plan is outdated and has been largely ignored for nearly a decade.*

> *The norms of shared governance have been largely lost and must be restored.*

The unit agrees that a climate of deep distrust has been forced upon them by the previous dean. An interim dean and chair were appointed from Fall 2020 to Spring 2022. Since then, the climate within the unit has been first-rate with a peaceful relationship with the interim dean. Dr. Sean Baker, Professor in the Department of Journalism, has served as chair from Summer 2022 – Fall 2023. In Fall 2023, Dr. Baker was appointed ACEJMC Accreditation coordinator by Dean Campbell. Dr. Baker has been a faculty member in the Department for 12 years and is an expert in mass communication. Fall 2020, the dean and provost were replaced. Since then, the relationship with administration has been even better. Interim Dean Kirby was transparent and allowed the unit to govern themselves. A permeant dean, Dr. Jefferson Campbell, was hired and started in Fall 2022. Dean Campbell's commitment to shared governance is excellent. The relationship between the unit and the dean is the best it has been in years. Please see Dean Campbell's letter in Appendix B.

The current climate is one of enthusiasm, positivity, and forward-thinking as the units welcomed a new dean in 2022. While some trepidation about reorganization exists, most faculty are committed to make improvements and are actively engaged in new opportunities, within the new school.

The strategic plan was revised and ratified on 2.11.22 (see Appendix A). The plan was discussed at several faculty meetings in 2022-2023. A committee revised the plan, indicated what goals were achieved, crafted new goals and objectives, and retooled the activities. In Spring of 2023, the strategic plan was discussed at a faculty meeting. The until is a scheduled to discuss the strategic plan each semester to evaluate and revise as necessary. In June 2023, the strategic plan was revised again, based on accomplishments since February 2022. Please see appendix A for current strategic plans.

In 2023-2024, the new dean and newly formed School of Communication, Journalism and Media will perform a substantial revision to the college and school plans, based on the newly adopted university strategic plan. The units will incorporate salient parts of the current strategic plan into the new plan for the new school and college strategic plan.

The College of Arts and Media is currently rewriting its strategic plan. The unit is involved in that process and will modify the strategic plan to be aligned with the College.

Standard 2: Curriculum and Instruction
Reasons cited:

> **Curriculum and instruction is far too siloed, both within the majors of the unit itself and particularly in the stark separation that exists between the Department of Journalism and the School of Broadcast and Cinematic Arts. This deprives students of opportunities for learning many of the skills they are seeking in video, audio and emerging technologies.**

The unit is removing silos. In Spring 2022, the unit met bi-weekly with Broadcasting and Cinematic Arts, Communication and Integrated Public Relations units to reimagine curriculum and to foster inter-disciplinary programs. This was connected to the Dean's directive about restructuring of the department. The current new school structure allows for communication between the units. Collaborative programs are currently being discussed. Cross listing courses is planned. The new school has different units similar to previous departments. Now faculty from the unit sit on meetings with the Broadcasting and Cinematic Arts (currently, "Media Arts") and Communication. Opportunities for collaboration between the former departments are vast and structural barriers have been removed. Also, there is a conscious effort to reduce silos between faculty and majors in the units.

In 2022-23 the unit chair met with the Broadcasting and Cinematic Arts director to discuss collaborations between the units. Adding Broadcasting and Cinematic Arts courses to the major and the Social Media Certificate was studied. Cross listing 3 courses as both JRN and BCA and changing prerequisites to make it easier for students to take courses in the other unit (e.g. a JRN course could satisfy a prerequisite for a BCA course, and vice versa) was investigated. These and other collaborative opportunities are currently being discussed within the new school.

Additionally, a new major, Broadcast/Multimedia Journalism that includes courses from Journalism and Broadcasting and Cinematic Arts is currently being discussed. The courses are planned, degree is mapped, but there are several committees that must approve the addition of the new major. And CMU requires a market analysis for all new majors, and that is currently being discussed.

> **Students, alumni and employers reinforced the site team's own assessment that the unit's curriculum is outdated, particularly as it pertains to the use of modern delivery platforms for media.**

Several activities were completed to address this issue. The unit first collected data on best practices for curriculum. Student advisory groups were formed, and meetings were held with the chair. Faculty investigated current "best practices" and met to discuss curriculum. Alumni boards were created/revived, and several meetings were held, and the boards often discussed necessary skills for students. Alumni boards agreed to proposed curricular changes. Professionals were interviewed. Programs at comparable universities were examined. Many meetings were held to discuss curricular changes. Majors were updated and individual courses were enhanced. Curricular changes specific to standards and assessment are describe in the next section. Also, improvements that speak to modern content delivery are discussed below and in the next section that ties assessment to curriculum.

Major curricular changes include:

- The restarting of the Social Media Certificate
- Advertising Major was changed to include social media courses
  - *Digital and Social Media Analytics* (required)
  - *Social Media and Society* (elective)
  - *Social Media: Managing the Message* (elective)
  - *Social Media: Reputation, Image and Interaction* (elective)
- Journalism Major was changed to require multimedia courses
  - *Multimedia Reporting Capstone* (required)
  - a mid-level multimedia course, *Online Visual Storytelling* (required)
- The Public Relations Concentrations was changed to include social media courses
  - *Digital and Social Media Analytics* (required)
  - *Social Media: Reputation, Image and Interaction* (required)
- Photojournalism Major added another writing course, *Reporting*.
- 2 new photojournalism courses were developed
  - *Sports Photography*
  - *Visuals for Advertising, Marketing and Communication* – this was created for the Advertising major and Public Relations Concentration

Improvements to the Advertising Major:
- As social media is a key platform for comprehensive online advertising, it is essential that students prepare themselves to have social media advertising skills and knowledge. Advertising professors decided to add three social media courses to the advertising curriculum as required and elective courses in Fall 2022. The updated advertising curriculum was reviewed by advertising professionals, including members of our advertising alumni board. They stated that the update on advertising curriculum reflected current trends in the advertising industry and gives opportunities for students to learn about modern delivery platforms of advertising.
- JRN 250 Social Media: Managing the Message
- JRN 339 Social Media: Reputation, Image, and Interaction
- JRN 375 Digital and Social media Analytics
- The updated advertising curriculum will be in effect from Fall 2023.
- Professor Jeff Sauger has prepared a new course, *Visuals for Advertising, Marketing and Communication*, which is designed to teach photography, video, and audio skills and knowledge for advertising and marketing. The focus of the course is to prepare students to be a "one-person production crew", which means a person can translate client's needs into photo, audio, and video products for use on client websites, social media, and any other online advertising. This course will help students develop advertising production skills and knowledge and enhance their ability to use various media.
- In various advertising courses, for example, JRN 360 *Advertising Principles*, JRN 361 *Writing for Advertising,* JRN 365 *Advertising Media,* JRN 465 *Advertising Copy and Design,* and JRN 466 *Advertising Campaign*, advertising professors have taught digital, social, and mobile media as separate topics. Students learn about new media common in today's advertising industry, how to develop advertising on new media, and create advertising campaigns on new media. In addition, new technologies (e.g., AI and voice assistant) have been frequently addressed in advertising courses and students have discussed how they might be used in various advertising opportunities. Please see the examples of course material updated below.

- Incorporated a media planning simulation in JRN 365 *Advertising Media*:
    - We added a simulation in which students take on a "media planning" role for an imaginary client making bags, briefcases and luggage. In it, they are required to use data to select a target audience, develop a persona, and make intelligent media decisions based on that target. They choose from various traditional and digital media and must allot budget amounts to each. They are "scored" at each round and must figure out "what happened" and make changes to improve performance in later rounds. Along the way they are interrupted to help an associate make similar decisions for a different product and audience. This simulation adds greatly not only to students' ability to use social media for commercial purposes, but in analyzing critical data to make those efforts successful.
- Used online advertising certificates as course assignments.
- In JRN 365 *Advertising Media*, Google analytics for beginner certificate was given as an assignment to provide more opportunity for students to learn about how consumer data will be collected, used, and analyzed to implement online advertising. Added more course materials about new media
- In JRN 365 Advertising Media and JRN 360 *Advertising Principles*, SEO (Search engine optimization), programmatic advertising, location-based advertising with mobile device, new technologies (Augmented reality, Virtual reality, and Voice assistant) in social and mobile media have been incorporated as course materials.
- More in-class activities and assignments about digital and social media were given.
    - In JRN 361 class, students created materials for a "real world" client - the Humane Society of Midland County. Two different assignments produced work for that client to review and critique. One assignment was a social media campaign for the entity. The second assignment exposed students to content creation, asking them to create and plan content for either a blog on the client website, or a quarterly electronic newsletter. Earlier sections of this class (since the last visit) have done similar social media campaigns for local bookstore Sleeping Dog Books.
    - In JRN 365, Wendy's social media campaign was reviewed as a case and students came up with new ideas about how other new types of social media platforms (e.g., TikTok, Snapchat, and Be real) would be used for their upcoming social media campaign.
    - In the more advanced JRN 465, students came up with concepts for a social media campaign for another "real world" client - Perani's Hockey World. A content creation assignment also followed this one, and the client was very pleased with both.
- For the Advertising capstone class - JRN 466 - students work with clients that depend heavily upon digital and social media. In Fall 2022, students worked with Green Tree co-op (a co-operatively owned grocery store in Mt. Pleasant, MI). In Spring 2023, students worked with Kitty Poo Club (a cat litter box subscription service ranked by Inc. magazine as one of the country's fastest-growing businesses). In both cases, students researched the market, analyzed the company's current digital marketing, and created new advertising campaigns (largely digital and social media) to "pitch" to the client.
- For JRN 360, students create social media (e.g., Instagram, Facebook, TikTok) ads. Students in this class extensively research their target audience and find the right platform. They work on creating the ad (headline, body copy, images, and the entire

design) or video with a team. They generate a budget table to place the ad on various platforms. They must also develop a return on investment (ROI) estimation as part of their assignment. Students learn about content marketing and influencer marketing. These skills meet the job market demand and prepare them for a better career. In addition, HubSpot certificates were given as assignments to students. Udemy, which is an online platform providing videos about various skills, knowledge, and tips in several industries, is used as course materials to provide opportunities for students to learn online and digital advertising.

Journalism Major improvements:
- Professor Jiafei Yin participated in a workshop in the summer of 2020 on data journalism where the latest data analysis skills in reporting, making use of Google sheets and Excel spreadsheet, were practiced. Yin brings what she's learned into her teaching of a journalism quantitative reasoning course. The workshop was organized by the IRE, Investigative Reporters and Editors, which provides advanced professional training to working journalists.
- For JRN 203, JRN 312, JRN 372, and JRN 430, correspondents from the *Time* magazine and reporter from the *Detroit Free Press* have been invited every semester to speak to students about their experiences, skills needed and challenges on the job, and the impact of new media technologies on the industry. WZZM (Grand Rapids) news director Brooks Blanton did something similar when he visited our department in Spring 2023 to recruit students and talked with them about working in a news department at a TV station. He emphasized the importance of using social media to break news and using new technologies, such as OTT (over the top) apps, to provide news content.
- Faculty member Steve Coon conducted in-depth interviews with 15 journalists and found that journalists today have much more autonomy due to the elimination of news editors and the copy desk in the newsrooms, resulting in increased need for peer-editing and generating story ideas by the reporters themselves. To train and increase the agency of our student journalists, students are often asked to generate and justify their own story ideas in our reporting courses and practice peer-editing in higher-level writing courses.
- Coon's study also showed the need for a strong understanding of objective journalism, journalism ethics, audience engagement in the age of social media in which reactions to media stories tend to be instantaneous. These happen to be the most frequent conversation topics when journalists visit our classes. Asked by a student about how to respond to negative, and sometimes vitriol, reader comments, one speaker said, "Kill them with kindness."
- Based on Coon's study, JRN 315, editing, was reconfigured to reflect that individual digital journalists are responsible for duties that previously fell to copy editors and other mid-level editors. Course instruction and course work was updated to reflect this finding. In addition, results revealed that individual journalists have more agency to effect change in policies, so weekly reading and class discussion on issues news organizations face with diversity, content decisions, and adjusting to the digital media landscape were added to the course.
- Journalism instructors plan to invite editors to campus to conduct workshops to gain a deeper understanding about how organizations are using audience data to shape gatekeeping decisions, social media posts, story posting times, headline writing and other audience engagement and content delivery decisions. Information gleaned from these discussions will be incorporated into several different courses.

- Internship coordinator Jim Wojcik reviewed comments from internship supervisors, one of which was that department's interns would benefit from more video production experience. JRN 340 already requires students to produce one news or feature video, and JRN 445 required students to use video in their individual enterprise stories. After hearing from the internship supervisors, Brost added two additional video assignments to the capstone course in Fall 2021.

Public Relations Concentration made several changes:
- The department PR faculty members met in April to examine the PR Concentration alums' survey responses and discussed the most wanted skills/practices in the field. Based on the survey feedback, the faculty proposed the curriculum revision by adding two social media courses (JRN 339 – Social Media: Reputation, Image and Interaction, and JRN 375 – Digital and Social Media Analytics) as required courses for the PR Concentration. The department approved the curriculum revision in late April 2022. The curriculum revision has gone through the college/university curriculum process and took effect in Fall 2023.
- Public Relations Concentration added the PESO model certification as a component in JRN 556 PR Seminar class in Fall 2022. In Spring 2022, two students completed the certification as an extra-class activity in JRN 551 Case Studies in PR and became student advisors in Fall 2022. Seventeen students completed the certification in Fall 2022 and twenty-five - in Spring 2023. https://franco.com/blog/franco-invests-in-the-future-of-integrated-communications/

Photojournalism experienced some unique events prior to the first visit.[1]

Here is a list of each class in the photojournalism major that introduces multimedia, teaches mostly multimedia or teaches multimedia exclusively:
- JRN 220 – Basic Media Photography - Introduces
- JRN 340 – Introduction to Digital Journalism – Introduces various multimedia reporting tools
- JRN 445 – Multimedia Reporting Capstone - Mostly (journalism capstone)
- JRN 423 – Online Video Storytelling - Exclusively (advanced video)
- JRN 521 – Seminar in News Photography – Mostly (photojournalism capstone)

Photojournalism professor Kent Miller is a certified licensed drone pilot. In the fall of 2018, he introduced drone photography and video in JRN 423. Each student learns the basics of drone operation and then practices flying a drone. Students who pass a written test and a drone flying test are then able to check out a drone from our equipment closet. They may then use a drone for their video and photo assignments for JRN 422, JRN 423 and JRN 521. Professor Kent Miller makes himself available to assist students during their first solo flight on location for class assignments.

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[1] Kent Miller is the only tenured/tenure track photojournalism faculty member in the unit. He was off on medical leave during the semester of the site visit and the semester after the site visit (Fall of 2021 and Spring of 2022). Health issues also made it difficult to contribute to the original report. He did not have an opportunity to meet with the site team. He and his colleagues have worked diligently to address the deficiencies discovered through assessment. Since writing this, Miller has retired and a search is underway for a new tenure track hire.

Instagram is an important social media platform for photojournalists. In JRN 521, students learn how to use Instagram to showcase their work. This class topic promotes the use of their profile, posting high quality storytelling images and video with consistent style, quality captioning, relevant hashtags, and analyzing Instagram insights. Students engage with professional photojournalists nationwide through Instagram.

Photojournalism students learn to create an online portfolio in JRN 320. The student portfolio is then updated in JRN 420, JRN 422, JRN 423 and JRN 521. They use the portfolio to get internships and jobs. Instruction focuses on teaching with Adobe Portfolio, but students are allowed to use the content management system of their choice.

Here are some examples of spring 2023 student portfolios:
- Nico Mendoza - https://www.nicoaurelio.com
- Nate Pappas - https://natepappas914.samexhibit.com/singles
- Aurora Abraham - https://abrah1ar.wixsite.com/mysite
- Rebecca Particka - http://rebeccaparticka.solofolio.net

An innovative assignment in JRN 521 is the Personal Vision Video Profile. Students gather their best photos and video. They show their work as they share their thoughts about their style and what photojournalism means to them.

In each of the required Photojournalism courses (JRN 220, JRN 320, JRN 420, JRN 422, 423 and 521) Faculty now discuss the advent of Artificial Intelligence in Adobe software such as Adobe Lightroom Classic, Adobe Photoshop and Adobe Premiere Pro. We have discussed the ethical and unethical use of AI in the gathering, editing and distribution of news photographs. We have taught students to use it according to the Journalism Code of Ethics. We have taught students to not use this technology to manipulate, alter or otherwise change the original photograph.

> ***The curriculum shows little if any evidence that it is tied to assessment of student outcomes.***

Many curricular changes were made or are nearly completed. Changes to curriculum that are tied to assessment are described below and in the previous section.

While revising assessment rubrics and during the data collection phase, the unit analyzed assessment data that had been collected. Data from 2013-2019 was combined and complied. Rankings of these results are listed in Appendix C. The unit addressed deficiencies found during assessment and remedies are describe below.

The Advertising curriculum group most recent meeting to revise courses, programs, degree maps, and other to address deficiencies Apr 28, 2023. Several solutions were discussed:
- Incorporate Google analytics, HubSpot and other certificates in digital and social media to course materials and actively use them to enhance students' knowledge and skills in digital and social media advertising
- Invite guest speakers from among advertising alumni who talk about recent advertising industry trends, their working experiences, and career development.

- Have real word clients for students' work in advertising design and copy, social media, and capstone courses to enhance their skills and knowledge to develop advertising campaigns with using various media.

Changes to the Advertising Major by the worst ranked standards from assessment:

Research competency
- According to the feedback from external reviewers, it was observed that although students conducted thorough research, they did not effectively apply the research findings to their strategies and executions. Faculty are now emphasizing the application of research to real work problems in several classes.

Quantitative competency
- Add more in-class activities and assignments about numerical analysis, for examples, GRPs (Gross rating points), GIs (Gross impression), reach and frequency in JRN 365 Advertising Media
- Emphasize numerical and statistical analysis, for examples, frequency, cross-tabulate analysis, mean, median, and range, in JRN 369 Advertising and PR research and give more chances for students to learn how to interpret numerical data and results
- Based on the external reviewers' comments on lack of students' ability to apply for measuring advertising effectiveness, introduce various measurement tools to evaluate advertising effectiveness, for examples, index number, KPIs, sales, consumer behaviors data, social media data, and teach how to use those measurement to evaluate advertising effectiveness. Then, optimize their advertising campaigns.

Tool competency
- Introduce and incorporate various certificates in digital and social media advertising as in-class activities and assignments.
- Added JRN 375 social media analytics to enhance students' vital skills in social media analysis and digital advertising
  Give more hands-on experiences with using various research tools and methods in advertising industries
- In JRN 302 students learn current Adobe design software. Changes to include more social and mobile media are implemented. Recent Photoshop AI techniques were added in Fall 2023.
- JRN 230, "Visuals for Advertising, Marketing, and Communication" was created. This class focuses visual communication production in Advertising, Marketing and Corporate Communications.

Historical Understanding
- Develop history of advertising as separate topics in JRN 360 Advertising Principles
- Give assignments about historically important advertising practitioners

Evaluative competency
- Give more opportunities to criticize classmates' work in advertising design and copy courses and a capstone course

- Incorporate a roll playing in-class activities to take one of roles in an advertising agency and give opportunities for students to learn how to use peer-evaluation to improve their work

Journalism Major faculty made changes to curriculum based on assessment results:
- The major now requires a skill-based capstone course.
- More skill-based courses were added to the elective list.
- A major with courses from both Journalism and Broadcasting and Cinematic Arts is being discussed, tentatively called, Multimedia Journalism
- In JRN 203, Data Journalism, we teach introduction to data journalism and basic spreadsheet management skills even though the title of the course does not reflect that.
- More recently the course "Digital and Social Media Analytics" has been added to the list of elective courses in addition to the couple of social media courses already there, which help address the concern with "modern delivery platforms."
- As stated above, efforts at sustaining and improving the quality of our programs and upholding accreditation standards are being revived, and faculty are engaged in updating assessment plans, collecting assessment data, and analyzing assessment findings to inform curricular changes.
- Discussions of revising and updating journalism curriculum are already taking into consideration the feedback from students, alumni and employers and assessment results.

The feedback from students also make faculty realize that we need to reinforce the teachings of concepts and theories by not only teaching students what to do and how to do it, but also explaining why journalists do it – aka, the meaning behind what we do, such as emphasizing diverse sources in research and interviews, which aims to reflect different experiences and perspectives, especially those different from our own and those under-covered in the media. The most recent assessment data available, including results of journalism exit exams and feedback from external reviews of capstone projects, shows that strong learning outcomes are reflected in Ethical Understanding of the journalism profession and Critical Thinking in producing quality journalism products. What is particularly satisfying to see is that both exit exam results and feedback of capstone projects have shown strong performance by the students in the two areas.

In contrast, two areas – research and tool competencies – appear to need more emphasis and reinforcement. In JRN 203, in addition to searching for data and critical analysis of data for news topics, students will have an opportunity to review key steps of conducting research for a journalism project:
- Critical thinking of key questions – What am I looking for: focus & parameters?
- More key questions – what questions do I want answered?
- Where and how to find the information
- What to search for – data, original documents, sources of information

In other reporting classes, faculty will reinforce the importance of research by making sure that requirements for deep dive of an issue, diverse news sources, systematic fact-checking and original content are met in completing journalism projects.

To improve tool competencies, more advanced skills in working with spreadsheets will be added to JRN 203 for more sophisticated analysis of data in order to generate more-telling findings

Another way to improve tool competency, which is already being implemented, is the strengthening of students' social media skills for professional work – the addition of social media analytics course to the electives list and the revival of the Social Media Certificate program.

But one of the most important ways of ensuring and improving tool competency is to ensure the continued success of the *Grand Central Magazine*, an award-winning online publication run entirely by our students with faculty supervision. Right now, the future of the magazine is uncertain due to low enrollment and budget issues, which have caused and continue to cause headaches for some graduating seniors who want to take the course for graduation. The magazine also provides a great extra-curricular opportunity for students to practice online publication, one area where some students believe that they could use more practice. More professional skills practice through Grand Central can focus on multimedia storytelling, social media promotion and analytics, and emerging ways that journalism is intersecting with how audiences use digital media (for example, journalism via TikTok).

The department recently has also revived our Social Media Certificate program, which should provide students with more opportunities of learning and working with the new media platform should they feel the need.

Photojournalism Major faculty made changes to curriculum based on assessment results:

Photojournalism faculty met throughout spring 2023 to discuss and make improvements to our curriculum based on past assessment results. In these meetings we focused on every standard.
- Research Competency
    - Students in JRN 521 (as of spring 2023) were required to write a research paper about the ongoing changes and trends in the photojournalism industry. The assignment requires them to interview an established photojournalist and incorporate research into the trends of the photojournalism profession.
    - In the spring of 2023 photojournalism professors also required students to write proposals and final stories showing detailed research beginning with their final project in JRN 220. Students will continue to produce research for their proposals and stories in JRN 422, JRN 423 and JRN 521. They will include the understanding of the historical, cultural, and social context surrounding their subjects. They will also conduct interviews and gather relevant information to support their written narratives.
    - Photojournalism professors will provide students with detailed feedback on their research skills and offer guidance on how to improve.

- Historical Understanding
    - In JRN 220 (Basic Media Photography) we will expand historical understanding by enhancing all aspects of historical context. We will dive deeper into the origins of social documentary photography and war photography. We will also include an expansion of the technical origins of news photography including the halftone and the camera. We will follow up with detailed test questions.

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- o We will engage students in discussions about current events and their historical roots in all remaining photojournalism classes to help them understand how historical events continue to impact society today.

- Diversity Understanding
  - o We planned and executed two new assignments in JRN 521. Students produced a video of Martin Luther King Day events and then produced a video on a Pow Wow held at CMU. Examples can be seen here and here.
  - o Students were also encouraged to use diversity to formulate final project ideas. Nico Mendoza created a compelling final project about racism. Here is an excerpt from her story.

    > "Being born into this world, we did not ask to have a specific skin color; we asked to be full of life and treated with respect by those around us. We asked to coexist with our peers in education, work, and daily life. However, we have been given a quality that many of our peers do not hold, and that is the color of our skin. From birth, the color of our skin has predetermined the success we will gain in life; it has contributed to financial gain and the treatment we have received from others. We cannot change the color of our skin; we did not choose this quality, regardless of whether we received subjective or objective treatment."

    > She incorporated stills, video and writing into her final project as seen here.

  - o In JRN 320, fixed-term instructor Jeffrey Sauger created a new photo assignment in which students learned the basics of freelance journalism, including working for a client, incorporating coordination into scheduling event coverage and working independently while part of a team. The students covered the Central Michigan University's 34th Annual "Celebrating Life" Pow wow like a corporate communications team would, with the Office of Indigenous Affairs acting as freelance "client." Colleen Green, the director of the Office of Native American Programs & Student Transition Enrichment Program, presented an overview of the Ojibway culture and conducted sensitivity training for students prior to photographing the event.

- Quantitative Competency
  - o Thoroughly understanding how ISO, shutter speed and aperture work together allows photographers to fully take charge of each situation by manually controlling the camera. Quantitative photography is introduced in JRN 220. Then it is reinforced and JRN 320. We will now emphasize exposure calculations in each of the remaining photojournalism classes. We will add more in class activities and assignments regarding exposure through understanding how combinations of aperture, shutter speeds and ISO numbers work together to make photographs that are technically sound and creatively compelling.
  - o Photojournalists also need to be able to use data so they can enhance their story proposals. Photojournalism professors will incorporate data research methodologies into JRN 320 through discussion and assignments.
  - o With the knowledge from JRN 320, students will formulate story proposals using data for JRN 422, JRN 423 and JRN 521.

- o Present Images and Information Effectively

- o Students are required to create a blog to turn in all assignments in JRN 220, JRN 320, JRN 420, JRN 423 and JRN 521. Students in JRN 422, JRN 423, and JRN 521 create an online portfolio.
- o We will double our efforts to teach students best use practices for the use of online platforms and content management systems commonly used in the field of photojournalism. We will focus on useability and functionality as we teach them how to upload, manage, and showcase their work effectively on websites, blogs, or social media platforms.
- o We will discuss strategies for engaging online audiences and building a professional online presence.
- o We require students to clean up their online presence by auditing their social media platforms to strengthen their online presence.
- o In JRN 302, *Introduction to Media Graphics and Visual Communication*, new assignments on data visualization were created.

- o Diversity Understanding
    - o We came up with an assignment that includes both writing and diversity understanding. Writing exercises will prompt students to explore their own biases, assumptions, and experiences with diversity. Encourage them to critically analyze their beliefs and challenge any preconceived notions they may hold. They will use their writings to facilitate structured discussions and debates where students can openly share their viewpoints on controversial topics related to diversity. We will create a respectful and inclusive environment that encourages active listening, critical thinking, and respectful disagreement.
    - o Teaching diversity is an ongoing process, and it's important to create a safe and inclusive learning environment where students feel comfortable expressing their opinions and learning from one another.
    - o Students in JRN 422 (The Picture Story) will find and create stories about people unlike themselves. They will be required to find suitable subjects, get to know them, and use documentary style photography to tell their story. Each assignment becomes the frame in which students show relationships, struggle, joy, and sorrow. Students will learn about diversity in a hands-on way because their subjects will likely be much different from them in terms of race, age, sexual orientation, religion, and economic background. As a result, students will acquire firsthand experience of diversity.
    - o Assignments are:
        Farm Family
        Counterculture
        Sports (off campus)
        Poverty
        Caregiver/Care receiver

- Students are encouraged to photograph people from diverse backgrounds in other classes as well. During the spring of 2023, in JRN 521, Nate Pappas produced this picture story as his final project. It tells the story of a harm reduction organization that helps drug addicts in dire need.

- Quantitative Competency

- o   Light ratios in photography refer to the relative intensity or brightness of light sources in a scene, impacting the overall contrast, mood, and emphasis on different elements within the composition.
- o   We will enhance the teaching of light ratios in JRN 420 by focusing on practical mathematical equations that help the student understand how to attain the best ratio of light between highlight and shadow for any given situation in the studio and on location. While teaching this topic, we will incorporate a lecture, hands on learning, and an assignment. Examples of a strong knowledge of light ratios can be seen here.

- Apply Tools
  - o   Teaching students how to use cameras, lenses, lighting equipment, and other necessary gear starts in JRN 220 and continues in all photojournalism classes. To improve, Photojournalism faculty decided to institute a hands-on test in JRN 220 to make sure students have a clear understanding of functions, features, and settings of these tools and how to use them effectively so they are successful in using their gear in subsequent classes. In JRN 302 students learn current Adobe design software.
  - o   We introduce teaching software for photo editing and video with Adobe Lightroom and Adobe Premiere in JRN 220. In the fall of 2023, we will dedicate more time for instruction in JRN 320 to reinforce for both types of software covering essential editing techniques like adjusting exposure, color correction, cropping, editing video and editing sound. We will adhere to ethical standards as we continue to teach software.
  - o   JRN 230, "Visuals for Advertising, Marketing, and Communication" was created. This class focuses visual communication production in Advertising, Marketing and Corporate Communications.
  - o   Throughout the curriculum, we will emphasize the importance of staying updated on new tools, technologies, and trends in the field of photojournalism.
  - o   In JRN 302 students learn current Adobe design software. Changes to include more social and mobile media are implemented. Recent Photoshop AI techniques were added in Fall 2023.

- Writing Competency
  - o   Photojournalism faculty were surprised by the mixed results regarding the writing competency. In the spring of 2023, we had the highest score in our exit exam but had the lowest scores in our portfolio reviews. Beginning in the fall of 2023 introducing skills, learned in JRN 202 and JRN 220 we will reinforce and emphasize writing skills in the remainder of photojournalism major classes.
  - o   Analyze strong photojournalistic writing by looking at how professional photojournalists use language to complement their visual. This review can serve as inspiration and provide students with a model to follow.
  - o   Organize peer editing and critique sessions where students can exchange their written work and provide constructive feedback to one another. Encourage students to analyze each other's narratives, identify strengths, and offer suggestions for improvement.
  - o   We came up with two exercises to help teach students caption writing:

- Display photographs without captions, and then reveal the accompanying captions to demonstrate how they enhance the viewers' understanding and emotional connection to the images.
- Provide detailed lists of information for a variety of photographs including news, features, sports, and portraits. photographs, to challenge students to adapt their writing style accordingly. Divide students into groups and have them write captions for each. Groups present their work for further discussion.
  - Provide constructive feedback on writing assignments. Focus on elements such as clarity, structure, coherence, and grammar. Encourage students to revise their work based on feedback to improve writing skills over time.
  - Reporting class was added to the major,

Public Relations Concentration Major faculty made changes to curriculum based on assessment results:

- Research competency:
  - Improve instruction on research methods: teach students how to develop research questions, prepare literature reviews, collect and analyze data and articulate implications for theory and practice.
  - Use real-world examples to demonstrate the importance of research in understanding a problem/opportunity and formulate objectives for a PR campaign.
  - Provide students with opportunities to conduct their own research projects, either individually or as part of a group. Students are required to do research and practice research skills in class projects such as JRN 353, JRN 369, JRN 551 and JRN 556. They also practice research skills in internships.
  - Provide students with feedback on their research skills and offer guidance on how to improve.
  - Emphasize ethical considerations related to research, such as avoiding plagiarism and ensuring that research participants are treated ethically.
  - Use technology-based tools, such as databases to help students develop their research skills and streamline the research process.
  - Collaborate with librarians to provide students with instruction on how to conduct research using library resources.
  - The PR Concentration added JRN 375 Digital and Social Media Analytics as a required course in the major so students will now gain more knowledge and skills in modern research competency, current media delivery systems.
- Writing competency:
  - Encourage students to revise their writing through identifying potential weaknesses.
  - Provide opportunities for peer review by allowing students to provide feedback on each other's writing and learn from one another.
  - Emphasize critical thinking in writing assignments by encouraging students to develop their own ideas and arguments.
  - Use technology-based tools, such as grammar checkers, to help students improve their writing skills.
  - Collaborate with the CMU Writing Center to provide students with additional

guidance on their writing.
- o We utilize JRN 202 and JRN 450, which are media and PR writing courses, to train students to become effective writers for PR. In JRN 450 (PR writing), students are given the opportunity to write for real organizations, covering various PR scenarios. This practical training approach helps improve students' writing competency for real-world business settings.
- Historic understanding:
  - o Provide students with a contextual framework to understand historical events, including social, economic, and cultural factors that influenced historical developments.
  - o Encourage students to think critically about historical events, including evaluating sources, analyzing primary documents, and considering multiple perspectives.
  - o Engage students in discussions about current events and their historical roots, helping them to understand how historical events continue to impact society today.
  - o Use primary sources, such as letters, diaries, and photographs, to provide students with a firsthand account of historical events.
  - o Encourage students to conduct research on historical events and figures, guiding them through the process of collecting data and analyzing their findings.
- Diversity:
  - o Provide students with resources to support their understanding of diversity, such as books, articles, and films that explore diverse experiences.
  - o Incorporate experiential learning activities, such as service-learning projects to provide students with firsthand experience of diversity.
  - o Encourage students to engage in respectful dialogue about diversity to share their experiences and perspectives and learn from each other.
  - o Use real-world examples to demonstrate the importance of diversity, including case studies and guest speakers from diverse backgrounds.
  - o Encourage students to evaluate their own biases and examine the impact of social norms and systems on diversity.
  - o Use class lectures such as in JRN 353 to highlight diversity in public relations audiences. Various audiences (age group, gender group, race/ethnicity group, LGBTQ+ group) are discussed in class.
- Several meetings were held to revise curriculum. For example, in Spring 2023, students in JRN 551 Case Studies in Public Relations created futuristic projects for a nonprofit, the Detroit Downtown partnership. An AI scientist consulted the groups on the ways to incorporate AI into the projects. Students used AI software (Designs.AI, Brandmark.IO, Looka.com) to create PR tactics. This is a link to content created by a group: https://drive.google.com/drive/folders/1H3JBWUAY-BXxv3hdImI9lhqwPlw6VkxF?usp=share_link.
- Students enrolled in JRN 556 PR Seminar in Spring 2023 used AI to brainstorm budgets and SWOT analysis for their projects.
- Students in JRN 556 PR Seminar class are required to implement a PR project for a real (local) client. They use and refine their skills while, for example, building websites for their clients. This is an example: HBACMVirtualHomeShow.com. Students also take pictures, make videos and slideshows for their clients.
- JRN with PR concentration students are required to compete a 150-hour internship. Students develop portfolio from their internship work. The internship field supervisors fill

internship evaluation forms that are tied to assessment of student outcomes.

Standard 9: Assessment of Learning Outcomes
Reasons cited:
> **The unit has an assessment plan that was once promising but has neither been updated nor executed for many years.**
>
> **Some direct measures, such as the exit exam, have not been implemented consistently. Others, such as professional evaluations of the capstone classes, have not used the feedback to make substantive and effective curricular changes.**

- *Assessment plans for all majors were approve by CMU in January 2024*

The unit critically evaluated the assessment plan and procedures. The unit concluded that the plan is still useful and relevant, but the procedures and rubrics needed updating. Rubrics for all exit exams, portfolio evaluation, and internship evaluation were revised. Data was collected for all three assessments and new procedures were created. The process is much easier to follow.

Currently the plan is being executed (see below) and the unit has discovered several areas to be updated. In 2022-23, the unit revised assessment plans and rubrics for each of the majors. Updated curriculum maps were used to guide curricular changes. The data collection process was streamlined and followed in 2022-23.

The assessment plan was updated by rewriting the procedures. The previous plan and assessment activities are employed, and CMU's assessment council has acknowledged the previous assessment plan with an award. The rubrics for the exit exam, the capstone portfolio external evaluation and Internship rubrics were substantially revised to be better aligned with accreditation standards and better assess modern skills.

Major assessment activities were completed. The revised exit exam for all majors was administered in 2022-23. The results were used to revise courses and curriculum. External reviews of capstone portfolio projects were completed. Industry professions were given the revised rubrics and links to capstone projects. Results were used to improve programs and courses. The revised internship evaluation form was used in 2022-23. Results of assessment are listed in Appendix C. Faculty revised curriculum based on both the historic and revised assessment results.

> **Data has been gathered on a basis enough to comply with university requirements but has not been effectively utilized to inform curricular changes.**

Many curricular changes resulted from the assessment data, discussions with alumni and student groups. Active professionals were included in changes to curriculum, and reviews of programs at peer institutions were examined. Many courses were changed and majors were updated. (See previous section that describes curricular changes).

First, the previous assessments (2017-2022) were combined and the results for the standards were ranked. Faculty in each major made curricular changes (See Appendix C for list of changes).

Once a year, faculty members who teach advertising courses hold meetings to review advertising curriculum and course materials and discuss advertising curriculum updates, new advertising courses, and course material updates to reflect advertising industry trends and media environment changes. Assessment findings are also discussed. This meeting was held most recently on Apr 28, 2023.

Advertising faculty provided students with more practical exercises and assignments that allow them to practice finding research insights and applying those insights to develop strategies and executions. Emphasized the significance of advertising research, including examples of advertising that demonstrate the importance of research. Incorporated case studies to enhance students' understanding of how research findings and insights are applied in real-life situations.

Journalism faculty met and had continued discussions about revising and updating the curriculum to reflect what we have been teaching in the classroom and address the issues from the site team's report and reflected on assessment data.

Journalism faculty focused on delivering the news on social media. Several courses address this and assignments were modified and added. Our renewed efforts with offering a social media certificate will further address this. We are not producing Augmented Reality, Virtual Reality, or Mixed Reality work in the classroom, but we have investigated its uses for journalism and discussed possible uses with our students, emphasizing the research competency. Since the introduction of ChatGPT in November 2022, we have been monitoring its influence on journalism, discussed how artificial intelligence can be incorporated into appropriate classes, such as JRN 203, and have made students in courses, including JRN 101 and JRN 102, aware of how artificial intelligence may influence journalism.

Faculty members who teach photojournalism courses hold regular meetings to review photojournalism curriculum, course materials and revise them to reflect photojournalism industry trends and changes. We also update the curriculum based on the results of our assessment results, in accordance with the ACEJMC ten student learning outcomes.

Photojournalism majors take five different classes that teach multimedia and modern delivery platforms. The 400-level video class, JRN 423, Online Video Storytelling teaches advanced video exclusively. Specific changes to Photojournalism major are found in the previous section.

Public Relations faculty met and made improvements based on assessment data. New technologies used in public relations, such as social media, analytics tools, and mobile apps, into the curriculum to ensure that students are familiar with the latest tools and techniques. Opportunities for students to develop practical skills, such as writing press releases, creating media plans, and conducting research for real clients were added to classes. Updated coursework addresses emerging trends and challenges in the field of public relations, such as crisis management and influencer marketing.

Other changes foster creativity in students by encouraging them to develop innovative approaches to public relations challenges and uses the alumni network to help students understand current trends and best practices.

In February 2022, faculty developed an interview questionnaire asking PR Concentration graduates to offer input to help the department shape PR Concentration curriculum. The questionnaire included six questions and asked graduates' opinions of skills and practices they learned in journalism department courses. They were also asked to offer thoughts and advice to improve the curriculum. We reached out to 11 Public Relations Concentration alums who graduated between 2016 and 2020, and we received five written interview responses. The alums agreed that the wide range of courses offered by CMU Journalism department gave them solid foundation of skills and practices needed in their jobs, including AP writing skills, graphic design skills, research, campaign strategizing, and social media. All five graduates reported that they were doing social media work by creating social media content, supervising social media sites, or even serving as a full-time social media manager. They suggested the department offer courses of social media management skills and analytics skills for students.

> ***There is a need for a new champion who understands assessment and can work with faculty to close the loop between assessment findings and curricular improvement.***

Restructuring has benefited assessment. New unit heads will guide assessment activities and close the loop. Dr. Lori Brost, Journalism Faculty is the new assessment champion for Journalism and Photojournalism Majors. Dr. Elina Erzikova, Public relations Faculty, is the new champion for Advertising Major and Public Relations Concentration. Data collection processes and instruments are revised, and are much easier to deploy. Data collection is much easier and more efficient, since data is collected in each of the capstone courses. With 2 unit heads the burden of assessment is split between 2 faculty so the coordination of assessment efforts is simpler. Each oversees 2 similar majors.

Assessment results will be discussed at the unit's annual fall retreat. Throughout the year, faculty from specific majors will meet to discuss assessment results. Faculty are committed to active participation in assessment – both collecting data and using that data to improve curriculum.

3. Describe any other weaknesses cited by the site team in its report and any additional concerns cited by the Council in its letter to the unit regarding provisional status.

> ***This is a deeply troubled program, and the site team actually considered recommending denial of re-accreditation. Ultimately, however, we concluded that effectively and quickly addressing the issues of leadership, governance and administration could make a profound difference in a short time and could put this department back on a positive trajectory.***

4. For EACH of the other weaknesses cited by the site team or concerns cited by the Council, describe actions taken by the unit to correct the problem and a summary of the results. Attach any supporting documents.

> ***This is a deeply troubled program, and the site team actually considered recommending denial of re-accreditation. Ultimately, however, we concluded that effectively and quickly addressing the issues of leadership, governance and administration could make a profound difference in a short time and could put this department back on a positive trajectory.***

The program has resolved all leadership and self-governance problems. The unit agrees that a climate of deep distrust has been forced upon them by the previous dean. The interim chair was brought in 2 weeks after the start of the 2020 academic year after upper administration informed the unit that the current chair is, "no longer employed by the university." Since then, the climate within the unit has been excellent with a peaceful relationship with the new dean. The current climate is one of enthusiasm, positivity, forward-thinking as the unit has an excellent relationship with the new dean. Please see Appendix C for a letter from Dean Campbell.

Appendix A – Strategic Plan

STRATEGIC PLAN

Adopted 2010, Revision Approved February 2022, Revised June 2023

DEPARTMENT OF JOURNALISM, CMU

GOVERNANCE AND ADMINISTRATION
Goal: Involve administration, faculty and students into the internal governance process.
Strategies:

► ~~Reimagine department structure~~
  - **Completed** Spring 2021

► Proactively work with administration and assuring self-governance
  - **Completed**, yet ongoing

► Investigate interdepartmental collaboration regarding research, instruction, and
  program development
  - Make efforts within new school structure

CURRICULUM AND INSTRUCTION

Goal: Foster innovation in teaching and learning to prepare graduates for future success in
the ever-evolving field of communication and storytelling.
Strategies:

► Continue to monitor and respond to industry trends
  - **Completed** with industry trends monitoring, surveys to professionals and in-
    depth interviews with news organizations, yet ongoing

► Survey the journalism/mass communication discipline regionally and nationally for trends
  in curriculum; maintain currency in curriculum
  - Continue with advisory boards

► Ensure quality teaching through various feedback mechanisms, which may include
  Student Opinion Surveys, grade distribution, meetings with students and instructors
  - **Completed**, yet ongoing

► Refine the curriculum of all majors within the department to emphasize digital and
  social media storytelling
  - PR Concentration – **completed**
  - Advertising – **completed**
  - Journalism – Fall 2023
  - Photojournalism – **completed**
  - Ongoing

► Explore joint programs/partnerships with other colleges on campus
- ongoing

► Ensure students' participation – and success – in regional and national competitions
- Hearst
- Look for other competitions

► Continue extra-curricular and co-curricular activities
- **Completed**, yet ongoing

► Explore and identify resources and support for students' extracurricular activities
- Continue
- **Find support for Grand Central Magazine**

► Create student advisory board
- **Completed**, yet ongoing

ASSESSMENT

Goal: Enhance the assessment of student performance

Strategies:

► Conduct assessment annually
- **Completed**, yet ongoing

► Refine the department's assessment practices to ensure rotational assessment for each aspect of the program; continue the rotation and reporting practices
- **Completed**, yet ongoing
- **Submit revised assessment plan to CMU assessment council (approval in Fall 2023)**

► Ensure that assessment is considered as part of curriculum and instruction
- **Completed**, yet ongoing

DIVERSITY AND INCLUSIVENESS

Goal: Cultivate a supportive environment within the department to assure different perspectives are valued and individuals with diverse background are respected.
Strategies:

► Continue to implement the unit's Diversity Plan
- Diversity groups from spring 2021?

► Revise the unit's Diversity Plan
- **Completed**, yet ongoing

► Ensure that the department continues to offer a welcoming environment to minorities
  • ongoing

► Ensure that the minority voice is always represented
  • ongoing

► Create events that highlight underrepresented groups
  • ongoing

RESEARCH AND CREATIVE ACTIVITY

Goal: Advance research and creative activity that matter for society, communication professions, and respective academic disciplines.
Strategies:

► Maintain research quality and productivity by (a) promoting publication; (b) forming research alliances with colleagues whose expertise meshes with that of departmental faculty
  • **Completed**, yet ongoing

► Explore and identify resources and support for faculty research, creative endeavors, and professional development
  • ongoing

RESOURCES

Goal: Secure and effectively manage resources to achieve the mission of the department. Strategies:

► Work with the dean of the college to ensure the department has adequate resources to carry out its mission
  • **Completed**, yet ongoing

► ~~Try to recruit and hire Department Chair~~

► Apply for external and internal grants
  • **Completed**, yet ongoing

ALUMNI AND OUTREACH

Goal: Increase alumni engagement with the department.
Strategies:

► Continue to involve alumni in the department through the two Alumni Advisory Boards – Journalism and Advertising.

► Continue maintaining connections with alumni through internships, guest speaking and mentoring opportunities.

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- **Completed**, yet ongoing

►Increase engagement on social media

PLANNING AND EVALUATION

Goal: Ensure that the strategic plan is used to guide department activities
Strategies:

► Conduct a meeting each fall to reflect on the previous year's strategic activities and
   plan activities for the coming year.
- **Completed**, yet ongoing

► Report the previous year's activities to alumni, student, and university audiences.
- **Completed**, yet ongoing

Appendix B – Letter from Dean Campbell

Upon my arrival as Dean of the College of the Arts and Media, my first task was to read the report from the ACEJMC site visit and deliberation. This report, and the phrase "*The climate within the unit is one of trauma, victimization and deep distrust of upper administration…*" stood out to me as particularly concerning and I set out to meet the faculty and learn about the history of the department and its relationship to administration at the college and university level. It quickly became clear that an escalating pattern of mistrust and decision-making based on that mistrust and fear had been established over the course of several years. Under the leadership of Dr. Sean Baker last year, the Department of Journalism made progress in its perception and dealings with my office, and I have worked diligently to demonstrate that my office and the Office of the Provost sincerely wants to help faculty in Journalism rebuild their enrollment and morale as a unit. I have not been afraid to discuss some of the situations of recent years that have fueled the mistrust, and while we are not completely finished with building our relationship, the faculty and I are in agreement in approaching each issue with good faith and trust and have acted on that premise for the past academic year. Further, I have been mindful to approach changes and concerns in the true spirit of shared governance with faculty in this discipline, and together we have already made significant changes to build strong, working relationships that over time will allow us to strategize our future plans.

To address the comment "*The norms of shared governance have been largely lost and must be restored",* it is important to note the response to the issues concerning trauma, victimization, and deep distrust noted elsewhere. When faculty participation in governance breaks down, it is largely due to the perception or reality that their input is not valued or used in decision-making processes by administration, and it is my opinion that the two issues are directly related in this case. The two leading principles I value in leadership are communication and shared responsibility in decision-making processes. Throughout the past academic year, faculty in the Department of Journalism, their colleagues in Media Arts and Communication, and myself and my staff have worked together to develop and execute a vision for a new academic unit which has become the School of Communication, Journalism, and Media. Our process involved deep discussions between myself, my Associate Dean, and each faculty department at different points throughout the year that led to a series of votes on creating the new unit, the name of the new unit, and ultimately the internal administrative structure of the new unit. Faculty-led committees were tasked with leading meetings and seeking input on the structure, and when it was time, a faculty vote led the changes. It is essential to the proper functioning of an academic unit that faculty involvement be sincere and steady, and that administration is open and honest with feedback and direction. Collaboration and compromise are essential tools in building trust, as well as vulnerability and integrity. As we move forward in this new organizational structure and build towards our future, our goal is to find more common ground on which to grow. It is my belief that we achieved that goal in this process, and I am confident that it will continue in the new School of Communication, Journalism, and Media structure.

-Jefferson Campbell

Appendix C Assessment Data

Previous (2013-2019.) assessment was combined. Results rank from lowest to highest score are:

- o *Ranking from worst to best, assessment data:*
  - ▪ *Research Competency*
  - ▪ *Historical Understanding*
  - ▪ *Domestic Diversity Understanding*
  - ▪ *Quantitative Competency*
  - ▪ *Writing Competency*
  - ▪ *Global Diversity Understanding*
  - ▪ *Legal Understanding*
  - ▪ *Conceptual Understanding and Application*
  - ▪ *Thoughtfulness*
  - ▪ *Evaluative Competency*
  - ▪ *Tool Competency*
  - ▪ *Ethical Understanding*

Results of assessment activities from 2022-23:

Internship evaluations by interns' supervisors are regularly completed. This is mandatory to satisfy the internship requirements. Data for the evaluations is very high where students scored 90% (plus or minus 2%) on all measures.

ADVERTISING:
- o *Ranking from worst to best, assessment data from exit exam **(AY 2022-23):***
  - ▪ Quantitative Competency, Standard 8: effectively and correctly apply basic numerical and statistical concepts 51.3%
  - ▪ Historical Understanding, Standard 2 demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications 61.5%
  - ▪ Tool Competency, Standard 10: apply tools and technologies appropriate for the communications professions in which they work 64.1%
  - ▪ Writing Competency, Standard 5 write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve 71.5%
  - ▪ Evaluative Competency, Standard 9 critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; 71.8%
  - ▪ Ethical Understanding, Standard 6 demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity 76.9%
  - ▪ Conceptual Understanding and Application?? Standard 4, present images and information effectively and creatively, using appropriate tools and technologies 78.2%
  - ▪ Global and Domestic Diversity Understanding, Standard 3 demonstrate culturally proficient communication that empowers those traditionally disenfranchised in

society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts 80.8%

- Legal Understanding, Standard 1 apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invite ACEJMC is located 84.6%
- Research Competency, Standard 7 apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work 92.3%

o *Ranking from worst to best, assessment data from capstone project, where 5-Excellent and 1=Not Adequate **(AY 2022-23):***

- Research Competency, Standard 7 apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work 3.2
- Quantitative Competency, Standard 8: effectively and correctly apply basic numerical and statistical concepts 3.2
- Conceptual Understanding and Application Standard 4, present images and information effectively and creatively, using appropriate tools and technologies 3.8
- Tool Competency, Standard 10: apply tools and technologies appropriate for the communications professions in which they work 3.8
- Evaluative Competency, Standard 9 critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; 3.8
- Writing Competency, Standard 5 write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve 4.2

JOURNALISM

- *Capstone Project Data – all Journalism majors' capstone projects from Fall 2021 and Fall 2022, were evaluated by a former journalist who now is the head of journalism faculty at Keene State University*
  - *Items were scored from 1 to 5, with 5 being the best*
  - **Standard 4   3.426007937**
    o present images and information effectively and creatively, using appropriate tools and technologies
  - **Standard 5   3.587542666**
    o write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
  - **Standard 8   3.888888889**
    o effectively and correctly apply basic numerical and statistical concepts;
- *AY 2022-23 Exit Exam Results (This is the revised exit exam)*

Standard 10 38.9% Apply tools and technologies

Standard 7   44.4% Apply critical thinking skills in conducting research and evaluating information

Standard 4   48.1% Present images and information effectively

Standard 1   50.0% Apply the principles and laws of freedom of speech and press

Standard 3   53.7% Culturally proficient communication that empowers traditionally

disenfranchised

Standard 2   66.7%   Demonstrate an understanding of the multicultural history

Standard 9   70.4%   Critically evaluate their own work and that of others for accuracy

Standard 8   81.5%   Effectively and correctly apply basic numerical and statistical concepts

Standard 5   90.7%   Write correctly and clearly

Standard 6   90.7%   Demonstrate an understanding of professional ethical principles
▪

PHOTOJOURNALISM
- *Ranking from worst to best, exit exam assessment data **(Spring 2023):***
    o *Standard 4:* present images and information effectively and creatively, using appropriate tools and technologies;
        ▪ *45.5%*
    o *Standard 3:* demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
        ▪ *60.1%*
    o *Standard 8 and 10 TIE: Standard 8:* effectively and correctly apply basic numerical and statistical concepts; *Standard 10:* apply tools and technologies appropriate for the communications professions in which they work
        ▪ *63.6%*
    o *Standard 2 and Standard 7 (TIE): Standard 2:* demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications; *and Standard 7:* apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
        ▪ *69.7%*
    o *Standard 1 and Standard 9 (TIE): Standard 1:* apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invite ACEJMC is located *and Standard 9* critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
        ▪ *72.7%*
    o *Standard 6:* demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
        ▪ *84.8%*
    o *Standard 5:* write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
        ▪ *87.9%*

- *Ranking from worst to best, capstone portfolio assessment data **(Spring 2023), where 5=Excellent and 1=Not Adequate:***
    o Writing, Standard 5 = 2.7 write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

- ○ *Diversity Standard 3 = 3.0:* demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- ○ Tool Competency, Standard 10 = 3.2: apply tools and technologies appropriate for the communications professions in which they work
- ○ Images and information applications 4 = 3.2, present images and information effectively and creatively, using appropriate tools and technologies

PUBLIC RELATIONS CONCENTRATION
Due to extremely low number (AY 22-23, n=2) of Public Relations Concentration students in the capstone course, data was collected from the exit exam and will be combined with subsequent students.

- External reviews of the portfolio were conducted. Portfolios from 2021 – 22 were analyzed. Portfolio Evaluation found:
  - ○ *Items scored 1 – 5 with 5 being the best, ranking from worst to best*
  - ○ *Research Competency – 3.56*
  - ○ *Tool Competency – 3.81*
  - ○ *Writing Competency – 3.81*
  - ○ *Conceptual Understanding and Application – 4.33*
  - ○ *Thoughtfulness – 4.5*